

CHAPTER II

LITERATURE REVIEW

A. READING

1. The Nature of Reading Skill

According to Carrell (1989), reading is "a process of interactive problem-solving" where readers use their existing knowledge and language skills to comprehend written texts. This interactive process allows readers to construct meaning from the words on the page. Grabe (2009) highlights the significance of reading proficiency, stating that it is crucial for academic success and serves as a gateway to accessing information and knowledge from various disciplines. Developing strong reading skills enables individuals to navigate complex academic materials and enhances their overall language proficiency.

Anderson and Pearson (1984) emphasize that reading is not a passive activity but an active process where readers engage in various strategies to make sense of the text. These strategies include predicting, clarifying, questioning, and summarizing. Additionally, Rumelhart (1977) proposes the interactive model of reading comprehension, which highlights the role of readers' background knowledge in the interpretation of texts. According to this model, readers continuously interact with the text, drawing from their prior experiences and knowledge to construct meaning actively.

Krashen (2004) advocates for extensive reading as a powerful tool to improve language proficiency, particularly vocabulary development and grammar acquisition. He argues that providing learners with ample opportunities to read widely and enjoyably can lead to significant language improvement. Grabe and Stoller (2002) also stress the importance of engaging with various text types to develop critical reading skills. They propose that exposing learners to diverse genres, such as narratives,

expository texts, and academic articles, helps them become more flexible and effective readers.

In conclusion, reading is an interactive process that involves the reader's knowledge and language skills to understand written text. Reading is also an essential skill for academic success and access to information and knowledge from various fields. Readers use a variety of strategies to make meaning from texts, such as predicting, explaining, questioning and inferring. In addition, reading extensively and enjoying different types of texts can improve language skills, particularly vocabulary and grammar, as well as critical reading skills.

2. Elements of Reading Skill

Students must be able to decode, comprehend, and analyze material when reading, which calls for a complicated set of skills. These are the essential components of reading:

- a. **Phonemic Awareness:** The capacity to distinguish and control spoken words' individual sounds, or phonemes. It is an essential ability for the development of early reading because it enables pupils to comprehend the connection between letters and sounds (Ehri, 2019).
- b. The systematic teaching of letter-sound relationships and how to use them to decode words is known as phonics. The teaching of phonics increases pupils' reading fluency and helps them establish reading strategies for unfamiliar words (Moats, 2017).
- c. **Vocabulary :** the words that children must comprehend and employ in their reading and writing are referred to as vocabulary. As it enables students to interpret material, vocabulary knowledge is crucial for comprehension (Beck et al., 2018).
- d. **Fluency:** This refers to reading accurately, quickly, and expressively. The ability to read text fluently and automatically improves comprehension among fluent readers (Rasinski, 2018).
- e. **Comprehension:** The capacity to comprehend and make sense of text. Making sense of text entails employing techniques including speculating,

asking questions, summarizing, and drawing connections (Duke & Pearson, 2020).

Furthermore, according to research, kids' reading abilities can be improved by specific instruction and practice in various reading components (National Reading Panel, 2018). Students can engage in dynamic and aesthetically appealing reading activities that will significantly improve their phonemic awareness, phonics, vocabulary, fluency, and comprehension skills by using Canva as a reading tool.

Moreover, according to Nuttal (1982), there are five aspects or elements of reading that students must master in understanding the content of reading texts. These include determining main ideas, identifying supporting details or specific information, identifying references, making inferences, and understanding vocabulary. Below is an explanation of the five aspects:

a. Determining Main Idea

The main idea is the core or fundamental issue presented in a text. It encompasses the primary concepts put forth by the author or creator of the text. According to Tampubolon (2008), the main idea is the conclusion drawn from all the sentences that constitute a paragraph. Furthermore, Hayon (2003) states that the main idea is contained within the main clause. The main idea can be explicitly stated or implied, either wholly or partially.

From the above statement, it can be concluded that the main idea is the most significant part that contains the essence or content of the entire paragraph or reading text. The main idea is typically found at the beginning or end of the paragraph, though sometimes it may be located in the middle. Determining the main idea is the most common type of question encountered in Reading Comprehension exercises. The approach to determine the main idea involves reading the title of the essay first, then reading the opening sentence at the beginning of the paragraph, followed by reading the entire paragraph to identify potential

candidates for the main idea. After underlining these possibilities, the main idea can be easily determined.

b. Identifying Supporting Detail (Specific Information)

Supporting details are precise pieces of information within a piece of writing that reinforce the main idea or the topic sentence. These details consist of information, facts, or points provided by the writer to further explain the main idea. Identifying the supporting details typically involves asking "what" and "why" questions. This prompts students to ascertain the key content of the essay's main argument. The act of expressing the primary content of the essay is referred to as presenting supporting details.

c. Identifying Reference

Words or phrases used before or after specific mentions in reading material are known as references. References are employed to avoid repetitive use of the same words or phrases. In other words, these words serve as signals for the reader to find the intended meaning elsewhere in the text and are sometimes referred to as pronouns.

Identifying references is a common aspect of reading comprehension questions aimed at understanding the contents of the reading text. Typically, students are asked to analyze pronouns such as I, You, They, We, She, He, and It. The question for identifying references often takes the form of "The word 'it' refers to?" or "He can speak Spanish. The word 'he' in that sentence refers to?". Analyzing it is not overly challenging either. To answer questions like these, students are advised to read the preceding sentence as the answer to the question can usually be found there.

d. Making Inference

In reading, apart from references, there are also inferences. By definition, inference implies drawing conclusions. Making an inference is also one of the types of questions commonly encountered in reading comprehension exercises. Questions related to matters outside the text

but still within the same context showcase an element of making an inference. Usually, this type of question requires students to make assumptions based on their own thoughts and opinions.

e. Understanding Vocabulary

Vocabulary is a crucial skill in acquiring proficiency in reading, speaking, writing, and listening. It plays a significant role in language learning. According to Ur (1996), vocabulary is one of the most vital aspects to be taught when learning a foreign language. This is because the ability to express oneself is impossible without a diverse range of words.

Mastering English vocabulary holds great importance for students. Reading comprehension questions often require students to respond to queries about synonyms and antonyms. Hence, students must enhance their English vocabulary. They should expand their vocabulary by memorization and reading, which will help them become familiar with synonyms for various questions.

3. Types of Reading Skill

Reading is a collaborative activity where language learners use a variety of reading techniques and skills to comprehend and visualize the overall message of the text. According to Patel & Jain (2008), there are 4 types of reading skills, such as:

a. Intensive reading

Reading passages or texts in-depth is known as intensive reading. Students study books for this reading in order to gain specific information, understanding, and analysis. Reading shorter texts is the goal of this intense reading. Reading extensively aids in a learner's deeper understanding of the language. A fundamental understanding of sentence structure is provided by intensive reading, which also aids in the expansion of vocabulary and idiom knowledge. Intensive reading has a variety of qualities, such as:

1) Students' active vocabulary grows as a result of intensive reading.

- 2) The primary role is that of the teacher.
- 3) The development of linguistic items.
- 4) Try to speak the language out loud.
- 5) This reading is being performed aloud.
- 6) Speech habits are highlighted in this in-depth reading.

b. Extensive Reading

Extensive reading is less difficult in comprehensive reading than it is in intensive reading. In this comprehensive reading assignment, students are instructed to read English-language items from magazines or newspapers that are currently in the news or that they find interesting. Because the reading's subject matter is not difficult for students, this comprehensive reading encourages students to read for enjoyment. Extensive reading has a number of qualities, including:

- 1) Assist students in expanding their vocabulary.
- 2) The main role is played by students.
- 3) Concepts can grow.
- 4) Work to increase students' knowledge.
- 5) This reading is being done quietly.
- 6) The topic is emphasized in this in-depth reading.
- 7) A strong reading habit can be created by substantial reading.

c. Aloud Reading

Another crucial part of teaching English is reading aloud. One of the most basic organizational and disciplinary strategies in the classroom is reading aloud. The students are faced with written sentences that haven't been uttered 22 times before when reading aloud. The purpose of reading aloud to students is to improve their speaking and pronunciation skills. Making sounds that other people can hear when reading a book out loud. The teacher reading aloud to the class can improve their capacity to pay attention. Reading aloud is worthwhile for at least a few minutes by itself. Reading aloud to students keeps them from understanding what a sentence means, even if they may not be familiar with all of the words.

d. Silent Reading

Silent reading is a crucial ability for English teachers to develop. The purpose of this reading is to help kids become better readers. Silent reading allows for the acquisition of a lot of knowledge. When kids can read without much difficulty, the educator needs to make them read silently. Students who have developed this practice can read aloud without sounding like they are whispering. Advantages of reading aloud:

- 1) As they read, the class becomes extremely attentive and accurate.
- 2) Since silent reading concentrates readers' minds on the subject, learning happens naturally for the audience.
- 3) It saves time because each step is completed in turn. This task is done simultaneously with each student.
- 4) Enhancing one's capacity for quick reading is really advantageous.
- 5) This knowledge serves as the foundation for expanding knowledge about students.

4. Criteria of Good Reading Materials

According to Patel & Jain (2008), a good material must meet a number of requirements, including:

- a. Good grade on the subject matter is required.
- b. Go over the English-language instruction's goals.
- c. Printing should be clear and beautiful with good illustration.
- d. The language chosen should be appropriate for the pupils' age and interests.
- e. Practice and exercises should be supplied in addition to the test and clear, unambiguous instructions.
- f. The topic matter ought to present fresh data so that students learn something new.
- g. The language and organization are thoroughly rated.

5. Characteristics of Successful Reading Activity

The development of students reading abilities should be successfully promoted in any reading activity. Based on current and relevant literature,

the following qualities are determined to be essential for a fruitful reading activity:

a. Authenticity

According to Guthrie et al. (2018), reading activities should use real texts that are pertinent to students' life and that they can relate to. These texts can be articles, stories, or informational texts that correspond to their interests or prior knowledge.

b. Student involvement

Reading activities should be created to actively include students in reading by using interactive and multisensory tactics that encourage active participation, discussion, and reflection (Dole et al., 2017).

c. Differentiation

Differentiation is important in reading activities because students have a wide range of needs and abilities. To address these needs and abilities, reading activities should be differentiated by offering students the right amount of challenge, scaffolding, and support (Tomlinson et al., 2018).

d. Strategy Instruction

Strategy Instruction to help children become strategic and independent readers, reading activities should clearly teach and reinforce good reading techniques, such as anticipating, querying, clarifying, summarizing, and finding connections (Duke & Block, 2016).

e. Assessment

According to Fisher and Frey (2017), reading activities should incorporate formative and summative tests that offer feedback on students' development and guide instructional decision-making. Examples of such tests include comprehension quizzes, reading logs, and performance tasks.

f. Integration of Technology

Using Canva and other technology tools, reading activities can be improved by incorporating digital resources, promoting digital literacy

skills, and creating aesthetically appealing and engaging reading materials. Moreover, to successfully develop students' reading skills while using Canva as a tool in the classroom, it is crucial to design reading exercises that contain these qualities (Patterson et al., 2020).

B. CANVA

1. Definition of Canva

Canva is one of the applications that can be utilized to foster student creativity. An online graphic design tool is called Canva (Haake, 2021). Canva makes it easy to create engaging and imaginative instructional resources. Canva's existence appears to meet contemporary needs. When a teacher or student wants to communicate what they have learned, they can use the Canva software to create videos, photos, and presentations, among other things. The creation of English learning resources that rely on the visualization of images and videos to convey information is undoubtedly made very simple by this. Flexibility and considerable creative exploration are encouraged by Canva.

In addition, Arunachalam & Munisamy (2022) claim that Canva can offer a platform that is reasonably versatile. The system can be altered to fit the teaching and learning processes of both teachers and students. Communication between teachers and students is prioritized because it promotes their collaboration during the learning process. Among the studies that have already been done in this area of study, Canva has been used as an infographic tool for presenting educational materials. The findings demonstrated that Canva provides a range of themes and expert layouts to produce eye-catching infographics to communicate instructional materials.

Furthermore, Canva is a learning tool that also helps teachers with their teaching and learning activities. Using Canva's features, educational materials can be animated. Students might learn more intently as a result. Canva is also very useful for users to create posters, presentations, flyers, infographics, book covers, newsletters, programs, reports, media kits, and more to demonstrate expertise of diverse topics (Waring, 2021).

Therefore, as a result of Canva's simplicity of use and value as a tool for developing educational materials, academics frequently use it as research media. The best way to learn is through meaningful learning processes where students gain experience and become more easily remembered. Students learn by recalling their prior knowledge when using Canva, which offers hands-on opportunities for them to participate in the creative process.

2. Procedure of Canva

Canva has the capacity to produce more complex designs for print media such as brochures, etc. Navarre (2018). Everyone is required to be able to grasp how technology works as a support for all already existing activities, as well as in the sphere of education, in today's world of technology development that is expanding rapid and advanced. The Canva program is one of the technologically based learning resources that teachers and students can use. Canva is a web-based program that offers eye-catching graphics in the form of feature templates and categories. Making the learning process less monotonous with unique and engaging designs. Teachers may impart information, creativity, and skills to pupils using the Canva app, allowing them to use this media in a variety of spheres of life. However, there are a number of steps a user must take in order to use the Canva application. These steps are as follows:

- a) Users of mobile devices should first download the Canva app from the Google Play Store for Android or the App Store for iOS. On the official website of Canva, at <https://www.canva.com/help/canva-desktop-app/>, users can download the Canva application for laptops in both Windows and Mac OS versions. Without having to download the application, Canva can also be accessible for designing from the official website.
- b) The user then opens a Canva account by registering with a Facebook, Google, or Gmail account. Additionally, users can register by providing personal information to set up a Canva account.
- c) Users of Canva can begin designing after successfully registering an

account and completing their desired tasks. Users can select from a variety of design options, including slide shows, movies, booklets, and pamphlets.

- d) Users can select a blank sheet as the design area after choosing the design form that best fits the object they wish to create. Users can use the various design tools, including typefaces, stickers, photos, charts, frames, and videos, to design as freely and creatively as possible.
- e) Users can invite other users to engage in the design when designing on a blank piece of paper or a free template by providing a link or by writing down the email or username of the user they wish to invite.
- f) When designing on a piece of paper or a free template, users can invite other users to participate by sending them a link, putting down their username or email, or both.
- g) If a user may download a design they've created, they can also share a link to it or immediately display it by choosing the "Show" menu in the up arrow in the top right corner.

Based on the explanation above, the researcher concludes that after downloading the Canva application for a laptop or smartphone. Canva users can start designing after successfully registering an account and completing the desired task. Users can choose from a variety of design options, including slideshows, movies, booklets, and pamphlets. Users can select a blank sheet as the design area after choosing the design shape that best suits the object they want to create. Users can use various design tools, including fonts, stickers, photos, charts, frames, and videos, to design as freely and creatively as possible.

In addition, Users can invite other users to get involved in the design when designing on a blank piece of paper or a free template by providing a link or by writing down the email or username they wish to invite. When designing on a blank sheet of paper or free template, users can invite other users to participate by sending a link, writing their username or email, or both.

3. Advantages and Disadvantages of Canva

a. Advantages of Canva

Canva is a graphic design program that is incredibly helpful for both instructors and students in the field of education. Canva is a really helpful tool for instructors for creating learning materials. It goes without saying that Canva's numerous tools or capabilities have a variety of advantages in assisting the creation of learning media; Tanjung & Faiza (2019) listed several of these advantages :

- 1) Offers a selection of eye-catching visual layouts, animations, templates, and page numbers.
- 2) The options offered will allow teachers to be more creative when creating learning materials.
- 3) Designing useful learning materials will take less time.
- 4) Students can revisit lessons from the teacher's Canva learning materials., designing can be done on a laptop or smartphone.
- 5) Teachers can work together to create learning materials with other educators.
- 6) If the image resolution is good, specifying the print size will cause Canva media slides to print out automatically.

In addition according to Pelangi in Wulandari & Mudinillah (2022), which states that Canva's benefits include having an appealing design and of course various, assisting in increasing the creativity of both teachers and students in making learning media by utilizing the various features available, aside from being practical but also saving time in designing learning media, and designing can be done either on a laptop or smartphone, supports this as well.

In the contemporary digital world, using the Canva program as a learning tool is considered as supporting the learning process. With the use of teaching materials that are clearly described by the teacher, the Canva application is thought to be able to produce a creative and enjoyable learning experience that helps boost motivation and the active

engagement of students. The usage of the Canva program in a project-based learning process can enhance students' talents and creativity in presenting critical response texts, as this is confirmed by the findings of research by Triningsih (2021). The research also shows that using Canva as a teaching tool contributes to creating a more delightful environment for online learning, encouraging students to be more creative, active, and engaged in their studies.

Moreover, Canva is the ideal tool to aid the learning process, according to Harahap, et. al (2022), because: 1) Canva is an internet tool that can be downloaded for free. 2) Canva may be used on a variety of devices in addition to computers. Canva offers a lot of useful tools and free templates, and designs can be downloaded and shown in other programs like PowerPoint with ease. Additionally, it is claimed that using the Canva app as a classroom tool might boost teachers' creativity. According to Tanjung and Faiza (2019), using Canva as a learning tool can boost teachers' creativity while creating learning materials and help them save time and effort. Additionally, Canva is known to be practical to use in all topics, thus it helps to raise the caliber of instruction in these schools.

From explanation above, Canva is a useful tool for aiding learning in the classroom and can be used as such. For a good learning environment, Canva can offer a creative and enjoyable learning experience. Smaldino et al. in Yundayani et al. (2019), who state that visual teaching tools like Canva can boost student motivation, immediately focus attention, repeat and recall prior knowledge, and make imaginative ideas more real, provide support for this. The conducive learning environment has an impact on students' motivation, focus, attitude, and memory. Students take an active role in their education and are better able to recall information from the learning materials they use.

b. Disadvantages of Canva

Canva makes it easy to create engaging and imaginative instructional resources. However, there is no denying that the Canva application itself has a number of drawbacks. Canva's flaws or drawbacks, according to Pelangi in Candra et al. (2022), include:

- 1) A reliable and sufficient network is necessary for designing using Canva.
- 2) A Pro membership is required to access a number of templates, stickers, images, typefaces, and other features that are available for purchase.
- 3) Designing on a mobile device is more challenging since the Canva mobile app doesn't have the same functionality as the website, Mac, or PC edition.
- 4) The design that user choose may be identical to designs created by other users in terms of templates, stickers, photos, colors, and other factors.

4. Implementation Teaching Reading Through Canva

Canva will be utilized in this study as an additional tool for teaching students reading skills. Users may create interactive and visually appealing items like infographics, posters, and presentations with Canva, a well-liked online graphic design tool. The following actions will be required for the reading instruction using Canva to be put into action:

- a. Designing Reading resources: Using Canva, the researcher and the classroom teacher will work together to create reading resources. According to the students' reading ability and interests, these materials may include reading passages, comprehension tests, vocabulary drills, and other interactive features.
- b. Integrating Canva into Reading Lessons: Canva-designed reading materials will be incorporated into regular classroom reading lessons. Canva will be used in the classroom by the teacher to present reading

lessons, involve students in reading activities, and offer opportunity for interactive reading practice.

- c. Educating and Supporting Students: Students will receive instruction and help on how to use Canva for reading activities from the researcher and the classroom teacher. This might involve showing students how to use Canva, going over the features of the reading materials, and giving feedback on how well the students used Canva for their reading assignments.
- d. Tracking and Evaluating Student Progress: Using Canva, the researcher and the classroom instructor will track and evaluate students' growth in their reading abilities. Observations, student work samples, and tests like reading comprehension exams, vocabulary tests, and reading fluency tests can all be used to gather data.
- e. Reflecting and Modifying Instruction: The researcher and the classroom instructor will consider the success of utilizing Canva as an additional tool for teaching reading skills in light of the data gathered. The implementation strategy may need to be changed, which could entail changing the layout of the reading materials, improving the methods of instruction, and giving the students who need it more support.

From the explanation above, it is concluded that there are 5 steps taken by researchers in implementing Canva media for the learning process, so that it is hoped that Canva can help teachers to teach and display the material taught better, and can maximize the process and results in classroom learning.

C. PREVIOUS STUDY

In addition, research on the use of Canva applications as learning media has been carried out in previous studies, including the following:

The first is a study conducted by Puspita, et.al (2022) entitled "Development Of Teaching Materials To Improve Reading Comprehension Skills For 5th Grade Students: Canva App Supported". The focus of this study is to determine the effect of the developed Canva application-based teaching

materials on improving students' reading comprehension skills. The results of this study indicate that the use of Canva application-based teaching materials has a significant effect on improving the reading comprehension ability of fifth grade students' information texts. This is evidenced by the difference in students' reading comprehension abilities of information texts before and after learning using canva application-based teaching materials. The difference between this research and the research that the researcher will conduct is that in the research conducted by Puspita, et.al (2022) they focused on the effect of the developed Canva application-based teaching materials on improving students' reading comprehension skills, while in the research that researcher will conduct focus on investigating how to improve students' writing skill by using canva application.

Furthermore, the second research conducted by Wahyuni, et.al (2022) entitled "Increasing Students' Interest in Learning English Through Canva Application". This research focuses on examining students' interest in learning English subjects by using the Canva application as a learning medium. From the results of this study, it was found that the use of the Canva application as a learning media can increase students' interest in learning, so it can be said that students' interest in using the Canva application as an English learning media is very high. The difference between this research and the research that the researcher will conduct is that in the research conducted by Wahyuni, et.al (2022) they focused on seeing how high and low students' interest in learning English using the Canva application, while in the research that the researcher will conduct focus on knowing or investigating how can Canva improve the reading skills of grade Eleventh (XI) students in SMAN 2 Sungai Kakap.

Apart from that, there is research conducted by Christiana & Anwar (2021) entitled "The Perception of Using Technology Canva Application as a Media for English Teachers Creating Media Virtual Teaching and English Learning in Loei Thailand". This research focuses on knowing the perceptions of English teachers in using the Canva application as a virtual learning media creation in Loei Thailand. The results of Christiana & Anwar's research (2021)

turns out that Canva helps teacher to easier create learning media, besides that Canva can improve the online learning process and the learning media effectively, and also Canva as a teaching and learning media is easy to share or distribute to the students. The difference between Christiana & Anwar's research (2021) and the research that the researcher conduct is the focus of the research objectives themselves, whereas in Christiana & Anwar's research (2021) they focused on examining the perceptions of English teachers in using Canva as a virtual learning media in Loei Thailand while the research that the researcher conduct is focus on investigating how can Canva improve reading skill eleventh-grade students at SMAN 2 Sungai Kakap.

Moving on to the fourth research conducted by Triningsih (2021) entitled "Implementing the Canva Application to Improve the Ability to Present Text Critical Response Through Project-Based Learning". The focus of this research is to find out or investigate how the use of Canva through project-based learning can improve students' ability to present critical response texts. From this research, it was found that Canva is proven to be able to improve the ability to present critical response texts. students in class IX at SMP Negeri 1 Karangploso for the academic year 2020/2021 as evidenced by an increase in the percentage of learning motivation scores and learning outcomes in each cycle. The difference between this study and the research that the researcher will conduct is that this study focused on investigating the use of Canva to improve the ability to present text students' critical responses while in the research that will be conduct by the researcher focus on finding out how to use Canva as a media for teaching and learning English.

D. RESEARCH HYPOTHESIS

A research hypothesis serves as an anticipated or predicted statement that undergoes testing through research. As stated by Dantes (2012), a hypothesis represents an assumption that requires verification through data or facts derived from research. Sugiyono (2018) goes on to elaborate that a hypothesis acts as a provisional answer to the research problem formulated in the shape of a question. Anupama (2018) reinforces this notion by stating that

a hypothesis embodies the researcher's expectation or prediction concerning the interrelation among research variables.

Based on the aforementioned explanations, it can be deduced that a hypothesis comprises statements that address presumptions or predictions related to a problem formulation regarding the correlation between research variables, which must be examined using data acquired through research. In this study, the researcher employs the hypothesis that Canva can enhance the reading skills of Eleventh (XI) grade students at SMAN 2 Sungai Kakap in the academic year 2022/2023.