

**IMPROVING STUDENTS' READING SKILLS USING LET'S
READ APPLICATION AT THE SIXTH GRADE OF
SDN 237 BUNGADIDI**

A Thesis

*Submitted to The English Education Study Program of S1 Tarbiyah Department of
State Islamic University of palopo in partial Fulfillment of Requirement for S.Pd
Degree in English Education.*



Composed by:

AL Fadhila

Reg. Number 21 0202 0069

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF PALOPO
2025**

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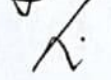
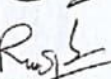

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THESIS APPROVAL

This thesis entitled “Improving Students’ Reading Skills Using Let’s Read Application at the Sixth Grade of SDN 237 Bungadidi ” Which is written by AL Fadhila Registration Number 2102020069, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic University of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Friday, 15th August 2025/Muharram 21st 1447 H. It has been approved by the examiners as a requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

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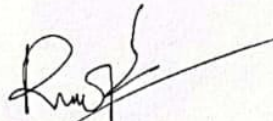
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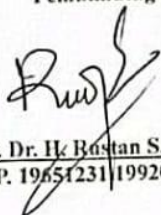
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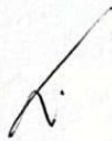
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بِسْمِ الرَّحْمَنِ الرَّحِيمِ ه اللّٰهُ بِسْمِ

In the name of Allah SWT. Who has bestowed grace, guidance, physical and spiritual, so that the researcher can finish this thesis with the title “Improving Students’ Reading Skills Using Let’s Read Application at the Sixth Grade of SDN 237 Bungadidi”. Shalawat and greetings to the Prophet Muhammad SAW. Peace and salutation is extended to him. This thesis is prepared as a requirement that must complete obtaining a bachelor’s degree in English Education at the State Islamic University of Palopo. The writing of this thesis can be achieved thanks to the help, guidance and encouragement from many parties. Therefore, the researcher would also like to express her deepest gratitude to them.

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The researcher recognizes this thesis not perfect so the researcher will accept suggestions from the readers to make it better. The researcher hopes that this thesis can provide benefits for students of SDN 237 Bungadidi, students of English Study Program and English teachers, as well as the readers especially to improve the learning of reading skills narrative text. The researcher hopes that this thesis can be useful for everyone. Finally, the researcher prays to Allah SWT, and gives appreciation to all those who have helped the researcher, the researcher hopes that he will be blessed and get the abundance of grace and guidance of Allah SWT.

Palopo 19 July 2025

The Researcher

AL Fadhila

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ABSTRACT

Al Fadhila, 2025. *"Improving Students' Reading Skills Using Let's Read Application at the Sixth Grade of SDN 237 Bungadidi."* Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Palopo. Supervised by Rustan S. and Wahibah.

This study aims to improve the reading skills of sixth-grade students at SDN 237 Bungadidi through the use of the Let's Read application. A pre-experimental method with a one-group pretest-posttest design was employed to evaluate the application's effectiveness. Data analysis showed a significant increase in reading proficiency: the students' mean pretest score was 42.50 with a standard deviation of 16.182, while the mean posttest score rose to 75.50 with a standard deviation of 8.870. These results indicate that using the Let's Read application not only enhanced students' comprehension of reading texts but also enriched their vocabulary. Based on statistical testing, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) accepted, confirming that the implementation of the Let's Read application is effective in improving the reading skills of sixth-grade students at SDN 237 Bungadidi.

Keywords: Reading Skills, Let's Read Application, Fable

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ABSTRAK

Al Fadhila, 2025. "Peningkatan Keterampilan Membaca Siswa melalui Penggunaan Aplikasi *Let's Read* di Kelas VI SDN 237 Bungadidi." Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh Rustan S. dan Wahibah.

Penelitian ini bertujuan untuk meningkatkan keterampilan membaca siswa kelas VI di SDN 237 Bungadidi melalui pemanfaatan aplikasi *Let's Read*. Metode yang digunakan adalah pra-eksperimen dengan desain satu kelompok *pre-test* dan *post-test*. Penelitian ini dimaksudkan untuk mengevaluasi efektivitas aplikasi *Let's Read* dalam meningkatkan kemampuan membaca siswa. Hasil analisis data menunjukkan adanya peningkatan yang signifikan dalam keterampilan membaca. Rata-rata skor *pre-test* siswa adalah 42,50 dengan simpangan baku sebesar 16,182, sementara rata-rata skor *post-test* meningkat menjadi 75,50 dengan simpangan baku 8,870. Peningkatan ini menunjukkan bahwa penggunaan aplikasi *Let's Read* tidak hanya membantu siswa dalam memahami teks bacaan, tetapi juga memperkaya kosakata mereka. Berdasarkan hasil analisis, hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Dengan demikian, dapat disimpulkan bahwa implementasi aplikasi *Let's Read* efektif dalam meningkatkan keterampilan membaca siswa kelas VI di SDN 237 Bungadidi.

Kata Kunci: Keterampilan Membaca, Aplikasi Mari Membaca, Fabel

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الملخص

الفضيلة، ٢٠٢٥. "تنمية مهارة القراءة لدى التلاميذ من خلال استخدام تطبيق *Let's Read* (هيا نقرأ) في الصف السادس بالمدرسة الابتدائية الحكومية ٢٣٧ (SDN 237) بونغاديدي." رسالة جامعية، في شعبة تدريس اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية فالوفو. بإشراف: رُستنان س.، ووهيبة.

يهدف هذا البحث إلى تنمية مهارة القراءة لدى تلاميذ الصف السادس في المدرسة الابتدائية الحكومية ٢٣٧ (SDN 237) بونغاديدي، من خلال الاستفادة من تطبيق *Let's Read* (هيا نقرأ). والمنهج المستخدم هو شبه التجريبي بتصميم مجموعة واحدة باختبار قبلي وبعدي. ويراد من هذا البحث تقييم فعالية تطبيق *Let's Read* في تحسين القدرة القرائية لدى التلاميذ. أظهرت نتائج تحليل البيانات وجود زيادة ملحوظة في مهارة القراءة، حيث بلغ متوسط درجات الاختبار القبلي للتلاميذ (٤٢,٥٠) بانحراف معياري قدره (١٦,١٨٢)، بينما ارتفع متوسط درجات الاختبار البعدي إلى (٧٥,٥٠) بانحراف معياري (٨,٨٧٠). وتشير هذه الزيادة إلى أن استخدام تطبيق *Let's Read* لا يساعد التلاميذ على فهم النصوص القرائية فحسب، بل يسهم أيضًا في إثراء معجمهم اللغوي. وبناءً على نتائج التحليل، رُفضت الفرضية الصفرية (H_0) وقُبِلت الفرضية البديلة (H_1). وعليه، يمكن الاستنتاج أن تطبيق *Let's Read* فعال في تنمية مهارة القراءة لدى تلاميذ الصف السادس بالمدرسة الابتدائية الحكومية ٢٣٧ (SDN 237) بونغاديدي.

الكلمات المفتاحية: مهارة القراءة، تطبيق *Let's Read* (هيا نقرأ)، الحكايات الخرافية

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CHAPTER I

INTRODUCTION

A. Background

Reading is one of the receptive language skills, referring to the ability to receive and understand information conveyed through written text. It goes beyond merely recognizing letters or words; it also involves interpreting meaning, understanding content, and connecting the information read with one's prior knowledge or experience. Reading plays a vital role in acquiring knowledge, broadening horizons, and developing critical and analytical thinking skills, particularly at the elementary school level where students are building their foundational competencies.

In education, the concept of skill refers to the ability to apply knowledge and experience effectively and efficiently in real-life situations. Unlike innate abilities, which are natural potentials such as logical thinking or information processing capacity, skills are acquired and refined through continuous practice, experience, and learning (Saputro et al., 2021). In the context of reading, ability refers to the learner's initial capacity to understand text, while reading skills encompass strategies such as identifying main ideas, summarizing content, and interpreting implied meaning. Skills thus serve as a benchmark for evaluating an

individual's proficiency in carrying out tasks, and they vary from one person to another (Nasihudin & Hariyadin, 2021; Fatimah, 2020; Mardhiyah et al., 2021).¹

According to Nuttall (1996), reading is essentially the process of obtaining meaning from a text—a form of communication where the sender encodes a message and the receiver decodes it. Grabe (1991, as cited in Phan, 2006) further emphasizes that reading is not merely a word-by-word extraction of information but a complex process that involves recognizing the written form of a language, inferring meanings, understanding both explicit and implicit information, identifying communicative functions, and analyzing relationships within and between sentences. Grellet (2000) highlights a range of essential reading skills, including recognizing main ideas, distinguishing main points from supporting details, summarizing, skimming for general understanding, scanning for specific information, and interpreting discourse structure.

In today's digital era, one of the main challenges among students is the declining interest in reading. Many students claim they lack time to read, even though reading can be done in various situations and through different media. To address this, it is essential to integrate technology that is accessible and appealing to students. One such resource is the Let's Read application, a digital library of illustrated storybooks initiated by Books for Asia, a literacy program established in 1954 and awarded the U.S. Library of Congress Literacy Award in December

¹ Saputri, N., & Ritonga, R. (2024). Peningkatan Keterampilan Membaca Pemahaman dengan Pemanfaatan Aplikasi Let's Read pada Siswa Kelas V Sekolah Dasar. *Academy of Education Journal*, 15(2), 1371-1380.

2017. The mission of Let's Read is to cultivate a love of reading among Indonesian children through the digitization of culturally relevant stories, the development of folklore rich in local wisdom, and the translation of high-quality children's books into both national and local languages (Samsiyah, 2019).

As a digital-based picture story platform, Let's Read offers a variety of illustrated stories tailored to different reading levels. Such picture stories have been shown to enhance students' enjoyment, increase motivation, improve reading skills, and foster reading habits (Setiani, 2019). The application's engaging illustrations and level-appropriate content make it a promising tool for reading instruction.

Preliminary observations conducted in a sixth-grade class at SDN 237 Bungadidi revealed several issues: low reading proficiency, limited participation during reading activities, lack of motivation, and restricted access to interesting reading materials suited to students' skill levels. These findings indicate the need for innovation in reading instruction. Therefore, this study proposes the use of the Let's Read application as an interactive and engaging medium to improve students' reading skills and reignite their interest and motivation in reading.

B. Research Question

Does the use of the Let's Read application significantly improve the reading skills of sixth-grade students at SDN 237 Bungadidi?.

C. Objective of Research

To investigate the improvement in reading skills of sixth-grade students at SDN 237 Bungadidi after using the Let's Read application.

D. Significance of the Research

The findings of this research are expected to provide benefits for:

1. Teachers as a reference for integrating digital applications into reading instruction.
2. Students to help them enhance reading proficiency through interactive media.
3. Future Researchers as a reference for studies involving technology-assisted reading instruction.

E. Scope of the Research

To provide a clear scope of this study, the researcher focused on using the Let's Read application to improve students' reading skills at the sixth grade of SDN 237 Bungadidi. The reading materials were limited to fable-type narrative texts, which contain moral lessons and animal characters to make the reading process more engaging for students.

F. Definition of Terms

1. Reading Skills

The ability to comprehend, interpret, and critically analyze written texts, including decoding (recognizing words and sounds), comprehension (understanding meaning), and fluency (reading accurately and smoothly).

2. Narrative Text

A text type that tells a story and follows a clear structure: orientation (introduction of characters, setting, and time), complication (emergence of conflict), and resolution (problem-solving). Fables are one form of narrative text.

3. Let's Read Application

A free digital reading application developed by The Asia Foundation to improve children's literacy. It offers illustrated storybooks at various reading levels in multiple local languages, provides culturally relevant content, and allows offline access once downloaded.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Research Findings

Several studies have examined the use of the Let's Read application in developing literacy skills, particularly in primary school contexts. Although their focuses and methodologies vary, these studies provide important insights into its potential as a learning medium.

Siti Maria Ulfa and Hendra Sudarso (2020) explored the integration of the Let's Read platform in English language learning, focusing on reading and speaking skills. They emphasized that advancements in Information Communication Technology (ICT) have shifted learning responsibility towards students, with teachers acting as facilitators rather than sole knowledge providers. The study highlighted ICT's potential as a powerful teaching tool but did not specifically investigate its impact on students' reading skills in narrative texts (Ulfa & Sudarso, 2020).²

Endang Sri Marutia (2022) conducted a qualitative descriptive case study involving 14 elementary school students in Wonopuro Village, East Java, to

² Sudarso, H. (2020). Pemanfaatan Digital Library Let's Read sebagai Materi Bahan Ajar Bahasa Inggris untuk Reading and Speaking. *Jurnal Abdi Masyarakat*.

examine literacy resilience during the pandemic through the Let's Read application. The study assessed reading comprehension, speaking, and writing skills in Javanese, Indonesian, and English. Findings showed that Let's Read supported literacy resilience, but the focus remained on adaptability rather than quantitative measurement of reading skills (Marutia, 2022).³

Vira Amelia, Darmansyah, and Yanti Fitria (2023) carried out a qualitative literature review assessing the Let's Read platform as a literacy support tool. Drawing from books, scientific articles, and online sources, they concluded that the platform fosters reading habits and offers diverse materials. However, no empirical evidence was provided on its effectiveness in improving reading comprehension (Amelia et al., 2023).⁴

Ester Tonia and Vevy Liansari (2023) used a quantitative experimental approach with control and experimental groups in Sidoarjo District to investigate the effect of Let's Read on Grade V students' reading interest. Results indicated a statistically significant improvement in reading interest in the experimental group,

³ Maruti, E. S. (2022). Ketahanan Literasi Anak-Anak di Masa Pandemi melalui Aplikasi Let's Read (Children's Literacy Resilience in a Pandemic Period Through the Let's Read Application). *Indonesian Language Education and Literature*, 7(2), 247-260.

⁴ Amelia, V., & Fitria, Y. (2023). Pemanfaatan Platform Let's Read Dalam Mendukung Kegiatan Literasi Siswa. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8(3), 6459-6473.

although the study did not assess comprehension or engagement with specific genres such as narrative texts (Tonia & Liansari, 2023).⁵

Nurhabibah, Mhmd Habibi, Nursalim, and Risnawati (2023) employed a non-equivalent control group design over 15 sessions to evaluate the application's effect on Grade II students' early literacy skills. The experimental group achieved higher post-test scores than the control group, indicating a positive impact on reading literacy. However, the focus was on early literacy rather than comprehension of complex narratives (Nurhabibah et al., 2023).⁶

The reviewed studies demonstrate that Let's Read is a promising tool for promoting literacy, whether by increasing interest, supporting resilience, or enhancing early reading skills. Nevertheless, gaps remain: Limited focus on upper-grade elementary students (e.g., Grade VI) who are expected to handle more complex texts. Lack of research on narrative texts with moral values, such as fables, as a medium for literacy improvement. Scarcity of quantitative studies that statistically measure improvement in reading comprehension skills rather than

⁵ Tonia, E., & Liansari, V. (2023). Pengaruh Aplikasi Let's Read Terhadap Minat Baca Siswa Kelas V Di Sekolah Dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8(2), 5171-5188.

⁶ Nurhabibah, N., Habibi, M., Nursalim, N., Risnawati, R. (2023). Pemanfaatan Aplikasi Let's Read dalam Meningkatkan Literasi Membaca Siswa Kelas 2 Sekolah Dasar. *Ideas: Jurnal Pendidikan, Sosial, dan Budaya*, 9(1), 155-162.

interest or resilience. Minimal investigation into rural school contexts, where social and technological access differs from urban areas. Present Study To address these gaps, the present research examines the improvement of Grade VI students' reading skills through Let's Read by: Using fable-type narrative texts containing moral values as the primary teaching material. Employing a pre-experimental one-group pre-test and post-test design to generate measurable statistical data. Conducting the study in a rural elementary school (SDN 237 Bungadidi), providing insight into implementation in low-resource contexts.

B. Literature Review

1. The Concept of Reading Skills

a. Definition of Reading

Reading is the process of interpreting written language words, sentences, paragraphs into meaningful sounds, ideas, and concepts. It's essential in elementary education for fostering lifelong learning and improving human capital through knowledge acquisition (Sya, 2017).⁷ Reading enhances understanding, builds insight, and empowers students with the ability to communicate and learn beyond textbooks.⁸

⁷ Ashila, L., & Dalilah, W. K. (2024). Kemampuan Membaca Pada Penerapan Metode The Silent Way Dalam Pengajaran Bahasa Inggris. *Karimah Tauhid*, 3(5), 5745-5754

⁸ Suparlan, S. (2021). Ketrampilan Membaca pada Pembelajaran Bahasa Indonesia di SD/MI. *Fondatia*, 5(1), 1-12.

Moreover, reading fluency allows individuals to process information efficiently, a vital skill in both educational and social contexts (Nasution, 2019). Reading literacy, instilled early, enables learners to apply school-acquired knowledge to real-world scenarios (Hanggi, 2016; Ristanto et al., 2017). In a more dynamic view, the Michigan Reading Association defines reading as an interactive meaning-making process involving a reader's prior knowledge, text cues, and situational context (Wixson et al., 2006).⁹

b. Definition Reading Skills

Reading skills are a core component of the four language skills: listening, speaking, reading, and writing. They involve decoding written language into sounds with correct pronunciation, intonation, and fluency (Sundari & Damayanti). Proficient reading serves as the educational foundation that enables students to understand texts with purpose and accuracy, enhancing meaningful comprehension.

c. Level of Reading Skills

Reading comprehension generally occurs at two levels:

Applied Reading: Involves literal and interpretive understanding, evaluating the relevance and implications of information, and integrating it with existing knowledge.

⁹ Wahyuddin, U. R., Sahraini, S., & Syam, A. T. (2022). The use of paired reading method to teach reading skill for the eight grade students of Islamic boarding school. *English Education Journal*, 13(1), 1-12.

Creative Reading: Engages deeper processes. Readers apply insights to familiar contexts, utilize knowledge creatively, and generate new ideas or open-ended solutions.

d. Parts of Reading

Effective reading instruction typically involves three stages (Nurhadi, 2016; Hodgson in Tarigan, 2008):

1. Pre-Reading: Sets the stage by activating prior knowledge, motivating interest, and making predictions (e.g., title scanning, discussing vocabulary).
2. While-Reading: Involves intensive or extensive reading to identify main ideas, supporting details, and to construct summaries. Readers may annotate, highlight, or answer comprehension questions.
3. Post-Reading: Focuses on reflection, discussion, synthesizing information, application, and creating responses (e.g., summaries, concept maps, presentations).¹⁰

e. Kinds of Reading

According to Geoffrey Broughton, et al, categorizes reading into some categories:

1) Aloud Reading

Aloud reading pushes students to talk and read any subject matter. The students should pronounce very well in English. Aloud reading enable students to

¹⁰ Mawartiningsih, A. D., & Zulaikha, S. R. (2021). Pengaruh kegiatan reading time terhadap kemampuan literasi informasi siswa di perpustakaan SMA N 1 Jetis. *THE LIGHT: Journal of Librarianship and Information Science*, 1(1), 12-25.

develop the skill of reading very well by speaking or expressing ideas and pronunciation as well.¹¹

f. Types of Reading Skills

There are four types of reading skills, namely is skimming and scanning

1) Skimming

Skimming is a speed reading technique used to gain a general understanding of the content of the material. By skimming, readers can understand the overall information contained in a text.

2) Scanning

Scanning is an important technique in improving reading skills. It is effective for finding information quickly. Usually, we read each sentence word by word. By practicing scanning techniques, one can learn to comprehend reading more quickly. However, the use of this scanning technique needs to be considered. For example, when reading textbooks, poetry, or important documents from required. Scanning means looking for specific information quickly and precisely. It's like hovering over the pages of a book. Reading with scanning techniques involves quickly tracing the pages to find what is needed. Scanning is done by moving the eyes quickly through a specific part of the page to look for the word or phrase you are looking for.

¹¹ Ardiansyah, F., & Jaya, A. (2020). Extending the Students's Narrative Text Comprehension through Reading SMART Protocol. *Esteem Journal of English Education Study Programme*, 3(1), 42-55.

g. The Importance of Reading

Reading is vital for academic success and intellectual growth (Ramelan, 1990), offering access to ideas and cultures beyond one's immediate environment. A student's engagement with reading profoundly influences learning outcomes and lifelong knowledge development.¹²

h. Techniques of Learning Reading

Effective strategies include:

1) Think-Pair-Share: Promotes quick comprehension through discussion (Rosalia & Candraloka, 2023). 2) Reciprocal Teaching: Encourages critical thinking and self-efficacy but may be difficult to monitor in larger groups (Taka, 2020; Yawisah, 2017). 3) Mind Mapping: Boosts memory, creativity, and comprehension (Sinambela et al., 2023; Nia & Pratama, 2019). 4) QAR (Question-Answer Relationships): Assesses comprehension boundaries (Saputri et al., 2021). 5) Semantic Mapping: Enhances identification of main ideas and higher-order thinking (Sinambela et al., 2023). 6) The Power of Two: Paired reading improves comprehension through shared reflection (Andini & Ratmanida, 2019). 7) Small Group Discussion: Builds active learning and collaborative understanding (Safrianti, 2020).

i. Teaching Reading

A streamlined approach includes:

¹² Nasution, Z. (2022). Warming-up for Reading as a Strategy for EFL Classrooms. *Journal Language League*, 12(2), 769-775.

1) Using well-crafted questions to deepen comprehension teaching vs. testing. 2) Selecting appropriate reading materials avoid overly complex or boring texts. 3) Integrating all aspects of reading vocabulary, structure, logic, and text-reader interaction to foster deeper understanding.

j. The Purpose of Reading

Reading goals drive focus and retention. Based on Rahim (2008).¹³ purposes include:

1) Pleasure, 2) Practicing reading aloud, 3) Applying strategies, 4) Updating knowledge, 5) Connecting new information with known concepts, 6) Preparing oral/written reports, 7) Confirming predictions, 8) Applying information in new contexts, 9) Answering specific questions.

2. The Nature of Narrative Text

Narrative texts tell stories intending to entertain or represent sequences of events (Anderson, 1998; Porter, 2002). Examples include fantasy, historical fiction, legends, fables, and fairy tales.

a. Generic Structure

According to Gerot and Wignell (1994: 204), the generic structure of narrative text is as follows:

1) Orientation

This element usually describes scene or the problematic events. It also tells the readers the characters who were involved and where it was happened.

2) Evaluation

¹³ Arisma, O. A. (2012). Peningkatan minat dan kemampuan membaca melalui penerapan program jam baca sekolah di kelas VII SMP Negeri 1 Puri (*Doctoral dissertation, Universitas Negeri Malang*).

This element contained the sequences of events, which is talk about the activity or event on the past.

3) Complication

This element of an event that talks about the crisis that arises.

4) Resolution

This element contained of an event that talks about the crisis is resolved (problem solving); even it is for better or worse.

5) Re-orientation

This element contained of a brief summary, which is aimed to give or submit a moral lesson to the readers.

b. The Language Features of Narrative Text

According to Gerot and Wignell (1994: 204) say that language feature of narrative text, a narrative focuses on specific and individualized participants with define identities;

- 1) They can be written in the first person or third person.
- 2) They use temporal conjunction and temporal circumstances that describe time and place.
- 3) They use past tense.
- 4) They use material process (action verb) and some behavioral and verbal process; Behavioral process usually describes process of physiological and psychological behavior, such as dreaming, smiling, breathing, and etc. verbal process is usually described as the process of saying, such as, telling, warning, talking, and etc.

5) They use relational process of doing or showing what happened and what someone do or what is done; Relational process is a process of being and having that can be classified whether to identify something and to assign quality of something; whereas, mental process is process of sensing, such as thinking, feeling, and perceiving.¹⁴

c. Types of Narrative Text

1) Legends

Legends are stories that describe human actions that are considered good by the storyteller and the listener, and are related to history. Typically, legends take the form of short, traditional and historical narratives, often told in a conventional manner. Some examples of legends in narrative texts include Sangkuriang, Malin Kundang, the Legends of Tangkuban Perahu, and the Story of Lake Toba.

2) Fable

Fable are short allegorical narratives that convey moral messages, usually with animal characters that speak and behave like humans. Examples of fable in narrative texts include The Clever Deer and the Crocodile, The Ant and the Grasshopper, The Cleverest Parrot, and The Story of the Monkey and the Crocodile. For Example, the history of The Clever Deer and the Crocodile:

¹⁴ Marzona, Y., & Ikhsan, M. (2019). An analysis of students' reading comprehension in narrative text at second grade at SMAN 1 Talamau. *Jurnal Ilmiah Pendidikan Scholastic*, 3(1), 35-41.



By the edge of a river lived a clever Deer and a greedy Crocodile. One day, the Deer felt very thirsty and wanted to cross the river to find some water. However, it knew that there was a Crocodile in the river that was always on the lookout for prey. Using its wits, the Deer called out to the Crocodile. "Hey, Crocodile! I have a great idea. What if we play a game? If I can count how many Crocodiles are in this river, you must let me cross without bothering me."

The Crocodile, feeling challenged, agreed. "Alright, Deer. I will gather my friends so you can count them," replied the Crocodile confidently. The Deer started counting. "One... two... three..." It continued counting while hopping around the riverbank. The Crocodile, curious, began to gather all its friends to count. When all the Crocodiles had gathered, the Deer shouted, "Wow! There are so many Crocodiles here! Now I know how to cross!" Quickly, the Deer jumped onto some large rocks and crossed the river safely. The Crocodile, angry for being tricked, tried to chase the Deer, but it was too late. The Deer was already on the other side of the river and shouted, "Thank you for the game! Remember, never underestimate the cleverness of a Deer!" From that day on, the Crocodile no longer underestimated the Deer and learned to be more careful before trying to catch prey. Moral: *Cleverness and intelligence can overcome physical strength.*

3) Fairy tale

Ales Fairy tales are an English term for a similar type of short narrative.

Fairy tales often feature characters from folklore such as fairies, goblins, elves, trolls, giants or dwarves, and usually contain elements of magic or enchantment.

Examples of fairy tales in narrative texts include Cinderella, Snow White, Pinocchio, Beauty and the Beast, and The Story of Rapunzel, etc.

3. Let's Read Application

The Let's Read app is a digital library created by The Asia Foundation, offering free, accessible children's storybooks in multiple languages, including regional ones (Renandya, 2020; Farhani et al., 2022). It provides graded reading materials usable via smartphones or PCs, aiding reading habit formation and literacy growth (Permatasari et al., 2022; Sri, 2022; Mulyaningtyas & Setyawan, 2021).¹⁵

In the learning process, especially in developing reading skills, there is a common that connects the fundamental principles of behaviorist learning theory, the application of Let's Read, and the enhancement of students' reading skills. Behaviorist learning theory emphasizes that learning occurs through stimuli that trigger specific responses. According to Suyatno and Utama (2022), the fundamental principles of behaviorism such as stimulus-response and reinforcement can be effectively applied through digital media that provides immediate feedback, both visually and audibly. This aligns with the use of applications like Let's Read, which are capable of providing quick responses to students' reading activities, such as automatic narration and engaging illustrations, which serve as positive reinforcement.¹⁶ This concept forms the basis for the application of teaching methods through digital applications such as Let's Read.

¹⁵ Nurhabibah, N., Habibi, M., Nursalim, N., & Risnawati, R. (2023). Pemanfaatan Aplikasi Let's Read dalam Meningkatkan Literasi Membaca Siswa Kelas 2 Sekolah Dasar. *Ideas: Jurnal Pendidikan, Sosial, dan Budaya*, 9(1), 155-162.

¹⁶ Suyatno, & Utama. (2022). Teori Belajar dan Implementasinya Dalam Pembelajaran Berbasis Teknologi. *Jurnal Inovasi Pendidikan*, 10(2), 88-96.

Behaviorist learning theory provides a theoretical basis for how stimuli and reinforcement can shape behavior, while the Let's Read application utilizes this concept by presenting materials that trigger positive responses in the reading process. Thus, the use of the Let's Read application not only serves as a visual aid for reading but also represents a practical implementation of behaviorist principles in reading instruction, which ultimately leads to an increase in the quality and quantity of reading activities. Rahmah and Sari (2023) state that digital applications are very suitable for the behavioristic approach, as they encourage students to develop reading habits through text repetition and enjoyable learning experiences.¹⁷

Thus, it can be concluded that the integration of behavioral learning theory, Let's Read application, and the improvement of reading skills creates an interactive, enjoyable, and effective learning ecosystem that motivates students to continue reading independently.

¹⁷ Rahmah, N., & Sari, L. A. (2023). Pengaruh media digital terhadap pembentukan kebiasaan membaca siswa sekolah dasar. *Jurnal Pendidikan Dasar*, 11(1), 34–42.

The Let's Read application can be found on the play store with the icon in the picture below. The first thing to do is to install the application.

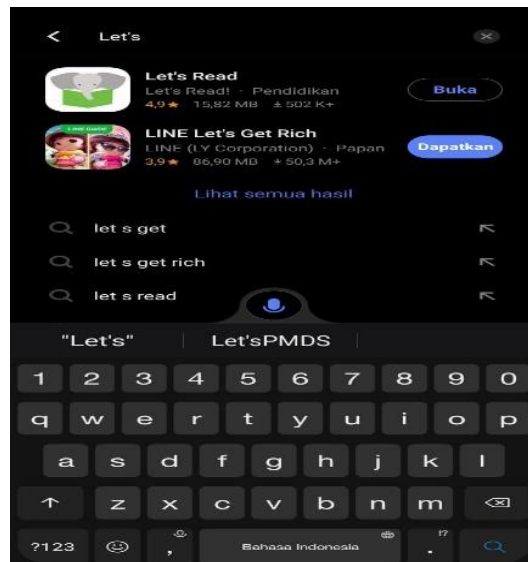


Figure 1. Let's Read App view on Playstore

After that, we have to select an existing character for our profile as shown in Figure 2 below.



Figure 2. Account profile view on Let's Read App

For the main menu, we can search for reading books by entering keywords in the search box as shown in Figure 3 below.



Figure 3. Main menu display on Let's Read App

Afterward, we can read the selected text that is available in the Let's Read application as shown in Figure 4 below.

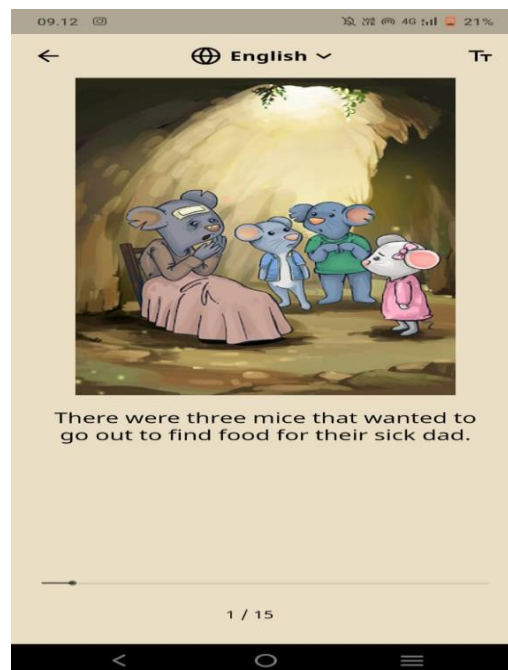


Figure 4. Story view on the Let's Read App

There are various languages that can be used in each storybook in the Let's Read App in figure 5.

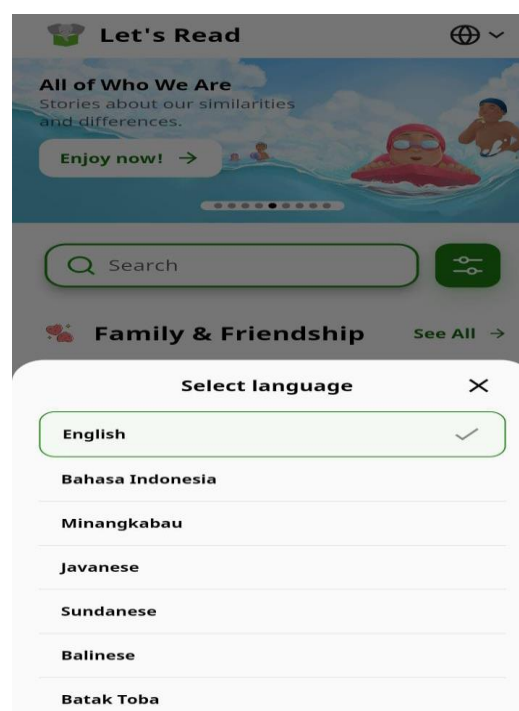


Figure 5. Multiple languages available

a. Advantages and Disadvantages Let's Read Application

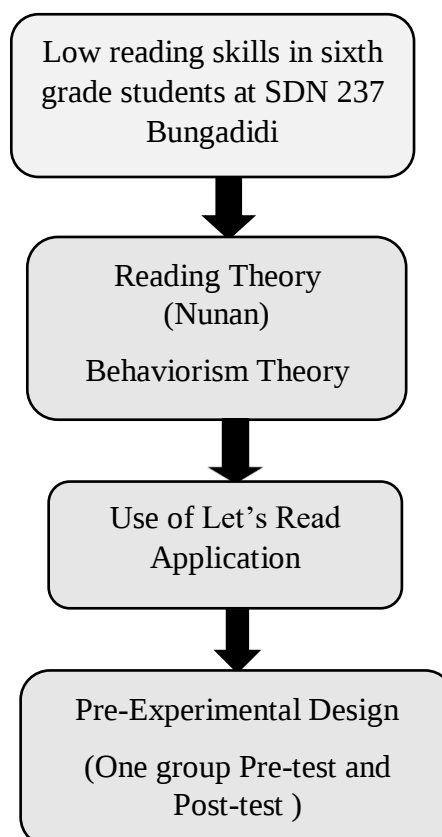
The Let's Read app has the following advantages. (1) Let's Read can be accessed for free. The Let's Read app is also known as a digital library of stories that can be accessed free of charge. (2) This application can be used online or offline. Students can use this application online with an internet connection on their respective devices. Students can also use it offline after downloading stories from Let's Read. In addition, it can be used digitally on their respective devices or in print by printing the downloaded stories. (3) The app offers multilingual features (presenting diverse languages from foreign, national, to regional languages). Parents can choose from a variety of reading materials and language options. The app also supports mother tongue preservation. By using Indonesian and local languages, children can access stories from different countries and across cultures. (4) the development of folklore in accordance with local wisdom. Let's Read raises stories from regions in Indonesia such as stories from Minangkabau, Bali, Java, etc. (5) Stories are easy to understand with clear and concise language. This is adjusted to the level of difficulty of the reading material. So, it makes it easier for children to understand the contents of the story. (6) Stories are diverse and contextualized according to the child's surroundings, not just fairy tales. (7) The pictures/illustrations are interesting and the text can be enlarged to clarify the content of the story. (8) Media that can be utilized to foster interest in reading in children. Septi (2020) stated that the Let's Read application which is equipped with various features can help and foster interest in reading in children. (9) It is practical because it can be accessed at all places and times

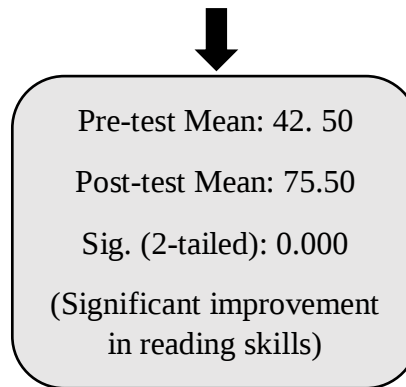
without limits. This is because the Let's Read application is already installed on a smart phone. Azhar (2015:75) states that practical value makes teachers/instructors choose media that are easy to obtain and use.

The disadvantages of this application tend to be. (1) image illustrations presented in two dimensions only. A moving picture or animation on the front cover of the story would make children more interested in the content of the story. (2) In addition, parents who are stuttering technology will have difficulty accessing and operating it. This is in line with the opinion of Azhar (2015: 75) regarding media selection criteria that the teacher/instructor must be able or skilled in using the media. If not, then this will be an obstacle in using the media. (3) There is a choice of words that are less familiar, for example 'glue trash' in the story Sepatu Bot Malik.

C. Conceptual Framework

The conceptual framework in this research is present as following as:





In thi study, the researcher will focus on students reading skills by utilizing the Let's Read application as a tool. The research process will begin by giving students a pretest to measure their initial ability in reading. After that, the researcher will implement the Let's Read App in reading learning activities, which is also know as treatment. At is stage, the researcher will conduct six meetings, each with a different theme. At the end of the study, the researcher will conduct a posttest to evaluaet the improvement of students' reading skills after the treatment.

D. Hypothesis

In this research the writer purpose the following hypothesis as:

- 1) H1= There is significant improvement on students' Reading Skills using Let's Read Application at the Sixth grade of SDN 237 Bungadidi.
- 2) H0 = There is no significant improvement on students' Reading Skills using Let's Read Application at the Sixth grade of SDN 237 Bungadidi.

CHAPTER III

RESEARCH METHOD AND DESIGN

A. Method of the Research

This present study adopts a Pre-Experimental research design, specifically the One-group Pre-test and Post-test design. This design was preferred to track the differences that were assumed to happen in participants' behaviors since the design is used to measure changes (Dimitrov & Rumrill, 2003).¹⁸ This research uses pre-experimental research method. It aims to find out whether using short story from Let's Read App can improve students' Reading skill.

B. Design of the Research

The research applied pre-test and post-test design. The design was written as follows:

Pre-test	Treatment	Post-test
O ₁	T	O ₂

Where:

O₁ = Pre-test

T = Treatment

O₂ = Post-test

Observations made before treatment are called pre-test, while observations after treatment are called post-test. If the post-test results show an improvement

¹⁸ Gürsoy, E., & Özcan, E. N. (2022). Using six thinking hats to raise intercultural awareness: A pre-experimental study.

over the pre-test, then the program is considered effective. However, if the post-test results do not differ from the pre-test, then the program is declared ineffective.

C. Location and Time

This research will be conducted at SDN 237 Bungadidi, Bungadidi Village, Tanalili District, North Luwu Regency, South Sulawesi which in.

D. Population and Sample

1) Population

The population of the research is the students of the Six grade (VI) at SDN 237 Bungadidi. The total population is 194 students from class, there are class (I, II, III, IV, V, and VI).

2) Sample

In this study, researcher used one class as the population. The researcher chose class VI consisting of 20 students as the sample by applying the total sampling technique. Researcher have class VI as a research sample because the classis still classified as a class that has a level of reading skills that is still lacking and has characteristics that are suitable for intervention evaluation where this class shows special needs in the development of reading skills, so that the use of the Let's Read Application can provide the right solution to improve their abilities. Thus, all members of the class were used as research subjects.

E. Instrument of the Research

Instruments are an integral part of research activities, which are needed to support the accuracy of the research design. Instrument as a measure of research variables plays an important role in efforts to obtain accurate and reliable information.¹⁹

In this researcher, the researcher use pre-test and post-test. The pre-test and post-test is use know the students' reading skill. For this test, the researcher gave some questions about the narrative text. The test purposed that the students can answer the questions in written test.

F. Procedure of the Collecting Data

In collecting data the writer use some procedure as follows:

1) Pre-test

Before the researcher explain about Let's Read Application, the researcher gave pre-test for the students and purpose of the would be done. The teacher material narrative text under the title "The Clever Deer and The Crocodile".

2) Treatment

After giving the pre-test, the researcher will use the Let's Read Application in the teaching process for six meetings.

¹⁹ Kusuma, W., & Soraya, S. (2021). Peningkatan Kreativitas Mahasiswa Melalui Penyusunan Instrumen Penelitian. *J-ABDI: Jurnal Pengabdian Kepada Masyarakat*, 1(2), 143-148.

a. First Treatment (**The Blind Termites**)

1. Pre-Activity

The teacher opens the lesson by greeting, asking how the students are doing, and motivating them to learn. Furthermore, teachers convey learning objectives, prepare teaching media (digital text), and explain the material to be learned.

2. Whilst-Activity

Teachers and students together read the text “The Blind Termites”. Teachers guide students to understand the content of the story through intensive reading strategies such as scanning. Students are directed to answer comprehension questions as well as relate the content of the text to their experiences.

3. Post-Activity

The teacher asks the constraints or difficulties faced by students during learning. The activity was closed with a brief reflection, summary of the material, and an overview of the material at the next meeting.

b. Second Treatment (**Flip, The Tapir**)

1. Pre-Activity

The teacher greets the students and creates an atmosphere conducive to learning. Teachers convey learning objectives, prepare teaching materials, and explain the topics to be discussed.

2. Whilst-Activity

Students read the text “Flip, The Tapir” with the teacher. Teachers guide students to apply text comprehension strategies such as finding the main idea and

analyzing characters and storylines. Students answer oral and written questions based on the text.

3. Post-Activity

Teachers evaluate students understanding and ask questions about challenges during learning. The lesson is closed with a summary and brief explanation of the next activity.

c. Third Treatment (**Three Pairs of Shoes**)

1. Pre-Activity

The teacher begins the activity with a greeting, conveying the learning objectives, and preparing the material to be used.

2. Whilst-Activity

The teacher reads the text with the students and invites students to actively engage in the process of reading and discussion. Students were asked to identify the characters, plot, and moral messages in the story.

3. Post-Activity

The teacher asks about the difficulties faced by the students, gives feedback on the students' answers, and concludes the learning material. Students are directed to relate the message of the story to everyday life.

d. Fourth Treatment (**Chicken Little's First Festival**)

1. Pre-Activity

The teacher greets the students, relates the material to their experiences, conveys the learning objectives, as well as prepares the digital reading text to be used.

2. Whilst-Activity

The teacher facilitates the reading of the text of the “Chicken Little's First Festival”, guides students to understand the content of the text through open-ended questions, and encourages students to dare to express their opinions. This activity also trains students' ability to answer questions based on text.

3. Post-Activity

Teachers and students reflect, discuss important points from the story, and deliver a preview of the learning at the next meeting.

e. Fifth Treatment (**I Want to Sleep**)

1. Pre-Activity

The teacher opens the lesson by greeting the students, motivating them, conveying the learning objectives, as well as preparing the text to be read.

2. Whilst-Activity

Students read the text” I Want to Sleep " together and independently. Teachers guide students in understanding conflicts, characters, and messages in the text. Teachers provide reading comprehension exercises.

3. Post-Activity

The teacher asks students to convey impressions and difficulties during the reading activity. Next, the teacher concludes the lesson and gives directions regarding the next material.

f. Sixth Treatment (**Whose Egg is this?**)

1. Pre-Activity

The teacher begins the lesson with a greeting, ice-breaking, and explaining the purpose and material to be studied. The teacher prepares and distributes the text to the students.

2. Whilst-Activity

Students read the text “Whose Egg is this?” thoroughly. The teacher directs students in identifying the structure of the narrative text (orientation, complication, resolution), as well as helping to answer questions based on the content of the text.

3. Post-Activity

The teacher conducts a reflective discussion of the difficulties and impressions of students on the story. The teacher concludes the lesson and submits a plan of activities at the upcoming meeting.

3) Post Test

After conducting treatment using the let's read application by reading various short stories that vary in the let's read application, then the researcher gives the final assignment to students to measure students' reading skills after using the Let's read application.

G. Technique of Data Analysis

The data which have been collected through pre-test and post-test by following steps:

1. Scoring the students

$$\text{Score} = \frac{\text{Students Correct Answer}}{\text{Total Number}} \times 100$$

2. Classifying students scores by using percentage

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = Total Number of Sample

To understand the level of students scores the following classification are used:

No	Score	Classification
1	80-100	Very Good
2	66-79	Good
3	56-65	Fair
4	41-55	Poor
5	<40	Very Poor

3. To calculate the mean score, the researcher applied formula as follows:

$$X = \frac{\sum x}{N}$$

Where:

X = Mean Score

$\sum x$ = Total of raw Score

N = Number of Students

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This Chapter consists of two sections, the section deals with the finding of the research and the discussions the research. The findings of the research cover the description of the result of data collected through test that can be discussed in the section below.

A. Findings

The findings of this research deal with the classification of students' pre-test and post-test. To find out answer of the research question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' reading skills through the use of Let's Read Application task before giving them the treatment, while post-test was given after treatment to know the students' reading skill after giving treatment and the result of the post-test of this research can answer the question of this research that aims to find through the use of Let's Read Application Task able to improve the students' reading skills at the Sixth Grade of SDN 237 Bungadidi?

The findings of this research deal with the classification of students' pre-test and post-test, the frequency and rate percentage of the students' score, the mean and standar deviation of pre-test and post-test, and hypothesis testing. There finding are described as follows:

1. The Students' Score of Pre-Test

The finding through pre-test in answering the question text of reading skills at the Sixth grade of SDN 237 Bungadidi was tabulated as follow:

Table 4.1 The Students' Score of Pre-Test

No	Name	Score	Classification
1	S1	60	Good
2	S2	60	Fair
3	S3	40	Very poor
4	S4	60	Fair
5	S5	60	Good
6	S6	40	Very poor
7	S7	60	Fair
8	S8	30	Very poor
9	S9	20	Very poor
10	S10	30	Very poor
11	S11	70	Good
12	S12	50	Poor
13	S13	40	Very poor
14	S14	20	Very poor
15	S15	30	Very poor
16	S16	30	Very poor
17	S16	20	Very poor

18	S18	40	Very poor
19	S19	60	Fair
20	S20	30	Very poor
Total		$\Sigma=850$	

(Data Source: The students' Score in Pre-Test)

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{850}{20}$$

$$X = 42,50$$

The table above reveals that most of students were in the poor classification and other were gaining lower than score <40. Thus, researcher concluded that students had lack of reading skills toward material and need more lesson to make them better. After scoring, researcher then tabulated and analyzed the score into percentage. The score was classified into five levels as follow:

Table 4.2 Percentage of The Students' Score Pre-Test

No	Classification	Score	Frequency	Percentage
1	Very Good	80-100	-	-
2	Good	66-79	3	15%
3	Fair	56-65	4	20%
4	Poor	41-55	1	5%
5	Very Poor	<40	12	60%
	Total		20	100%

(Data Source: The Percentage of students' pre-test of SDN 237 Bungadidi)

The data on the table above shows that were 3 (15%) students got “Good” score, 4 (20%) students got “Fair” score, 1 (5%) students got “Poor” score, 12 (60%) students got “Very Poor” score, and none students got “Very Good” score. Based on the table above, it showed that the rate percentage of the students score of the students reading skills was still low because 60% of students scored very poor.

2. The Students’ Score of Post-Test

After analyzing the students’ pre-test, researcher then analyzed the students’ post-test, which was shown on the table below:

Table 4.3 The Students Score of Post-Test

No	Name	Score	Classification
1	S1	70	Good
2	S2	80	Very Good
3	S3	70	Good
4	S4	80	Very Good
5	S5	80	Very Good
6	S6	70	Good
7	S7	80	Very Good
8	S8	70	Good
9	S9	60	Fair
10	S10	70	Good

11	S11	90	Very Good
12	S12	60	Fair
13	S13	90	Very Good
14	S14	70	Good
15	S15	70	Good
16	S16	80	Very Good
17	S17	70	Good
18	S18	80	Very Good
19	S19	90	Very Good
20	S20	80	Very Good
Total		$\Sigma=1.510$	

(Data Source: The students' Score in Post-Test)

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{1510}{20}$$

$$X = 75,50$$

The table showed that there was an improvement of students score after giving treatment through Let's Read Application Task.

After scoring, researcher then tabulated and analyzing the score into percentage. The score was classified into five levels as follow:

Table 4.4 Percentage of The Students' Score Post-Test

No	Classification	Score	Frequence	Percentage
1	Very Good	80-100	10	50%
2	Good	66-79	8	40%
3	Fair	56-65	2	10%
4	Poor	41-55	-	-
5	Very Poor	<40	-	-
	Total		20	100%

(Data source: The percentage of students' post-test of SDN 237 Bungadidi)

The data of table above showed the classification of the students' score post-test. In the post-test there was 10 (50%) students got "Very Good" score, 8 (40%) students got "Good" score, 2 (10%) students got "Fair" and none students got "poor and very poor" score. Based on the table above, showed that the students got score higher. The other words the students got the best score after the researcher applying task. So, the researcher concludes that using Let's Read Application as a media able to improve the students' reading skills at the sixth grade of SDN 237 Bungadidi.

Table 4.5 The Paired Samples Statistics of Pre-test and Post-test

	N	Minimum	Maximum	Mean	Std.Deviation
Pre-test	20	20	70	42.50	16.182
Post-test	20	60	90	75.50	8.870

(Data Source: The Paired Samples Statistics of Pre-test and Post-test)

The mean score for the pre-test is 42.50 while the mean score for the post-test is 75.50. The pre-test group had a standard deviation of 16.182 compared to 8.870 for the post-test group. Based on these data, the difference between the pre-test and post-test scores is quite substantial, suggesting that Let's Read Application can enhance students' reading skills.

Table 4.6 The Paired Samples Correlations

	N	Correlation	Sig.
Pair 1	20	.523	.018
Pre- test & Post-test			

(Data source: Paired Samples Correlations)

Shows the paired samples correlation of .523 between the students' reading skills scores before and after the treatment, as reflected in the pre-test and post-test results. The results suggest a significant relationship between students'

reading skills and their performance in narrative text both before and after the treatment.

Table 4.7 The Paired Samples Test

Paired Differences								
Mean	Std.	Std Deviation	95% Error mean	Confidence Interval of the Differences		t	Df	Si g. (2- tail ed)
				Lower	Upper			
Pair								
Pre-test	-33.000	13.803	3.086	-39.460	-26.540	-10.692	19	.000
Post-test								

The Researcher used SPSS 26 to test hypothesis by conducting a paired sample t-test; based on the table above, the students mean score increased from the pre-test (42.50) to the post-test (75.50). The Value of $T_c(t_{count})$ is 10.692, with the df (degree of freedom) value of 19. Based on the result of a hypothetical test, a t-test was used to establish the difference between pre-test and post-test scores. The result from the t-test in this research showed that the P value standard 0.05 ($0.018 < 0.05$). On the other hand, hypothesis alternative (H_1) is accepted, and hypothesis null (H_0) is rejected. Therefore, it can be concluded that there is a significant difference in reading skills instruction before and after implementing the Let's Read Application. The researcher concluded that the using Let's Read

Application effectively improved reading skills among the sixth grade students of SDN 237 Bungadidi.

B. Discussion

Before doing the treatment the researcher gave pre-test to the students. The researcher found that students still lack of reading skill. Therefore the researcher did the treatment for six meetings. Where in this meeting the researcher explain directly the narrative text of each topic after that the researcher lead the students to learned reading skill using Let's Read Application.

By looking at the test finding, from the data provided in classification of the table in pre-test, clearly to shows that were were 3 (15%) students got "Good" score, 4 (20%) students got "Fair" score, 1 (5%) students got "Poor" score, 12 (60%) students got "Very Poor" score, and none students got "Very Good" score. Where in the post-test, shows that were 10 (50%) students got "Very Good" score, 8 (40%) students got "Good" score, 2 (10%) students got "Fair" and none students got "poor and very poor" score. From the result the writer can conclude that the students reading skill improved from very poor until excellent classification.

In addition, the mean score pre-test (42,50) and the mean score of post-test was (75,50). The Researcher used SPSS 26 to test hypothesis by conducting a paired sample t-test; based on the table above, the students mean score increased from the pre-test (42.50) to the post-test (75.50). The Value of T_c (t_{count}) is 10.692, with the df (degree of freedom) value of 19. Based on the result of a hypothetical test, a t-test was used to establish the difference between pre-test and post-test scores. The result from the t-test in this research showed that the P value

standard 0.05 ($0.018 < 0.05$). Thus, it can be concluded that the students' reading skills is significant better after getting the treatment. So, the null hypothesis (H_0) is refused and hypothesis alternative (H_1) is accepted.

This study aims to determine the effectiveness of the use of Let's Read application in improving students' reading skills. The results showed that there was a significant difference between students' reading skills before and after using the Let's Read application. This is shown by the average value of students' reading ability that increases after using the Let's Read application.

The Let's Read app can help students improve their reading skills by providing interactive and engaging reading materials. In addition, this app can also help students increase their reading motivation by providing rewards and recognition for their progress. Thus, students can be more motivated to read and improve their reading skills.

However, keep in mind that the effectiveness of the Let's Read application in improving students' reading skills is also influenced by other factors such as the quality of reading materials, application design, and teacher support. Therefore, it is necessary to conduct further research to determine the factors that affect the effectiveness of the Let's Read application in improving students' reading skills.

In addition, the study also shows that the Let's Read app can help students improve their reading skills in a more fun and interactive way. This can help students increase their interest in reading and make them more motivated to read.

In the context of education, this study has significant implications. By using the Let's Read App, teachers can help students improve their reading skills in a more effective and efficient way. In addition, this application can also help teachers improve the quality of their teaching by providing reading materials that are more interactive and interesting.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with two parts. The first part contains conclusion which based on the researcher findings and discussion. The second partd some suggestions based on the conslusion.

A. Conclusion

Based on the discussion in the previous chapter, the findings of the results showed the positive impact in the students' reading ability and class situation. This study is categorized Pre-experiment method, the objective in this study is to find out whether through the use of Let's Read Application to improve the students' reading skills. The result data analysis: The mean score of pre-test (42,50) and standard deviation (16,182). The mean score of post-test (75,50) and standard deviation (8,870). The result of the research showed that through The use of Let's Read Application was able to improve the students' reading skills where could increase their knowledge about reading, the echancement of the students' vocabulary is also supported by the result of the test scores. It means that hypothesis null (H_0) was rejected and the hypothesis alternative (H_1) was accepted. It proved that the implementation Let's Read Application in teaching reading able to improve the students' reading skills.

B. Suggestion

Based on the result of the writer, the writer would like to offer some suggestion, they are:

1. For The English Teacher

Teacher were advised to implement interactive teaching methods, such as Let's Read Application, in reading skill instruction. This method can create an engaging learning environment and enhance student participation. Combining this approach with other strategies, such as group discussions, is recommended for better results.

2. For The Students

Students should actively participate in learning activities, such as Let's Read Application, to improve their understanding and retention of vocabulary. Practicing new vocabulary in reading and writing contexts will help reinforce their mastery.

3. For The Next Researcher

This research opens opportunities for further research on the effectiveness of Let's Read Application in different language skills. Researchers were encouraged to use larger samples and explore the integration of this method with other teaching techniques and its impact on students' learning styles.

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Appendix 1: Research Data

Students' Score of Pre-test and Post-test

NO	STUDENTS	PRE-TEST SCORE	POST-TEST SCORE
1	S1	60	70
2	S2	60	80
3	S3	40	70
4	S4	60	80
5	S5	60	80
6	S6	40	70
7	S7	60	80
8	S8	30	70
9	S9	20	60
10	S10	30	70
11	S11	70	90
12	S12	50	60
13	S13	40	90
14	S14	20	70
15	S15	30	70
16	S16	30	80
17	S17	20	70
18	S18	40	80
19	S19	60	90
20	S20	30	80

Appendix 2: Research Permit



PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
(DPMTSP)

Jl. Simpursiang Nomor.27 Masamba, Telp : (0473) 21000 Fax : (0473) 21000 Kode Pos : 92966
Email : dpmptsp@luwuutarakab.go.id Website : http://dpmptsp.luwuutarakab.go.id

SURAT KETERANGAN PENELITIAN

Nomor : 0194/SKP/DPMTSP/VI/2025

- Membaca : Permohonan Surat Keterangan Penelitian an. AL Fadhila beserta lampirannya.
- Menimbang : Rekomendasi Badan Kesatuan Bangsa dan Politik Kabupaten Luwu Utara 070/184/VI/Bakesbangpol/2025
- Mengingat : 1. Undang-Undang Nomor 39 Tahun 2008 tentang Kementrian Negara;
2. Undang-Undang Nomor 23 Tahun 2014 tentang Pemerintahan Daerah;
3. Peraturan Pemerintah Nomor 12 Tahun 2007 tentang Pembinaan dan Pengawasan Penyelenggaraan Pemerintah Daerah;
4. Peraturan Presiden Nomor 97 Tahun 2014 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu;
5. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
6. Peraturan Bupati Nomor 17 Tahun 2020 tentang Perubahan Kedua atas Peraturan Bupati Luwu Utara Nomor 11 Tahun 2018 tentang Pelimpahan Kewenangan Perizinan, Non Perizinan dan Penanaman Modal Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

MEMUTUSKAN

- Menetapkan : Memberikan Surat Keterangan Penelitian Kepada :
- Nama : AL Fadhila
Nomor Telepon : 085794624235
Alamat : Desa Bungadidi, Kecamatan Tana Lili, Kabupaten Luwu Utara
Sekolah / Instansi : Institut Agama Islam Negeri Palopo
Judul Penelitian : Improving Students Reading Skill Using Let's Read Applications Six Grade Of SDN 327 Bungadidi
Lokasi Penelitian : SDN 327 Bungadidi

Dengan ketentuan sebagai berikut :

1. Surat Keterangan Penelitian ini mulai berlaku pada tanggal 22 Mei 2025 s/d 22 Juni 2025.
2. Mematuhi semua peraturan Perundang-Undangan yang berlaku.
3. Surat Keterangan Penelitian ini dicabut kembali dan dinyatakan tidak berlaku apabila pemegang surat ini tidak mematuhi ketentuan peraturan perundang-undangan yang berlaku.

Surat Keterangan Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya dan batal dengan sendirinya jika bertentangan dengan tujuan dan/atau ketentuan berlaku.

Diterbitkan di : Masamba
Pada Tanggal : 18 Juni 2025

An. BUPATI LUWU UTARA
KEPALA DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU



Ditanda tangani secara elektronik oleh:
Kepala Dinas Penanaman Modal Dan
Pelayanan Terpadu Satu Pintu Luwu Utara
Ir. Alauddin Sukri, M.Si
22/06/2025 19:44:41

Ir. Alauddin Sukri, M.Si
NIP : 196512311997031060



Disampaikan kepada :

1. Lembar Pertama yang bersangkutan;
2. Lembar Kedua Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)

Appendix 3: Certificate of Completion of Research

 **PEMERINTAH KABUPATEN LUWU UTARA**
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SD NEGERI 237 BUNGADIDI
Alamat : Jln Pendidikan, Desa. Bungadidi, Kecamatan Tana Lili, Kab. Luwu Utara

SURAT KETERANGAN PENELITIAN
Nomor : 400.3.11.2/113/UPT-SDN237/VII/2025

Yang bertanda tangan di bawah ini :

Nama : MUSLIMIN, S. Pd
NIP : 19650821 198803 1 015
Pangkat/Gol : Pembina Tk. I / IV b
Jabatan : Kepala UPT SD Negeri 237 Bungadidi

Menerangkan bahwa :

Nama : AL FADHILA
NIM : 2102020069
Tempat/Tgl. Lahir : Bungadidi, 29 Desember 2002
Jenis Kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris
Alamat : Jl. Cempaka, Balandai Kota Palopo

Yang bersangkutan telah melakukan kegiatan penelitian di UPT SD Negeri 237 Bungadidi, pada tanggal 22 Mei sampai dengan 22 Juni 2025, guna melengkapi Skripsi yang berjudul :
"Improving Students' Reading Skill Using Let's Read Applocation At The Sixth Grade Of UPT SD Negeri 237 Bungadidi".

Demikian Surat Keterangan Penelitian ini kami buat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Bungadidi, 18 Juli 2025
Kepala UPT

MUSLIMIN, S. Pd
NIP. 19650821 198803 1 015



Appendix 4: Research Instrument

Pre-test and Post-test Question

(Pre- Test)

Read the following story. Then Answer the questions based on the story?

The Clever Deer and The Crocodile



By the edge of a river lived a clever Deer and a greedy Crocodile. One day, the Deer felt very thirsty and wanted to cross the river to find some water. However, it knew that there was a Crocodile in the river that was always on the lookout for prey. Using its wits, the Deer called out to the Crocodile. "Hey, Crocodile! I have a great idea. What if we play a game? If I can count how many Crocodiles are in this river, you must let me cross without bothering me."

The Crocodile, feeling challenged, agreed. "Alright, Deer. I will gather my friends so you can count them," replied the Crocodile confidently. The Deer started counting. "One... two... three..." It continued counting while hopping around the riverbank.

The Crocodile, curious, began to gather all its friends to count. When all the Crocodiles had gathered, the Deer shouted, "Wow! There are so many Crocodiles here! Now I know how to cross!" Quickly, the Deer jumped onto some large rocks and crossed the river safely. The Crocodile, angry for being tricked, tried to chase the Deer, but it was too late. The Deer was already on the other side of the river and shouted, "Thank you for the game! Remember, never underestimate the cleverness of a Deer!" From that day on, the Crocodile no longer underestimated the Deer and learned to be more careful before trying to catch prey. Moral: *Cleverness and intelligence can overcome physical strength*

List of Vocabulary:

Edge	Tepi
River	Sungai
Greedy	Serakah (selalu ingin lebih)
Thirsty	Haus

Cross	Menyeberang
Prey	Mangsa (hewan yang diburu untuk dimakan)
Wits	Akal, kecerdikan
Game	Permainan
Count	Menghitung
Gather	Berkumpul atau mengumpulkan
Confidently	Dengan percaya diri
Hopping	Melompat kecil
Safely	Dengan aman
Underestimate	Meremehkan atau menganggap remeh

Name :

Class :

1. Who are the main characters in this story?
2. Why does the Deer want to cross the river?
3. What makes the Crocodile interested in playing the game proposed by the Deer?
4. What does the Deer ask for in the game it offers to the Crocodile?
5. How does the Crocodile respond to the Deer offer?
6. What does the Deer do while counting the Crocodiles in the river?
7. Where did the incident take place?
8. What did the Crocodile do after the Deer crossed the river?
9. What did the Deer say to the Crocodile when it reached the riverbank?
10. What moral message do we get from the story of Deer and Crocodile?

(Post- Test)

Read the following story. Then Answer the questions based on the story?



In a dense and beautiful forest, a colony of ants was working together to gather food into their home. With enthusiasm, they helped each other carry various types of food, such as vegetables and fruits that they picked directly from around the forest. While they were happily walking, a grasshopper who saw the ants' cooperative activity became curious and approached. Loudly, he asked, "What are you doing?" asked the grasshopper. One of the ants replied just as loudly, "We are collecting and storing food supplies for the winter." The response from one of the ants made the grasshopper laugh out loud. "You are too diligent. Winter is still far away. You should just relax like I do." The grasshopper was very eager to tease the ants. However, the ants ignored the teasing. They continued to enthusiastically gather a lot of food. Months passed, and winter arrived. The grasshopper began to panic because the fruits and vegetables around the forest were nearly gone. He could only find a little food to alleviate his hunger. Days later, the grasshopper completely ran out of food. With

weak steps, he walked to the ants' home. The ant who opened the door was, of course, shocked to see the grasshopper's pale face. He spontaneously asked, 'What brings you here?' The grasshopper quickly replied, 'I'm starving. May I ask for some of your food?' The ant responded to the grasshopper's words, 'Aren't you ashamed for having mocked us who work hard to gather food?' The grasshopper was offended by the question from one of the ants. He immediately turned around and went home.

Some time later, the ants began to worry about the grasshopper. They generously took some fruits from the food storage, then wrapped them in brown cloth. The ant that opened the door earlier was tasked with delivering the fruits to the grasshopper. However, upon arriving at the grasshopper's home, there was no answer after the ant called several times. Worried, the ant returned home and asked another friend for help to open the grasshopper's door. After working together, they succeeded in opening the grasshopper's door. They were very surprised to find the grasshopper fainted from hunger. One of the ants immediately opened the grasshopper's mouth and gave him some orange juice. Not long after, it turned out that this method worked.

The grasshopper woke up and couldn't believe the swarm of ants was in his house. The grasshopper soon realized the mistake he had made. "Forgive me," said the grasshopper with deep regret. "I shouldn't have mocked you. I should have emulated your diligent nature." The colony of ants gathered closer and embraced the grasshopper. They forgave the grasshopper and eventually became good friends. This is a short fable titled "The Ant and the Grasshopper" which is very interesting because it contains many moral lessons. From this, the ants teach about the benefits of diligence, mutual cooperation, and even the importance of preparing for important matters well in advance. The grasshopper also teaches us about the negative consequences of being lazy and arrogant.

List of Vocabulary:

Forest Hutan

Colony kelompok besar (seperti koloni semut)

Gather Mengumpulkan

Enthusiasm Semangat

Cooperative Suka bekerja sama

Supplies Persediaan

Mocked Mengejek

Relax Santai

Ignored	Mengabaikan / tidak peduli
Starving	Kelaparan
Generously	Dengan murah hati
Wrapped	Membungkus
Fainted	Pingsan
Regret	Penyesalan
Diligent	Rajin

Name :

Class :

1. Who is the main character in this story?
2. Where does the story 'The Ant and the Grasshopper' take place?
3. Why does the grasshopper mock the ant?
4. How do ants gather food for the winter?
5. Who helps the grasshopper when he is hungry?
6. How do ants help grasshoppers?
7. why did the ants initially not want to help the grasshopper?
8. Where was the grasshopper found by the ant when it fainted?
9. What is the ending of the story of the ant and the grasshopper?
10. What moral message can be drawn from the story of the stew and the grasshopper?

Appendix 5: Documentation

1. Pre-test

50

Name: gagan
Class: V

1. Who are the main characters in this story? Deer and the crocodile
2. Why does the Deer want to cross the river?
3. What makes the Crocodile interested in playing the game proposed by the Deer?
4. What does the Deer ask for in the game it offers to the Crocodile?
5. How does the Crocodile respond to the Deer offer?
6. What does the Deer do while counting the Crocodiles in the river?
7. Where did the incident take place?
8. What did the Crocodile do after the Deer crossed the river?
9. What did the Deer say to the Crocodile when it reached the riverbank?
10. What moral message do we get from the story of Deer and Crocodile?

Answer

1. Deer and the crocodile ✓
2. River has a deer X
3. Crocodile and deer X
4. Crocodile: I have a game like what if I let you cross X
5. Crocodile: crocodile are in the river you must let me cross without eating him X
6. Deer: Startly saying "one ... two ... three" X
7. Deer: Counting crocodile X
8. Deer: count them X
9. Deer: count X
10. Deer: moral, cleverness and intelligence can overcome physical strength ✓

Name: KALIN D
Class: V

1. Who are the main characters in this story?
2. Why does the Deer want to cross the river?
3. What makes the Crocodile interested in playing the game proposed by the Deer?
4. What does the Deer ask for in the game it offers to the Crocodile?
5. How does the Crocodile respond to the Deer offer?
6. What does the Deer do while counting the Crocodiles in the river?
7. Where did the incident take place?
8. What did the Crocodile do after the Deer crossed the river?
9. What did the Deer say to the Crocodile when it reached the riverbank?
10. What moral message do we get from the story of Deer and Crocodile?

Answer:

1. Deer AND Crocodile ✓
2. look at X
3. Deer can how many crocodiles are in this river X
4. You must let me cross without bothering me X
5. Alright Deer, I will gather my friends so you can count them ✓
6. It continued counting while hopping around the river bank ✓
7. In The River ✓
8. Crocodile angry for being there ✓
9. Thank You For The game! Remember, never underestimate the cleverness ✓
10. Moral: Cleverness and Intelligence can Overcome Physical Strength ✓

Name: Farhan Maizan Ansari
Class: VI

1. Who are the main characters in this story?
2. Why does the Deer want to cross the river?
3. What makes the Crocodile interested in playing the game proposed by the Deer?
4. What does the Deer ask for in the game it offers to the Crocodile?
5. How does the Crocodile respond to the Deer's offer?
6. What does the Deer do while counting the Crocodiles in the river?
7. Where did the incident take place?
8. What did the Crocodile do after the Deer crossed the river?
9. What did the Deer say to the Crocodile when it reached the riverbank?
10. What moral message do we get from the story of Deer and Crocodile?

Answers:

1. Deer and The Crocodile ✓
2. ~~He~~ ~~wanted to~~ ~~cross~~ the river to find some water ✓
3. The river ✓
4. The Deer started counting ✓
5. Deer caught out to the crocodile ✓
6. One two three ✓
7. The river ✓
8. Saved the crocodile ✓
9. ~~Crocodile and Deer are enemies~~ ~~because~~ ~~there are~~ ~~so~~ ~~many~~ ~~crocodiles~~ ~~here~~ ✓
10. Cleverness and intelligence can overcome physical strength. ✓

Name: Mohan
Class: VI

1. Who are the main characters in this story?
2. Why does the Deer want to cross the river?
3. What makes the Crocodile interested in playing the game proposed by the Deer?
4. What does the Deer ask for in the game it offers to the Crocodile?
5. How does the Crocodile respond to the Deer's offer?
6. What does the Deer do while counting the Crocodiles in the river?
7. Where did the incident take place?
8. What did the Crocodile do after the Deer crossed the river?
9. What did the Deer say to the Crocodile when it reached the riverbank?
10. What moral message do we get from the story of Deer and Crocodile?

Answers:

1. Deer and crocodile ✓
2. One day the deer felt very thirsty and wanted to cross the river to find some water. ✓
3. He can count how many crocodiles are in this river. ✓
4. He asked the crocodile to play a game. The deer started counting. ✓
5. Deer ✓
6. You must let me cross without bothering me. ✓
7. River ✓
8. Crocodile angry for being tricked. ✓
9. Thank you for the game! Remember, never underestimate the cleverness of a deer. ✓
10. Cleverness and intelligence can overcome physical strength. ✓

Name: Muhammad Saifur Razi
Class: VI

1. Who are the main characters in this story?
2. Why does the Deer want to cross the river?
3. What makes the Crocodile interested in playing the game proposed by the Deer?
4. What does the Deer ask for in the game it offers to the Crocodile?
5. How does the Crocodile respond to the Deer's offer?
6. What does the Deer do while counting the Crocodiles in the river?
7. Where did the incident take place?
8. What did the Crocodile do after the Deer crossed the river?
9. What did the Deer say to the Crocodile when it reached the riverbank?
10. What moral message do we get from the story of Deer and Crocodile?

1. Deer and The Crocodile ✓
2. Deer lived a life very close to the river. ✓
3. If I can count how many crocodiles are in this river. ✓
4. Crocodile being challenged by the deer. Deer I will remember his friends so you can count them. ✓
5. Deer... "One... two... three..." It continued counting while looking from the riverbank. ✓
6. Deer said to the crocodile "You must let me cross without bothering me." ✓
7. The Deer ✓
8. The deer said to the crocodile "You must let me cross without bothering me." ✓
9. The deer and crocodile were more careful before. ✓
10. Cleverness and intelligence can overcome physical strength. ✓



2. Treatment







TeyTey said, "I can fix them. Thank you, Auntie!" TeyTey used grass to add ties to the shoes. TeyTey returned home happily. Now she had three pairs of shoes!

Practice questions from the story "Three Pairs of Shoes"

Name: Kailash D
Class: 5

1. Who the main character in this story?
2. What does Flying Fox Bat give to TeyTey?
3. What does TeyTey do to help Auntie Carpenter Ant?
4. How many pairs of shoes does TeyTey have at the end of the story?
5. How does TeyTey feel at the end of the story?

Answer
1. TeyTey ✓
2. Shoes ✓
3. TeyTey helped Cat Painter ant build a new nest all evening ✓
4. Three Pairs ✓
5. TeyTey returned home happily ✓

10 marks

Multiple choice practice questions from the story "Fip, the Tapir"

Name: Akshay Nayak
Class: ✓ (Lina)

1. What do the animals find in the house?

A) A hole in the wall

✓ ☒ B) A gap in the net

C) A hole in the roof

D) A hole in the floor

2. Who has a cap and is a cop?

A) Cat

✓ ☒ B) Rat

☒ C) Bat

D) Fip

3. What does Rat have?

A) A cap that is a cup

✓ ☒ B) A cap that is a rug

C) A cap that is a real hat

D) No cap

4. What does Cat have?

✓ ☒ A) A cap that is a cup

B) A cap that is a rug

C) A cap that is a real hat

D) No cap

5. Who doesn't have a cap at first?

A) Bat

B) Rat

✓ C) Cat

~~X~~ Fip

6. What happens to Fip at the end of the story?

A) Fip loses his cap

✓ B) Fip doesn't get a cap

~~X~~ Fip has a cap

D) Fip doesn't want a cap

7. Where is the story set?

✓ A) Java

~~X~~ Sumatra

C) Bali

D) Kalimantan

8. What is distinctive about the houses in Fip's area?

A) Flat roofs

✓ ~~X~~ Curved roofs

C) High walls

D) Large floors

9. What material is Fip's cap made of?

A) Fabric

✓ ~~X~~ Leaves

C) Plastic

D) Metal

10. What does Fip's cap represent in the story?

A) Modern hats

✓ ~~X~~ Traditional Sumatran hats

C) Sports hats

D) Decorative hats

3. Post-test

Name: HAIRID
Class: V

1. Who is the main character in this story?
2. Where does the story 'The Ant and the Grasshopper' take place?
3. Why does the grasshopper mock the ant?
4. How do ants gather food for the winter?
5. Who helps the grasshopper when he is hungry?
6. How do ants help grasshoppers?
7. why did the ants initially not want to help the grasshopper?
8. Where was the grasshopper found by the ant when it fainted?
9. What is the ending of the story of the ant and the grasshopper?
10. What moral message can be drawn from the story of the stew and the grasshopper?

Jawab:

1. Ants and Grasshoppers ✓
2. In a lush and ~~beautiful~~ beautiful forest ✓
3. We are collecting and storing food supplies for the winter. ✓
4. A colony of ant was working together to gather food into their home. ✓
5. Ants ✓
6. One of the ants ~~immediately~~ immediately opened the grasshopper's mouth and gave him some orange juice ✓
7. Ants & you ashamed for having mocked us who work hard. The grasshopper ✓
8. In grasshopper's home ✓
9. They gave the grasshopper and eventually became good friends ✓
10. This is a short fable titled "the ant and grasshopper" which is ~~interesting~~ interesting because it teaches a lesson about cooperation and hard work. The importance of preparing for important matters well ahead, the grasshopper also teaches us about the negative consequences of being lazy and arrogant. ✓

Name: BILAL USAMA
Class: V

1. Who is the main character in this story?
2. Where does the story 'The Ant and the Grasshopper' take place?
3. Why does the grasshopper mock the ant?
4. How do ants gather food for the winter?
5. Who helps the grasshopper when he is hungry?
6. How do ants help grasshoppers?
7. why did the ants initially not want to help the grasshopper?
8. Where was the grasshopper found by the ant when it fainted?
9. What is the ending of the story of the ant and the grasshopper?
10. What moral message can be drawn from the story of the stew and the grasshopper?

Jawaban:

1. Ants and grasshoppers. ✓
2. Forest. ✓
3. collecting and storing food supplies for the winter. ✓
4. a colony of ants was working together to gather food into their home. ✓
5. ants. ✓
6. ants immediately opened the grasshopper's mouth and gave him some orange juice no long after. ✓
7. you ashamed for having. ✓
8. home. ✓
9. good friend. ✓
10. moral lessons from this the ants teach about the benefits of diligence mutual cooperation of earning for important matters well in advance. The grasshopper also teaches us about the negative consequences of being lazy and arrogant. ✓



ENGLISH TEACHING MODULE CLASS VI

SDN 237 Bungadidi

GENERAL INFORMATION

Component Description

Teaching Module Code -

ATP Code of reference -

The author of AL Fadhila

Elementary school level Phase/Class C / VI (six)

Domain / Topic Improving Reading Skills Using Let's Read Application

Keyword Reading Skill, Let's Read Application

Knowledge / Skills Prerequisite Reading (Reading)

Time allocation 6 x 35 minutes (210 minutes)

Number of meetings (JP) 21 JP

Face-To-Face Learning Capital

Learning method 1) inductive approach 2) Question and answer, discussion, reading practice

Infrastructure 1) Media: Laptop, LCD projector, mobile phone, whiteboard, marker pen

2) Learning Resources: Let's Read App

Target Regular Learners

Characteristics of regular student learners who actively discuss and have an interest in reading in English. Students are expected to be able to improve reading skills independently using the Let's Read application.

CORE COMPETENCIES

A. Learning Objectives

1. F1. Explains the purpose of reading simple texts in English.
2. F2. Recognize new vocabulary in the reading text.
3. F3. Capture the meaning of the reading content with the help of the Let's Read application.

4. F4. Answer questions related to the content of the reading text.

5. F5. Develop an interest in reading through the use of the Let's Read application.

B. Meaningful Understanding

Let's Read is a digital application that provides a variety of picture story books for children. This application aims to increase children's interest and reading skills by providing interesting, age-appropriate, and easy-to-understand reading. Students will learn to read in a fun way through the illustrated stories in the Let's Read App.

C. Lighter Inquiry

6. What is an interesting book title for you to read?

7. Who is the main character in the story you are reading?

8. What happened in the story?

9. What moral message Do you get from this story?

D. Learning Materials

1. Application Let's Read:

- Functions and how to access the application.
- How to choose storybooks according to interests.
- The ethics of using digital devices for reading.

2. Reading Skill:

- Simple text reading with supporting images.
- Recognize new vocabulary.
- Answer questions related to the content of the reading.

3. Storybook Examples:

- Read one of the storybooks from Let's Read (example: The Little Red Hen).

LEARNING ACTIVITIES

Narrative Stages Of The Text

Introduction (10 minutes) The Teacher opens the lesson with greetings, prayers, motivation; checks student attendance; explains the purpose and benefits of learning to read through let's Read.

Core activities (85 minutes) introduction to the Let's Read Application (20 minutes): the teacher explains the functions and how to use the Let's Read application through videos or simulations, discussing the importance of reading storybooks.

Storybook reading practice (45 minutes): students read selected books in the Let's Read Application, Record new vocabulary, answer questions related to the content of the story.

Discussion of reading results (20 minutes): students discuss in small groups, retelling the content of the story in front of the class.

Closing (10 minutes) the teacher reviews the content of the material, students conclude the learning outcomes, giving the task of reading other books at home through let's Read.

Assessment

Technical Aspects

Assessment of students ' participation observation attitude and reading interest.

Assessment of Oral Test knowledge regarding the content of stories that have been read.

Skill Assessment the ability to retell the content of the story orally/in simple writing.

BIOGRAPHY



AL Fadhila was born in Bungadidi, on December 29, 2002.

She's hoobies are watching korean drama and climb the mountain. The researcher is the first of four children from a father named Nasir and Eni, the reaeacher lives on Bungadidi

Village, Tanalili District, North Luwu Regency, South

Sulawesi. The researcher completed her Elementary SSchool in 2014 at SDN 237 Bungadidi. Then, in the same year, she continued her education at SMPN 1 Tanalili until 2018, then continued her education at SMKN 1 Luwu Utara majoring in Desain Permodelan Informasi Bangunan. After graduated from high school in 2021, the researcher continued her education in the English Language Education Study Program, Tarbiyah and Training Faculty, State Islam University (UIN) Palopo.