

**EXPLORING THE ROLE OF THE TUMBLEBOOK LIBRARY APPLICATION
AND STUDENTS' MOTIVATION IN ENHANCING READING ACHIEVEMENT
AMONG TWELFTH-GRADE STUDENTS AT SMA PGRI 1 PALEMBANG**

A Thesis by:

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English Education Study Program



FACULTY OF TEACHER TRAINING AND EDUCATION

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2026

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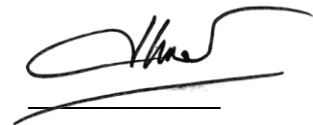
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PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalain pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya adalah merupakan hasil pengamatan, penelitian, pengcolaan, serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

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ABSTRACT

This study aimed to investigate the differences and improvements in reading achievement between students taught using the TumbleBook Library application and those taught using the lecturing method, to examine the differences in reading achievement between motivated and unmotivated students, and to determine the interaction effect between the TumbleBook Library application and students' motivation on reading achievement. This study employed a quantitative experimental method with a factorial design. The population consisted of 215 twelfth-grade students of SMA PGRI 1 Palembang in the 2025/2026 academic year. Using purposive sampling, 64 students were selected as the sample, with 32 students assigned to the experimental group and 32 to the control group. Data were collected through a reading achievement test and a motivation questionnaire. The reading test was administered as both a pre-test and a post-test. The findings indicated that both groups improved, but the experimental group achieved greater progress, with the mean score increasing from 55.78 to 77.12, while the control group improved from 56.37 to 73.65. The paired sample t-test showed a significant improvement in the experimental group ($\text{Sig.} = 0.000 < 0.05$). The Independent Samples t-test also revealed a significant difference between the post-test scores of the two groups ($\text{Sig.} = 0.012 < 0.05$). Furthermore, the Two-Way ANOVA indicated significant differences between motivated and unmotivated students and a significant interaction effect between the application and students' motivation ($\text{Sig.} = 0.019 < 0.05$). In conclusion, the TumbleBook Library application effectively improved students' reading achievement, while motivation positively influenced their learning outcomes.

Keywords: *TumbleBook Library Application, reading achievement, motivation.*

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CHAPTER I

INTRODUCTION

This chapter discusses (1) background of the study, (2) problem of the study, (3) objective of the study, and (4) significant of the study.

1.1 Background of the Study

Language is one of the most important tools in human life. It enables people to communicate with others in society and to express their ideas and feelings. “Language is meaning how we categorize and comprehend our world,” (Lindfors, 2008, p.1; Gibson et al. 2019, Navarro & Hancock, 2023). This shows that language is important for understanding life and forming connections in addition to being utilized for communication. English has emerged as the most extensively used international language in the world. This employed in science, technology, business, education, and international communication. According to Yule (2020), and Destara (2024), English is the main language in many international activities, and people from different countries use it to connect and share information.

English is taught as a foreign language in schools from elementary to Senior High School levels in Indonesia, to aid students in improving their speaking, listening, reading, and writing abilities, the government makes English as required subject in the curriculum. Because it enables students to comprehend written materials, acquire knowledge, and excel in other subjects, reading in particular is an essential skill. According to Celik et al (2019), reading is the process of decoding written language to

obtain meaning Students who are proficient readers are better able to learn on their own. However, a lot of Indonesian students continue to struggle with learning English, particularly with reading comprehension.

Reading is one of the basic skills in learning a language. This skill is essential not only in English language classes but also in other subjects that require students to read and understand written materials. Reading is fundamental skill for lifetime learning and academic success. Additionally, Grabe and Stoller (2019), Zakaria (2023), and Ismail et al (2025), clarify that reading is a complicated ability that includes word recognition, meaning comprehension, and connecting with existing information. Reading achievement refers to how well students can read and understand texts based on learning goals and academic standards. According to Snow (2020) and Abao (2025), a number of elements, including instructional strategies, students' motivation, reading tactics, and instructional materials, affect reading achievement. Regular readers who employ effective study techniques typically score higher on assessments and assignments. However, people who are uninterested or have trouble with the language tend to lag behind. As a result, raising students' reading proficiency is a top priority for English teachers, particularly at the Senior High School level when they are expected to handle increasingly challenging texts and assignments.

The word *motivation* comes from the word *motive*, which means a reason for doing something. Motivation refers to the desire or interest that encourages someone to take action. Motivation is an important factor that supports a person's success in doing activities. Gu et al (2021), explain that motivation strongly influences reading behavior and learning outcomes. When students are not motivated, they are less likely to read

actively or improve their English skills. Every activity needs motivation as the driving force, especially in the process of learning a language (Putri et al., 2021). According to Husna and Murtini (2019), motivation is seen as a process that begins with a need and then directs a person's behavior to reach a certain goal. In addition, Wimolmas (2013) explain that learning is closely related to motivation in achieving goals. Through learning, students gain new knowledge and skills, while motivation helps them reach their targets in the learning process.

TumbleBook is an online platform that provides animated and interactive storybooks for students. It offers audio narration, highlighted text, and colorful illustrations that make reading more enjoyable. According to Bus and Takacs (2018), digital storybooks have the potential to enhance the moderate to strong multimodal impact of pictures in paper books on story comprehension by offering extra visual information. It concentrated on the addition of animations to digital texts in order to maximize the correspondence between spoken and visual information. Schott (2017), TumbleBook Library provides a wide range of interactive digital stories where animated characters and clickable objects allow students to actively engage with the reading materials. These interactive elements share similar characteristics with another online reading platform, BookFlix. Therefore, integrating a digital reading application such as TumbleBook Library with appropriate motivational strategies may enhance students' engagement in reading and contribute to better reading achievement.

A study conducted by Sofiana and Mubarak (2020), entitled *"The Impact of English Game-Based Mobile Application on Students' Reading Achievement and Learning Motivation,"* reported that the implementation of an English Game-Based

Mobile Application (EBMA) had a significant positive effect on both students' reading achievement and learning motivation. The findings revealed that students in the experimental group obtained a higher average score (71.12) than those in the control group (65.52). Furthermore, the use of the mobile application successfully increased students' motivation by providing engaging learning activities that encouraged them to participate more actively in the learning process.

A study by Kamil (2025), entitled *"The Effect of Team Pair Solo Technique and Students' Motivation to Improve the Tenth Graders' Reading Achievement at SMA PGRI 1 Palembang,"* found that the experimental group obtained a post-test mean score of **72.89**, while the control group achieved **77.06**. The study also revealed that students with higher motivation performed better in reading, and there was a significant interaction between the teaching technique and students' motivation, indicating that both factors influenced students' reading achievement.

Another study was conducted by Zainuddin (2019), entitled *"Enhancing Students' Motivation and Reading Achievement through Hypnoteaching Method in Class XI Students."* This research showed that the Hypnoteaching method had a positive impact on both motivation and reading achievement. The findings indicated significant improvements in students' motivation and reading achievement after the treatment, with post-test mean scores rising from 68.25 to 82.70 for motivation and from 66.45 to 80.15 for reading achievement.

Another relevant study was conducted by Schott (2017), entitled *"Technology Reading Programs and Their Impact on Listening Comprehension."* The study

examined the use of Raz-Kids, TumbleBook, and BookFlix with second-grade students. The findings showed that students' engagement and their preferences for the features of each program influenced their listening comprehension. However, because the study investigated several digital reading applications rather than focusing specifically on TumbleBook, further research is needed to explore the effectiveness of TumbleBook Library in improving students' literacy skills.

Last, the studied by Raju and Joshith (2019), titled “Technology as a Didactic Tool for Comprehensible Input: Krashen’s Perspective on Second Language Acquisition,” discussed how technology can support language learning based on Stephen Krashen’s idea of comprehensible input. This qualitative research examined different technological tools such as Popplet, Puppet Pals, Raz-Kids, BookFlix, and TumbleBook that help learners comprehend language in a significant way. The findings showed that learning with technology can improve students’ motivation, understanding, and vocabulary through interactive and fun activities. The researchers concluded that using technological tools in teaching can create a supportive language environment, increase students’ participation, and make second language learning more effective and natural.

Previous research has led to the conclusion that technology-based media positively affect students’ reading achievement and motivation. Therefore, the researcher conducted a study using TumbleBook Library to improve students’ reading comprehension achievement because its interactive features can increase students’ interest in reading activities.

On July 26th 2025, the researcher interviewed to English teacher at SMA PGRI 1 Palembang, the result of interview where the students faced several problems, including low motivation to learn English, limited vocabulary, and difficulties in reading comprehension. To address these issues, the researcher was encouraged to use creative and engaging application during the process of learning. The study title “*Exploring the Role of the Tumblebook Library Application and Students’ Motivation In Enhancing Reading Achievement Among Twelfth-Grade Students at SMA PGRI 1 Palembang*”. This is expected that the use of engaging reading application and attention to students’ motivation can lead to better reading performance and more positive learning experiences in English.

1.2 The Problem of Study

1.2.1 Limitation of the Problem

This study is limited to the teaching of reading skills, particularly narrative texts. The research focuses on twelfth-grade students at SMA PGRI 1 Palembang who experienced low learning motivation and low reading achievement. To overcome these problems, the study implemented the TumbleBook Library Application as a digital learning medium to enhance students' motivation and improve their reading achievement.

1.2.2 Formulation of the Problem

The formulation of this study is formulated as follow:

1. Was there a significant difference in reading achievement between the students who are taught by TumbleBook Library Application and those who are taught Lecturing method at SMA PGRI 1 Palembang?
2. Was there a significant difference in reading achievement between motivated students and unmotivated students at SMA PGRI 1 Palembang?
3. Was there the effect of interaction between TumbleBook Library Application and motivation on students' reading achievement at SMA PGRI 1 Palembang?

1.3 Objectives of the Study

The study aimed to:

1. To find out whether or not there was a significant difference in reading achievement between the students who were taught using the TumbleBook Library application and those who were taught using the Lecturing method at SMA PGRI 1 Palembang.
2. To find out whether or not there was a significant difference in reading achievement between motivated students and unmotivated students at SMA PGRI 1 Palembang.
3. To find out whether or not there was a significant interaction effect between the use of TumbleBook Library Application and students' motivation on their reading achievement at SMA PGRI 1 Palembang.

1.4 Significance of the Study

This study is expected to provide benefits for the following parties.

a. Students

This study could help students become more enthusiastic and driven to read English-language literature. By utilizing the TumbleBook Library Application, students may find reading more enjoyable and easier to understand. This can improve their reading achievement and support their overall English learning.

b. English Teacher

The findings of this study could provide educators with suggestions on using digital tools like the TumbleBook Library Application to improve students' motivation and reading skills. It also shows the importance of considering students' motivation when planning reading activities.

c. For a School

By promoting the use of interactive and digital learning resources, this study may help schools raise the standard of English instruction. It may also help schools make better decisions in choosing learning applications.

d. Other Researchers

The findings of this study could serve as a resource for additional academics that are curious about using technology and motivation to improve English language skills, especially in reading.

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