

# CHAPTER I

## INTRODUCTION

This chapter consists of the background of study research problem, research objective, and significant of the research.

### **A. Background of the study**

Reading is the one of important skills in learning English. Reading is understanding the sense of the written texts. Reading consists of two processes, word recognition and comprehension (Elizabeth, 2013 : 6). Reader must conceive the reading for purpose, it needs a practical and exact method. When people talk about reading, it automatically related to comprehension. Elizabeth (2013 : 14) said that comprehension is a functioning process in the getting of meaning.

Reading is one of the parts of daily activities. People read many kind material of written, such as read message, newspaper, book, magazine, novels, advertisement and so on. To get all the purposes is so need reading skill absolutely (Elizabeth, 2013 : 6-7). However reading has a complicated problem. For example, people have a less motivation to read especially for English texts. Teachers regard that reading is not favorite activity for the students. From this problem, the teacher must find strategies to solve this problem.

There are some factors that influence the students in mastering English, especially in reading comprehension. There are internal and external factors. The internal factors can come from students themselves such as knowledge and motivation. If the students knowledge of English is poor, it will impact toward their achievement. In addition, many students have low motivation in reading. Most of the students are uninterested in reading a lot of the text, whereas

they also lack of vocabulary and grammar and these are one of obstacles which have been faced by the English teacher.

While the external factors can comes from the parents and teacher. The parents are seldom to check their children in studying. They only know their children have studied in school and they think that is enough. They only hope that their children are able graduate from the school, but they do not care with the students achievement in the school. The other factors come from the teacher. The students do not understand the subject well if they do not find out any variation in teaching of English, especially in teaching reading process. If the teacher only asks the students to read aloud the text, then asked them to translate in teaching learning process, the students are not interested in reading. The students should be given an interesting reading material, motivation, and changed the method to improving reading comprehension. They should be able to apply an appropriate method in teaching learning to make the students interested in their learning and finally they easily master the reading comprehension.

On general fact is some of students class VIII-A at MTs Darul Hikmah Tawang Sari Tulungagung not hearing when the teacher doing explanation because they are not interest with the English lesson. Then the students still wrong on the vocabullary and spelling when the teacher tell her to read the material on the book. On specific problem is the teacher said that some students need a new method to learn English lesson in the class especially in reading skill.

Conducted by researcher at MTs Darul Hikmah Tawang Sari Tulungagung obtained the result that the school had implemented the 2013 curriculum. Meanwhile the learning English at the class A is based on the book. The results of interviews with the 8th grade teacher

explain that the implementation of learning English that is applied only refers to textbooks of learning or with learning media in the form of Power Point that is not student centered, it means students only listen to the teacher explaining with the media and there is no direct interaction between students and the media being passed so that students are less interested in participating in learning.

The teacher is expected to be able to deliver learning material so that more interesting so hopefully it will be able to improve learning outcomes. But, so far there are still many teachers who have difficulty in creating a conducive atmosphere for students due to the lack of use of learning media. One of the solution to use interactive software and support the learning process such as Adobe Flash, Course Builder, Visual Basic, and Dream waver which is quite complicated so only controlled by a computer programmer (Ena, 2001).

The research was conducted by Heni Mimah Sirait with the title : The Use Lectora Inspire Software Media To Improve Students Achievement In Reading Comprehension. She focus on teaching learning process in reading. Based on this research, the media can improve students participation and get their attention. Heni Mimah conclude that by using Lectora application. the students are more active in learning.

The research was conducted by Tri Tugiyarti with the title The Use of Software Lectora Inspire of Electronic Learning to Improve Students Reading Comprehension at the Eleventh Grade Students of Smk Muhammadiyah Salatiga in The Academic Year of 2016/2017. She focus on how far the use Lectora. Based on this research, the important of Lectora Inspire help in learning process because in the nature learning is the process of communication and use media based technology in this cases utilization of Lectora Inspire can help the teacher explain the reading material.

Based on the problem, the researcher interested to conduct a study entitled “Improving The Students Reading Comprehension Mastery In Narative Text By Using Lectora Inspire At Second Grade of MTs Darul Hikmah Tawang Sari Tulungagung in the Academic Year 2019/2020”.

## **B. Problem of the Research**

Based on the discussion of the background, so problem raised during this research can formulated as : How can Lectora Inspire improve students reading comprehension for the second grade students of MTs Darul Hikmah Tulungagung?

## **C. Research Objective**

To know how can Lectora Inspire improve students reading comprehension for the second grade students of MTs Darul Hikmah Tulungagung.

## **D. Significant Of the Research**

### **a. For the teacher**

The teacher detect the levels of students in reading comprehension. It can become important information in applying media to improve the grade of teaching reading comprehension. The teacher can use it to attract students in reading lesson and buld new atmosphere in reading class. So, they will feel better and get new spirit in learning especially in reading.

**b. For students**

Hopefully the result of this study can help a new experience in reading comprehension. They can select suitable learning media to help them in understanding reading materials. The student can improve in reading mastery.

**c. For the next researcher**

The learning media increase the next researcher information about learning media in teaching reading, Lectora is one of Electronic learning media which it can reference in the future. It can educate them how this media apply. The result of this study may enrich and enlarge their knowledge about Lectora as learning media.

**E. Definition of Key Terms**

In order to clarify the key terms used in this study, some definitions are put forward.

Lectora Inspire is software to produced or make presentation not to became multimedia learning, it is different when Lectora Created to become multimedia learning. Reading is also a language and communication process, it means that the process of laying down the readers in contact and communication with ideas. Reading always involves an interaction between the writer and the reader. Reading also as an interaction by which meaning encoded in visual stimuli by author becomes meaning in the main of the reader (Dechant, 1982)