

CHAPTER II

REVIEW OF RELATED LITERATURE

To strengthen the conceptual framework of the research, this chapter presents some supporting theories which related with this research. This chapter includes the review of the theories, review some relevant studies with this research.

A. Reading

In learning English, there are four basics of language which have to be mastered by students, the skills are listening, speaking, reading, and writing. One of the important skills is reading skill. Students need good reading skill for acquiring knowledge and learning new information.

a. Definition of Reading

Dalman, Rouch, Char, and Deboer (1982 : 23) state that Reading is verbal process realated with thinking and all the other skills, listening, speaking and writing. Specifically, reading is a process reconstructing from the printed pattern on the page, ideas and information intended by the author.

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)

Harmer (2001:68) states that reading is useful for other purpose too any exposure to English (present the students inderstand it more or less) is a good thing for language

pupils, opportunities to study language: vocabulary, grammar, punctuation, and the way to make sentences, paragraph, and text.

From the definition above, it can be concluded that reading is an exertion to understand the content of the text and the result of interaction between the perception of graphic symbols and the reader's language skill and knowledge of the words.

b. The Purpose of Reading

Grabe (2009 : 8-10) described the aims of reading are at least six main purposes for comprehension reading. The purposes are :

a) Reading For information

The combination of scanning and skimming allows to the readers to search information.

b) Reading for quick understanding

Used for variety of other reasons and so may be seen as a high level of purpose. The readers use skimming when they are would not spend more time and to search the text is about.

c) Reading to critique, evaluate and applying for information.

This type often represent upgrading level of claim and site interaction of reading process.

c. The Technique of Reading

Wright (1998: 159) mentions some technique of reading, as follows:

a) Skimming

Skimming is read text quickly, comprehensive analysis to get the general context

of the text, the important thing and refresh brain what was read ever. Dechant (1982 : 346) define that skimming is selective reading. In skimming readers choose what to read, and the readers understand the text about without read from the beginning until the last of the best.

b) Scanning

The purpose of scanning technique is to get the fact and information of the text, for the example when read the phonebook or dictionary to get the specific information. Scanning technique are read with quickly but so careful.

c) Intensive Reading

Intensive reading used to read short text to get specific information, with leave that understood.

d) Extensive Reading

The technique is the opposite of the intensive reading, in intensive reading the readers read short text to extract specific information, but in extensive reading the readers read text longer than the intensive reading. The readers used this technique usually enjoying in stressing on totally meaning of the text.

B. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension involves abilities to recognized words rapidly and efficiently, develop and use a very large introduction vocabulary, process sentence to build comprehension, use a row of strategic process and underlying cognitive skills,

interpretation meaning in relation to background knowledge, and evaluate texts in line with the reader goals, and process texts fluently (Grabe,2009:8).

According to Deschant (1982:311), comprehension includes the correct association of meanings with word symbols, the selection of the true meaning by the content, the organization and retention of meanings, the skill to reason a way through smaller idea and the skill to understand the meaning of the large idea.

The other definition of reading comprehension is explained by Scallon et al (2010 : 276), comprehension is an active, constructive process in which the ultimate understanding of the content is determined by combination of what is stated directly in the text and the readers knowledge related to the topic of the text and the readers knowledge related to the topic of the text.

From the explanation above, it can be conclude that reading comprehension is the power to get an idea or the meaning from the text, understanding it according to experiential background, and interpret it with the readers needs and direction.

2. Component of Reading Comprehension

According to Davis (take in Helman, Blair, and Rupley. (1961 : 241) divides comprehension skill become five skills, are following :

- a. Recalling word meaning (vocabulary knowledge)
- b. Drawing inferences from the content
- c. Following the structure of passage
- d. Recognizing a writers purpose, attitude, tone, and mood
- e. Discover the answers to question answered explicitly or in paraphrasing.

3. Level of Reading Comprehension

The readers may have different types or levels of thinking. Following to Heilman, Blair, and Rupley (1961 : 246), there are three levels of comprehension:

a. Literal Comprehension

Literal comprehension is an understanding the ideas and information clearly whole in the passage. The abilities are following :

- 1) Knowledge of word meaning
- 2) Recall or details directly stated and paraphrased in own words
- 3) Understanding of grammatical
- 4) Considering of main idea explicitly stated
- 5) Ability of ordering information presented in passage.

b. Interpretative Comprehension

Interpretative Comprehension is an understanding of ideas and information not exactly state in passage, it is the opposite purpose of the literally comprehension. The interpretative comprehension abilities are :

- 1) Inferring cause and effect relationships when they are not directly stated
- 2) Detecting the authors purpose, tone, and attitude in writing
- 3) Drawing conclusion of the story content

c. Critical Comprehension

Critical comprehension includes analyzing, evaluating, and personally reacting to information introducing in the passage. After the information has be found and understood (literal reading) and it is implied meanings have been discovered and

interpreted (inferential reading), the readers are ready to evaluate it, make judgments as to its application, accuracy, validity, and usefulness (Kennedy, 1981 : 232). The skills are :

- 1) Personal reacting to information in a passage indicating its meaning to readers.
- 2) Analyzing and evaluating the quality of the written information in terms of some standards.

4. Strategies for Improving Reading Comprehension Skills

Many strategies can be used effectively to develop comprehension skill. Some are important to build background, others useful for teaching the technical comprehension skills, and overcoming specific difficulties.

There are general principles of instruction which can be used as guides in implementing programs to develop the abilities which make up the specific skills of comprehension. Following to Kennedy (1984 : 197-198), there are the strategies that could be used profitably in most classroom,

a. Encouraging the use of oral language

Any activity that increases facility in speaking and understanding spoken language will help in developing a background for comprehension and there should be much time for classroom discussion, conversation, and oral reporting.

b. Motivating

Students must want to read if they are developing comprehension. Each class period can provide opportunities, for enrolling their interest in the material and exercises being used, planning objective to be attained, and going independent reading.

c. Providing practice in reading easy material

Practice is the best facility to development comprehension. Systematic exercises should involve reading materials that are within the experience and achievement formation of reader.

d. Encouraging purposeful reading

The main reason young readers fail to comprehend is that they do not have specific purpose in mind when they read material. Unless they have a reason for reading, they have no population to remember the content.

e. Emphasize vocabulary development

Minus sight and confession vocabularies make comprehension difficult. A sight vocabulary extensive include 90 percent of word contained in reading matter usually is required for enough understanding. One of the ways to increase comprehension is to plan a program of vocabulary development that will stress sight and independent word recognition, as well as understanding of words.

f. Lectora

Lectora is an Electronic learning (e-learning) development tool, also known as authoring software, developed by Trivantis Corporation. Lectora is used to create online training courses, assessment and presentations. It is also used for the conversion of Microsoft Power Point presentations into e-learning content. Content developed with Lectora authoring software can be published to a variety of outputs such as HTML, Single File Executable, and CD-ROM.

C. Lectora Inspire as Learning Media

1. Definition of Lectora Inspire

Lectora has 4 achievement in 2011, as Innovation product e-learning, Authoring Tool, The best tool presentasion, and the best technology of e-learning. In the system of teaching learning, Power Point is familiar media to present the material. But the fact is different between power point and Lectora Inspire is Power Point software is produced to make presentation not to became multimedia learning, it is different when Lectora Created to become Multimedia Learning. Even though we can exploit power point to became interest learning Multimedia.

a. The Component of Lectora Inspire

Lectora Inspire was created to make e-learning. Lectora can be used online or offline learning with simple and quickly. Lectora Inspire include :

1) Flypaper

Flypaper used to make learning more creative and add flash animation, transition, and special effect. Flypaper has multiple fuctions is able to make presentation such as Microsoft Power Point and also make flash animation.

2) Camtasia

Camtasia used to record steps that going to do in monitor. It makes profesional tutorial with capture video easily, flash animation or 3D software design. This software is also can be used to edit the video in video formats.

3) Snagit

Snagit used to capture dekstop to make image. Complete with callout,etc.

Snagit is software to change paint. Snagit can be used to combine images and can publish as image file.

2. The Objective of Use Lectora Inspire

The nature of teaching learning system focuses in understanding, doing, interaction, and reflection. To make the concept is real, technology information be benefit to develop. Teacher is facilitator and the author in learning system. To make learning more interest, teacher should make new method in give the material to the student, the example teacher use multimedia learning in class room to give explanation of the English material. In addition, teacher can also make an evaluation toward the teaching learning process, for example in the test, to measure how far the students understand the material.

To give countenance in developing learning based on media that is nedded in the class or out of the class are :

- a. Teachers make or explain the material with or without programming.
- b. Teachers can testing toward the material that was explained with some kind of the test
- c. Teachers can manage and publish the material.
- d. Teachers and students can use material the need material.

3. The Procedure of Using Lectora Inspire

To make multimedia learning, mas'ud (2012:7) explain the procedure of using Lectora Inspire to make multimedia learning, as following :

- a. Open the Software Lectora Inspire. Click in the icon.

Picture 2.1 Icon Lectora Inspire



- b. Title Wizard Begin

In develop e-learning content, title refers to the topic of the material. Make title multimedia learning with Lectora Inspire be able to do with 3 methods, there are :

- a) Title Wizard

The Wizard used to make design of the automaticly with determine screens style, total of the chapter and page, test, also navigation, button. Title Wizard usually used by beginner employ.

- b) Template

Template similar to Title Wizard, but is marely on the buttons of navigation. Usually this type is use for who is enough proficient in operate Lectora Inspire.

c) Blank Title

Blank title is a method to make title without having a choice style and assistance wizard. Usually used for developers who have actually proficient in using Lectora Inspire

Picture 2.2 Picture of Title Wizard



- c. Then came the form names in media project to be made, and place to keep the project to be made.
- d. Then appeared the form page of size and setting, there are two options, the fixes page size or taller page with scrollbar.
- e. After determine the size of a display, and then click finish. So would perform the homepage media that will be made.
- f. After finish make the material, so the next step is to publish into a variety of formats desired.

D. Previous Research Review

In this research, the researcher takes three literature reviews from previous research. Firstly research by Tri Tugiharti with the title : The Use Software As Lectora Inspire Of Electronic Learning To Improve Students Reading Comprehension. The method of this research is Classroom Action Research (CAR). The research is successful in improving the student ability. The different between my research on the subject of the research. In my research, the researcher teaching on second grade but Tri Tugiharti teaching learning on first grade.

The next research taken from Heni Mimah Sirait with the title : The Use Lectora Inspire Software Media To Improve Students Achievement In Reading Comprehension. The method of this research is Classroom Action Research (CAR). 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.

CHAPTER III

RESEARCH METHOD

This chapter describes the research method which is implemented in the present study. This chapter consist of method of the research, procedure of the study, the setting of research, subject of the research,

A. Research Design

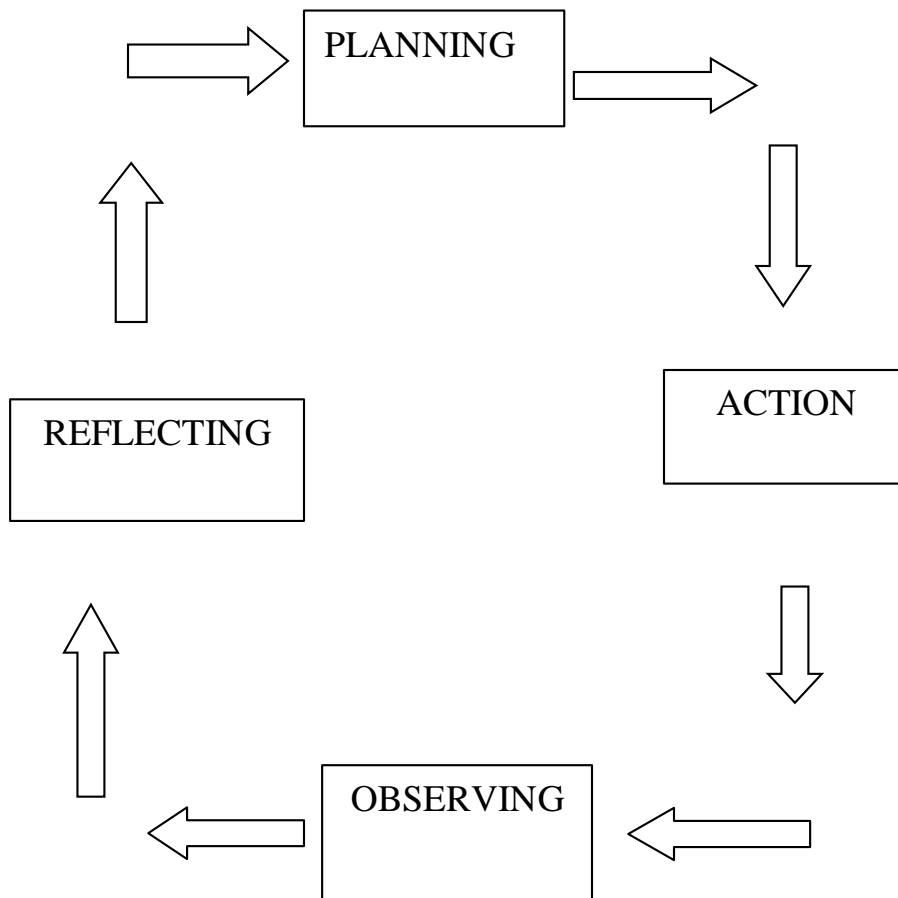
This research is Classroom Action Research (CAR) that used data observation towards teaching learning process in reading. Action research is trying out an idea in practice with a view to improve or change something, try to have a real effect on the situation (Kemmis in Hopkins, 1993). Classroom Action Research is research organized by the teacher in the class on te pressing of completing or improvement process and learning practice. Action research may be defined as the study of a social situation with a view to improve the quality of action with it. It aims to feed practical judgment in concrete situations, and the validity of the theories or hypotheses it generates depends not so much on scientific tests of truth, as on their usefulness in helping people to act more intelegently and skillfully. In action research theories are not validated through practice, as quoted by Elliot in Anne Burns (2010).

Classroom Action Research is coming from three words they are: research, action, class. Research is an activity to find out accuracy some subject using methodology which interest and important for the writer. Action is some activities deliberately done by having several aims. Class is a group of students in the same time, have same lesson from teacher.

This research study is implemented in the form of collaborative action research. It means that the English teacher as the observer and the researcher as the practitioner. In this case, the researcher and teacher become a team work who worked together for solving the problem. In

conducting the collaborative action research, the researcher invited the English teacher and the students to work collaboratively. The research will be done collaboratively both in the pre-liminary steps and in the implementation, as quotes by Arikunto (2006).

According to Kemmis and McTaggart in Burns 2010: 8 action researchers typically involve four broad phases in a cycle of research, as follows:



a. Planning

In this phase the writer identifies a problem or issue and develops a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking

b. Action

In this phase, the plan is a carefully considered one which involves some deliberate interventions into the teaching situation that the writer puts into action over an agreed period of time. It means that the writer will use *Lectora* as a media in teaching learning process as long as this research is running.

c. Observation

This phase involves the writer in observing systematically the effects of the action and documenting the context, actions, and opinions of those involved. It is a data collection phase where the writer uses open-eyed and open-minded tools to collect information about what is happening. The writer will also be helped by his collaborator to observe the teaching learning process. The function of collaborator here is to observe, evaluate, and give suggestion about the implementation of *Lectora* in the classroom.

d. Reflection

At this point, the writer reflect on, evaluate, and describe the effects of the action in order to make sense of what has happened and to understand the issue the writer has explored more clearly. The writer may decide to do further cycles of action research to improve the situation even more.

From the explanation above, the four fundamental steps in running action research are planning, observation, action and reflection. The cycles in action research consist of them that

should be done until the problem can be solved. In order to make it clear, classroom action research can be illustrated based on the Kemmis and Mc Taggart Model (Arikunto, 2007:16). It consists of 4 components; they were planning, acting, observing and reflecting.

B. The setting and subject of research

This classroom action research was carried out at MTs Darul Hikmah Tawang Sari Tulungagung. There is an explanation about this school described as follows:

1) Research Setting

The research will be conducted at MTs Darul Hikmah Tawang Sari Kedungwaru Tulungagung in academic 2019/2020. The school is located in Hikmah located at Jl. Abdul Fatah RT 01 RW 01 Tawang Sari Tulungagung. The research is conducted at this school because there were some problems spotted in the school.

The research is conducted in class VIII A in the academic year of 2019/2020. In MTs Darul Hikmah Tawang Sari Tulungagung using 2013 curriculum. It is indicated that the teaching and learning process should apply the scientific approach. There were one meeting in a week. It will be spent 90 minutes for meeting. The class will be held on Saturday.

2) The Subject of the research

There are forty-one students in class VII A at MTs Darul Hikmah Tawang Sari Tulungagung in academic 2019/2020. The grade VIII students are chosen as the English teacher recommendation. The potential problems are found after the interview and observations were done. The students' not interest in reading lesson is one of the main problems to solve.

C. Procedures of the Study

This stage discusses the procedure of the study conveying preliminary observation (reconnaissance), planning, implementing, observing, and reflecting.

1) Preliminary Observation (Reconnaissance)

Before the procedure of study, the researcher with the headmaster of MTs Darul Hikmah. Then the researcher met with English teacher class VIII on October 12 2019, to know some information of the student situation in the class by an interview and share about research program and research activity. After interview, the researcher found some a fact that on the students lesson about reading comprehension, the student lack interest in learning English, especially in English reading comprehension and the students low score in reading. Because they thought that reading is very difficult, so the students did not pay attention and some of them were lack of road in the class.

In this study, reseacher uses Lectora Inspire as the new media to teaching reading comprehension because this media is not based on the book. The researcher makes some preparation for action, making lesson plan, constructing the Lectora Inspire and preparing the test. The researcher uses the test to know the students reading achievement in reading comprehension at MTs Darul Hikmah Tawang Sari Tulungagung in pre-action.

2) Planning

a. Socializing the Researcher Program

The researcher socializing the program of study to English teacher about the target of teaching and learning process during research. Then the researcher told the main point of research problem about solving the practical problem in the class by

media Lectora. In the activity of socializing, the researcher also share about the planning of research (making Lesson Plan) with the English teacher as collaborator.

b. Providing a suitable strategy

The researcher provides of teaching reading comprehension by using cooperative learning strategy, students are divided to be some group that consist by 2 persons. The students doing the project as a team. The student can talk about their work in students group for all off students to active in the class with students group. Every students can get motivation from other students to do their work. The researcher chosen the strategy is based on the problems occurred in the classroom through interviewing with the English teacher related to the phenomena in the class, and analyzing any documents of students file scores.

c. Designing a Lesson Plan

The researcher designing a lesson plan as a guidance in the process of teaching and learning. The lesson may cover course identity, standard competence, basic competence, indicators, objective, material, procedure of teaching and learning employing the developed strategy, and instructional material.

Table 3.2 The scenario of teaching and learning process by Lectora Inspire

Teacher	Student
a. Give stimulation by giving some questions related the material	Pay attention and listen carefully what the teacher explains
b. Explain the material about narrative text by Lectora Inspire	Study in the group
c. Divided the students into	

the difficulties in their reading comprehension and make the improvement of their achievement in reading comprehension by using Lectora Inspire.

3) Implementing

Implementing to do solve and repair the problem in the classroom based on the strategy that is stated. the procedure of implementing as follow:

a. Present goals and set

The teacher explain about the purpose of lesson and prepare the students participation

b. Present information

The teacher present about material on the day to the students

c. Organize students into learning group

The teacher give explanation to the students about to make one group study and help the students to learn on their group.

d. Assist team work and study

The teacher help every group study when the process of learning.

e. Test on the materials

The teacher gives a test and evaluation after the students finish presentation with their group study.

f. Provide recognition

The teacher gives statement or award for the students good group study.

4) Observing

a. Type of Data Collection

The data collected is qualitative in nature. The qualitative data is used as the main data, while the quantitative data is used to support the qualitative one. The qualitative data are presented in the forms of interview transcript. It can be obtained by testing and interviewing the class VIII-A students, doing observation on the English teaching and learning process, and holding discussion with the observer and the English teacher.

b. The Instrument of Data

To collect the data of the research, researcher used some instrument of research. It is used to get some information as quantitatively of characteristic and objective of variable. There are some instruments that the researcher used :

a) Observation checklist

Observation checklist is used to gain information about the problem and the teaching learning process in the reading class. The observation is conducted during all session of the teaching and learning. It focus on documenting how the researcher conduct Lectora media in teaching learning process, the students responses and comment during the activity observation in the form of observation checklists. The observation checklists is completed by the observer.

b) Interview

Interview is used to gain information which can not be gained through observation. The data is gained personally since the type of interview is depth interview.

c) Reading Comprehension Test

To see the students' progress in term of their reading comprehension, test is used as the instrument of collecting data.. The test is multiple choices.

5) Reflecting

The researcher proposes once again what has done. Explained what happened in observation and that evaluated, whether the method can be problem solving to improve reading comprehension.

After doing the observation, the researcher do for the next step that is reflecting the strategy. The aim of this phase is to reflect the result of the observing phase. Through this phase the researcher can find out whether the research problem is solved or not and also whether there are new problems appear during the acting phase. Besides, the researcher can make a decision whether continue or stopped it. While, the decision can be clarified whether continue or not, it is based on the criteria of success. The criteria of success is based on the interview with English teacher that the students criteria of success score is 75. If the students score is 75 or more than 75, it means that the research program is well done and it was success.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research finding and discussion. The research findings are based on the data obtained from preliminary study and the process of implementing Lectora Inspire media in reading comprehension.

A. Research Findings

This Classroom Action Research carried out in two cycles, and each steps of this study include four stages : planning, implementing, observing, and reflecting. Before presenting procedures of the Classroom Action Research, it is started by presenting preliminary study. The preliminary study was done before Classroom Action Research would be conducted. Preliminary study consists of preliminary interview and preliminary test.

1. The Result of Preliminary Observation

First of all, the process of action research would be started by pre-liminary study. The researcher did the observation at MTs Darul Hikmah Tawang Sari Tulungagung to get information about the teaching learning problems in the classroom, especially in reading comprehension. The researcher made short interview with English teacher.

Based on the interviewing with English teacher, he said that the problem in teaching and learning of the eight grade students in MTs Darul Hikmah Tulungagung was almost of students got difficult word the reading text. It was caused students only read the reading text without comprehension, they found the difficult word that they did not know on grammar and vocabulary.

After collected data from preliminary observation and interview, the researcher gave the preliminary test to the students of VIII A at MTs Darul Hikmah Tulungagung to

measure students reading comprehension. The test conducted on October 12 2019 at the 07.00-08.45 a.m. The result of preliminary test showed that there were only 6 students passed the test and 35 students others were failed. For detail score in preliminary study could be seen in table 4.1.

Table 4.1 the result of pre-liminary

NO	Name	Score	Result	
			Passed	Failed
1	AF	55		√
2	AJN	50		√
3	ANM	80	√	
4	ARA	70		√
5	AAH	45		√
6	DEMP	55		√
7	DR	40		√
8	ETS	40		√
9	FR	50		√
10	FDS	75	√	
11	FAW	65		√
12	FAI	60		√
13	GLS	80	√	
14	GM	80	√	
15	HST	65		√
16	MS	45		√
17	MAK	70		√
18	MF	45		√
19	MK	75	√	

20	MY	80	√	
21	MAN	40		√
22	MA	60		√
23	MEG	45		√
24	MFZ	45		√
25	MHM	50		√
26	MIR	40		√
27	MIA	35		√
28	MKH	35		√
29	MNF	40		√
30	MNG	60		√
31	MRA	35		√
32	MRH	50		√
33	MRZ	35		√
34	MS	35		√
35	MSF	40		√
36	MS	60		√
37	NA	35		√
38	NR	35		√
39	SA	40		√
40	TZ	45		√
41	ZH	45		√
Total Score		2130	6	35

Percentage	14,6%	85,4%
Mean Score	51,9	

So, it can be seen that the students who obtained the score who passed the preliminary study were less than 75%, it is only 14,6% (6 students). Students who passed the preliminary test and the other 85,4% (35 students) were failed. The result of mean score in preliminary study that is still 51,9. It is still far from passing score minimum which is 75. Therefore, from the result of students score in preliminary study above it can be concluded that the criteria of success have not been achieved yet.

2. The Result of Reflection in Cycle 1

The data was presented in cycle 1 in planning, implementing, observing, and reflecting. This cycle conducted in one meeting for teaching and learning process and giving the test. It is conducted in one day, on November 2 2019.

In cycle 1, the researcher collaborated with English teacher. The researcher implemented Lectora media in the class, and the collaborator teacher observed the students and researcher activities in reading class. After implementing this media in one meetings, the researcher giving the test cycle 1 for students. The result is showed in table 4.2.

4.2 The Result of Score on Cycle 1

NO	Name	Score	Result	
			Passed	Failed
1	AF	50		√
2	AJN	40		√
3	ANM	85	√	
4	ARA	35		√
5	AAH	75	√	
6	DEMP	40		√
7	DR	55		√
8	ETS	50		√
9	FR	35		√
10	FDS	85	√	
11	FAW	40		√
12	FAI	35		√
13	GLS	80	√	
14	GM	80	√	
15	HST	50		√
16	MS	60		√
17	MAK	55		√
18	MF	60		√
19	MK	80	√	
20	MY	85	√	

21	MAN	75	√	
22	MA	70		√
23	MEG	70		√
24	MFZ	45		√
25	MHM	45		√
26	MIR	75	√	
27	MIA	50		√
28	MKH	60		√
29	MNF	75	√	
30	MNG	85	√	
31	MRA	75	√	
32	MRH	80	√	
33	MRZ	50		√
34	MS	55		√
35	MSF	45		√
36	MS	35		√
37	NA	60		√
38	NR	75	√	
39	SA	80	√	
40	TZ	55		√
41	ZH	75	√	
Total Score		2510	16	25
Precentage			39 %	61 %

Mean Score	61,2
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From data above, it can be conclude that the students who passed the test cycle 1 were less than 75%, it is only 39% (16 students) who passed the test and 61% (25 students) who failed. The result of main score still was 61,2. It is still far from the passing score minimum which stated 75. But, the result of test in cycle 1 was better than the test in preliminary study. So, from the result of the score in the test cycle 1 can conclude that Lectora media is suitable to be implemented for students reading comprehension but not maximally yet.

During the process of implementing Lectora technique, the collaborator teacher observed the students activities using observation sheet. The English teacher wrote down the problem happened during teaching-learning activity and give comment about the researchers performance during classroom action research process. The result of the observation showed that the researcher had implemented every step in teaching learning process as it was described in lesson plan. However, there are some problems in every step.

Based on the result of students score and observation during teaching learning showed that those are still did not reach the criteria of success. So, the researcher needsto conduct next cycle. The researcher revises the planning in cycle 1 and the implementing of Lectora media in cycle 1 to conduct the cycle II.

3. The Revised Planning

The Implementation in cycle I had not given the significant influence to reading comprehension of students at class VII-A MTs Darul Hikmah Tawang Sari Tulungagung. The result of tes cycle I was not satisfying yet. So, the researcher made some revision to conduct the next cycle. The researcher revised the planning of implementing the strategy. The differences strategy can be seen below :

Table 4.3 The revised planning

NO.	The modification	
	Cycle 1	Cycle 2
1	The researcher give intruction to make some group randomly and work with their group	The member of the group was chosen by researcher and collaborator teacher to combine the student that have high and low ability
2	The researcher designed material without video in Lectora Inspire	The researcher add a reading video in Lectora Inspire

4. The Result of Score in Cycle II