

CHAPTER I

INTRODUCTION

1.1. Background Of the Research

Despite included in the curriculum for so long, students still find English as a subject that's difficult and uninteresting. Nowadays, English has been acknowledged as language that used by many countries. It is been widely used by people in the world as a way to communicate, despite their background differences. Other than that, the role of English as a foreign language is to communicate ideas, views, and feelings. It is the first foreign language, and it is critical for learning and developing science, technology, and culture, as well as maintaining international ties.

Reading is a skill that associated with the effort to comprehend and interpret a written product in order to grasp the new concept. In English, reading is one of the four main skills that become the focus of learning for students. However, reading has always been seen as a fundamental skill that could assist the students in mastering the other skills (Fuchs & Fuchs, 2006). Once the pupil has established a good reading skill, it would be much easier for the pupil to acquire the other three skill, namely speaking, listening, and writing. In reading, there is an important process called comprehension. This process is where the student trying to acquire the information from the written text they read. Snow (2002) as cited by Estika (2017) explained reading comprehension is the simultaneous extraction and construction of meaning through interaction and engagement with written language.

There are some other aspects that considered as the cause of why pupil has less interest in reading. According to Ruso (2007), learners do not like teachers who spend most of class time lecturing. Furthermore, the similarity of the alphabetical system does not support the idea that English reading is sophisticated. The significant disparities in letter-sound have an impact on the difficulty of pronouncing and memorizing a large amount of vocabulary. In addition, the lack of reading materials in some schools especially in rural area also becoming a big reason of lack interest in reading. With all these problems combined, it is reasonable for pupil for having low ability in reading comprehension.

In order to overcome the problem, particularly in reading, teacher is required to be more creative in choosing reading materials that interesting and fun for pupil. Some method that has applied by teacher before such as read aloud or scanning and skimming method are not enough to help students improve their reading comprehension. Brown (2004) stated that utilizing multiple media to teach English captures students' attention and aids in their comprehension of the topic.

From the preliminary research of grade eight at SMP Muhammadiyah 47 Sunggal done by interviewing the teacher it was revealed that in general the English skill of the student was still below average. According to the teacher, there are only as many two students who are considered able in English. And unfortunately, it was aligned with their reading comprehension skill where it is difficult for them to grasp the content of the text. The problem mostly because

they're not familiar with some words but at the same time, they're too lazy to find the meaning on dictionary.

And based on observations, it was revealed that the topic of recount text inside the textbook only has text with no picture in it. This situation makes it difficult for students to understand clearly about the text and also made the students increasingly disinterested in learning English in class. Teachers, therefore, also use other printed works with related topics to facilitate the learning process.

For this reason, the researcher proposed to using an online story book as a reading material for teaching reading comprehension. Ihsan (2010) claimed that electronic story books are primarily made to incorporate text, pictures, animations, music, and other multimedia elements to assist the plot. The ability to include animations for readers has been greatly enhanced. The use of E-books that combine text and pictures to teach students from the basic level to the most difficult one would enable them to demonstrate a stronger comprehension of reading.

1.2. The Problem of the Research

According to the background of research above, the problem of research is formulated as “How is an online story book developed for teaching reading comprehension of recount text to eighth grade students at SMP Muhammadiyah 47 Sunggal?”.

1.3. The Objective of the Research

Based on the problem of research that has been state before the objective of this research is “to develop online story book for teaching reading comprehension of recount text to eight grade students at SMP Muhammadiyah 47 Sunggal”.

1.4. Scopes of the Research

As the important part of the teaching process, reading materials has a role to help stimulate pupil to understand the learning subject. Thus, this research mainly focused on developed reading material by modifying an existing text in the textbook into an online story book for reading comprehension of recount text to eight grade second semester students in SMP Muhammadiyah 47 Sunggal.

1.5. The Significance of the Research

The result of the research expected to give benefits in general and educational use both theoretically and practically.

1. Theoretically, this research provided the information about the use of story book as a reading material for teaching reading comprehension for Junior High School eight grade students.
2. Practically, the findings in this research are useful for:
 - a. For students: this research expected to help student in finding information in reading comprehension by using various reading material and increased their interest in reading.

- b. For teachers: the result of this research expected to help the teachers in developing more varied reading material in learning English especially for teaching reading comprehension.

