CHAPTER I

INTRODUCTION

This Chapter presents the background of the research, problem of the research, purpose of the research, operational definition of the terms, significant of the research, and scope of the research.

1.1 Background of the Research

Reading is one of the skills that is essential for students' success in school and in life. Miranda et al. (2011) stated that reading is the practice of using text to create meaning and the main purpose of reading is comprehension. Reading comprehension is a cognitive or behavioral action carried out in certain contextual conditions, with the aim of improving several aspects of understanding.

Reading comprehension ability in the context of procedure text is an important skill to understand and follow instructions so that when applying something is not misdirected. The purpose of procedure text is to give instructions on steps, methods, and how to do something. In other words, procedure texts are designed to describe how something is accomplished through a series of actions/steps to achieve a goal in accordance with the directions.

Procedure text is one of the texts that students can easily find outside the classroom in their daily life such as when making a cup of coffee, instant noodles, or fried rice. Even unconsciously they often apply how to create a new email account, make a post on Instagram, use a new gadget are also procedure

text applications. Nasional stated (as cited by improving Reading Skill of Procedure Text) in the Indonesian government declared the teaching of procedure text in some school levels such as Junior High School.

Knapp and Watkins (2005) stated that in procedure text, one of the early cognitive skills that learners develop is the ability to sequence. According to the Merdeka curriculum, procedure text is one of the topics that must be taught in junior high school. Junior high school students are expected to understand the meaning of the text read, including understanding the main idea, and the relationship between the information presented. However, in reality, most junior high school students still do not reach the functional level well. Based on the PISA (Program for International Students Assessment) report released on Tuesday, December 3, 2019, Indonesia's literacy score is ranked 72 out of 77 countries. Self-interest in students is very influential for students to achieve a goal. As Sardiman (2020) stated, interest is a basic motivational tool for someone to try including learning. This disinterest often leads to low motivation and weak reading comprehension skills in students. As a result, they struggle to understand procedural texts and follow language learning effectively. Disinterest is one of the factors that hinder students' reading comprehension.

Other factors that cause weak procedure text reading skills include; students are less trained in reading English texts, and the limited media that teachers can use in teaching. Students and teachers are fixated on the LKS (worksheet). The teaching model that is often used by teachers in the teaching and learning process at this time is a conventional model for learning from

teacher to student only without any interaction between students and teachers. With the conventional model, students feel bored with the learning process. If interest in learning is low, learning outcomes will also be low, so teachers must be able to create creative educational practices and create learning models that make students excited and active in learning. Syaimar and Sutiarso (2018) stated that an effective way to maintain student learning motivation is to provide a comfortable way to the learning room. Alexakos (2015) stated that students' knowledge and understanding are strengthened in the classroom when teachers engage students in active learning. Therefore, to make students understand better procedure text and have more active interaction during learning, the use of teaching media in teaching reading procedure text is strongly advised.

Ferdila (2014) found that teachers must find the right techniques to encourage students' interest in teaching at various school levels in learning to read procedure text various media can be used. One of the media that can be used is flashcards. Flashcards are a visual and interactive approach to learning, grabbing students' attention and facilitating better understanding of content. By incorporating flashcards into English learning, students can engage in active learning, increase their vocabulary, and improve reading comprehension.

The novelty of this research is from previous study research conducted by previous research has discussed The Effect of Using Flashcard Learning Media to Improve Reading Comprehension in Children with Dyslexia academic year 2023. Based on Agustina (2023) the results of the study show that using flashcard learning media had a positive effect on reading comprehension in

dyslexia children (experimental). In the second previous study use flashcard to increase students' vocabulary mastery at MTs Mukhtar Syafaat Banyuwangi in the 2018/2019 (CAR). Based on Muhammad Nashir (2018) Using of electronic flashcard can extend the achievement of students' vocabulary. In the third previous study use flashcard media to improving students' reading comprehension ability on the VIII class of SMP IT Madani in academic year 2021/2022 (experimental). Based on Fitria Ismi Annur (2023) using flashcard has significant in reading comprehension. Therefore, this research aims to investigate flashcards as a medium of instruction in Procedure Text, hoping that students at SMP Plus Raudlatut Tholabah Jenggawah can go beyond in understanding reading comprehension of procedure text.

1.2 Problem of the Research

Based on the research background, the formulation of the research problem is as follows: is there any significant difference in student reading comprehension Procedure Text between of students who are taught using *Wordwall* assisted flashcard media and who are taught using worksheet?

1.3 Purpose of the Research

The purpose of the research is to investigate whether there is significant difference in student reading comprehension procedure text between those who are taught by using worksheet and those who are taught using *Wordwall* asissted flashcard media.

1.4 Operational Definition of the Terms

1.4.1   Procedure text

Procedure texts are pieces of text that provide instructions for doing something Anderson and Anderson (1997). The structure of a procedure text typically includes the following components:

1) Goal

2) Ingredients/Materials

3) Steps

1.4.2   Flashcard

According to Gusti, Bahar, and Handayani (2017), flashcards are learning media in the form of picture cards measuring 25x30 cm. In this study, the flashcards used is in the form of electronic flashcard in the *Wordwall* Apps. It is hoped that students have enjoyable and conducive learning so that they can easily understand the context.

1.5 Significant of the Research

This result of this study is expected to make improvement in teaching english especially in procedure text. This paper also hopefully can give a contribution to the three groups of people, they are described as follows:

1. For Teacher

The research provides benefits for determining the right learning media to teach reading comprehension skill and improve students' reading results. It is very useful for teachers to create a good teaching-

learning environment that makes students more comfortable and involved.

2. For Student

This research is expected to increase students' motivation and comprehension in learning English, especially in relation to reading comprehension.

3. For Writers

The results of this study are expected to provide valuable input and information to other researchers regarding the use of flashcard in the process of teaching and learning English.

1.6 Scope of the Research

The scope of this research is to find out the effect of using flashcards in the students' reading comprehension at SMP Plus Raudlatut Tholabah.