

CHAPTER I

INTRODUCTION

A. Background of Problem

These days, reading is the important skill for the students, which can improve their knowledge, which is primarily focused on understanding and interpreting written texts. It involves such things as identifying the main idea, analyzing details, and making inferences. Reading also can develop readers' vocabulary and comprehension from books, journals, articles, newspapers, etc. Additionally, reading enhances critical thinking by encouraging evaluation of arguments and perspectives about the text. Whether for education, reading plays a crucial role in improving language proficiency and cognitive abilities.

Reading comprehension is a valuable skill that helps learners enhance their ability to obtain information from several English language sources that involve reading. English reading comprehension is one of the keys to academic achievement for learners in schools and colleges (Lustyantie & Kasan, 2021). Reading comprehension is necessary for students because it can improve knowledge and ability in English learning.

Relating to reading comprehension, reading comprehension is a process of negotiating between the reader and the writer. The reader receives details of information and the authors' point of view from words and sentences and tries to understand the text; reading is one step to more effective study. Reading contains assessment exercises such as answering questions, filling in the

missing words, acting out stories, group discussions, and peer assessments based on reading passages (Boyraz & Altinsoy, 2017). It can be inferred that reading comprehension is the ability to comprehend written media or text and respond to reading assessments.

In the X class, semester 1, there are several materials, including descriptive text, recount text, and procedure text (how to do and how to make). The skills in this semester are reading, speaking, and writing. For reading skills related to genre, there are descriptive text, recount text, and procedure text. This thesis focused on the procedure text on how to make something, whereas the tests are reading comprehension, main idea, implied details, grammatical features, vocabulary, etc.

To make teaching reading in senior high school more interesting, it can be carried out by using updated media or techniques. Especially in this day and age, Gen Z is more likely to use technology. In this case, technology can be used as an interesting learning media. One of the interesting media is Mentimeter, which is an online presentation that can make learning interactive. Mentimeter is a cloud-based engagement tool that may be used to engage as big groups of people. It is accessible through online browsers and can be freely installed on mobile devices.

Teachers can register at <https://www.mentimeter.com> to use the platform's numerous capabilities, such as creating a 'interactive presentation'. This platform is mainly used in higher education to convey the lecturing of the theoretical sessions in courses to more engaging and interactive discussions.

(Quiroz Canlas et al., 2020). The primary motivation pushing educators to utilize this technology is to reduce the monotonous one-way communication included in traditional lecturing, in which lecturers speak only and students stay passive.

This website engages students' participation in learning. Mentimeter helps students to maintain concentration by enhancing participation in the learning process (Mayhew, 2019). In line with Mahmashony (2018), this application has a presentation menu such as multiple choice, word cloud, and others. This website allows users to add visuals and charts, create citations, display student answer reports in the form of questions, and access answer information.

Problems that are often found in reading learning are that students find it difficult to understand the text, determine the main idea, details, and vocabulary of the text. After observing the field, these problems were also found at MAN 2 Pesisir Selatan. The students have a problem understanding the material and comprehending the text because the learning process just uses the English textbook as a media that constructs the students to be less active in learning reading comprehension. Therefore, the researcher is interested in revealing more about the problem of reading comprehension by using the media, that is, Mentimeter.

There have been many studies related to Mentimeter and reading, there are research from Samad & Munir (2022) with the title "The Utilizing of Mentimeter Platform in Enhancing the EFL Students' English Skills in Digital

Era”, , from Jackly & Lestariningsih (2022) with title “The use of Mentimeter as a medium for discussion in the EFL classroom: Students’ and teachers’ perspectives”, Coyle (2021) with title “Using Mentimeter to Engage First Year Law Students in Wellbeing Awareness”, Sari (2021) “The Impacts of Mentimeter-Based Activities on EFL Students’ Engagement in Indonesia” and research from Mohin et al (2022) “Using Mentimeter to Enhance Learning and Teaching in a Large Class”.

Some of the research above has similarities with this research. That can be seen from using the mentimeter in English language learning and the use of media in reading learning. However, there are also differences, namely in the use of mentimeters on students' reading comprehension ability. So it can be seen that this research has a renewal, namely in the use of mentimeters as a medium in reading comprehension learning.

Based on the background of the problem above, the researcher interested in conducting research under the title: “The Effectiveness of Using Mentimeter Towards Students’ Reading Comprehension Ability in Procedure Text at The Tenth Grade of Man 2 Pesisir Selatan”

B. Identification of the Problem

Based on the description that has been explained in the background of the problem above, various problems can be identified, including:

1. The student's understanding about the text is low.
2. There is still a lack of interactive learning media

C. Limitation of the Problem

This study was focused on teaching reading comprehension. In addition, this study focused on applying Mentimeter to teaching reading comprehension of procedure text (how to make something/recipe).

D. Formulation of the Problem

The researcher focuses on the investigation of the effectiveness of using Mentimeter in teaching procedure text. The question of the research is, “Is Mentimeter media effective in teaching reading comprehension in procedure text at the tenth grade of MAN 2 Pesisir Selatan?”

E. Purpose of the Research

The purpose of this research is to know the effectiveness of using Mentimeter towards students' reading comprehension in procedure text at the tenth grade of MAN 2 Pesisir Selatan.

F. Significance of the Research

1. Teacher : Hopefully, this research can encourage the English teachers to motivate students and help their students' comprehension.
2. Students : By using Mentimeter, researcher hope the students will be easy to understand the lesson and more interested in reading English text.