**CHAPTER I**

**INTRODUCTION**

This part presents 1) background of the study, 2) identification of the study, 3) limitation of the study, 4) formulation of the problem, 5) objective of the study, and 6) significant of the study.

1. **Background of the study**

English is an international language in the world. Most people use English for communication, business, working, teaching, aviation, air traffic controllers, and other specific purposes. Nowadays, people who want to go anywhere must have English skills for communication in the world (Dicky, 2023). According to Sulastri (2022), English is the heart of the world today. Everything develops and increases in the English social community and people need to have English skills for themselves. In addition, Putri (2020) states that English is a global language now.

There are four skills in English as a language, i.e., listening, reading, writing, and speaking. According to Gumarfi (2022), English as a language has some skills such as speaking, listening, writing, and reading. Determinedly, to communicate by using English language people must learn the skill of English. They can learn from the smallest to the largest units of language. Putri (2020) stated that people who have English ability in spoken and written are luckier than those who do not have English Ability.

English is a foreign language in Indonesia. Which is only used in everyday situations (Alrajafi, 2021). Even though English is in that position, it is taught in formal and informal education. According to Baharuddin (2021), It is taught starting from elementary school until university. Of course, it is also taught informally such in English clubs or courses. English conversation, etc. The goal of teaching English is to make Indonesian people, especially students at schools and universities to communicate, In brief, to masteri English, students must understand four skills of it.

Reading is a part of English skills that must be improved. According to Mulinda (2021), reading is one of the important elements and should be grown. There are many advantages students can get from reading activity. They can increase their knowledge, get more information and look for new things. Of course, by having reading skill students can to get many advantages (Amanda & Suryaman, 2022). Without reading skills, they gets stuck in improving English proficiency language and also in increasing knowledge.

Reading is the window to gain knowledge. It is an important skill to get information, especially from books written in English. Nowadays, most things use English language as an international language such as books, reports, the internet, IT used English. Certainly, the reading skill must need to improve students. In addition, Hadijah (2020) states that students can increase and improve their brain, think more, get more information, report, and can know about the thing in the world written in English through reading skill.

The students should have a good mastery in reading comprehension. This is because it is the central to learning English process and understand about words, phrases, and complex texts in literature. According to Andini (2022), reading comprehension is the procedure to understand complex reading. the person's skill to understand the purpose of the writing in the text. By that definition, we can know reading comprehension is not only about the text in the book but also about oral smoothness when we read something.

Students must master this skill and must improve the brain; how to understand what students read and must increase oral smoothness: how to pronounce fluently the word. Another expert, Panjaitan (2023), states, that reading comprehension is interpreting the meaning of the text. Process of interpretation of the meaning of text depend on background knowledge from the reader. Every human has different ability to understand when they read the text. Reading comprehension is not talking about fluently to pronounce the text, more than, to understand the messages from the writer.

Reading comprehension is a tool to stimulate reading skills since it has a goal on the meaning of the text (Andini et al., 2022). Step by step, the teacher helps the students to interpret the meaning of the words. It is not easy because English is a foreign language in Indonesia. Moreover, students have different abilities to comprehend what they read or to understand symbols in messages. Thus, reading comprehension is needed in English skills.

According to Firdaus (2022) there are several elements that give impact for EFL to fall into the failure of reading comprehension, 1) many students in the class with modest facilitation, which promote the teacher not to focus on the material of reading comprehension, but the teacher is still busy thinking about how to manage the classroom. 2) the teacher faced a problem with preparing the learning, which means before the teacher goes to the class. There needs to have in the class. Moreover, the teacher prepares well but still faced with some situations that make the teacher is not using the lesson. The Impact of that situation makes the teacher confused and feel bad about managing the classroom in their learning process. 3) the material is not suitable for the students’ interests and students needs. The teacher still makes the material suitable for the curriculum and syllabus. 4) students are lazy to share and contribute an idea and information in reading comprehension class.

Howerer, according to the problem faced by students in reading comprehension class or faced by the teacher in teaching reading comprehension, there are several strategies for teaching reading comprehension. The teacher can raise the student intrinsic and extrinsic motivation in reading comprehension. In addition, Hadijah (2020) states that students have different motivation in learning English. Certainly, reading is not easy to learn but there are still strategies to make reading comprehension easier than before. Another expert, Mulinda (2021), states that reading comprehension is a difficult skill in English, because the students when they read something, they are directed to must intrepret the information in the text.

One of the strategies in reading process is a teacher who can use audiovisuals to make students more interested in the classroom. According to Arifin (2023), one of the items the effort of a teacher to increase the result in the learning process is to make the system or design learning media. Nowadays, the teacher should use the media as a facilitator in the learning process. Using media can make students more interested and focused in the classroom. Learning process needs learning media in the classroom (Nor et al., 2021). We as human must follow the development era not only in styles, food, media but also in education.

Powtoon is one of the media that can be used to improve students’ reading comprehension achievement. According to Nor (2021) Powtoon is online animation media, flexible for making our presentation, and very interesting for students in the classroom. In addition, Saragih (2021) stated that Powtoon is online learning media. By using Powtoon we can make very interesting presentation such as; animation, handwritten animation, and cartoon animation that all items are very easy for editing. Indeed, from that definition above, Powtoon is online media, online animation for creating presentation, an online application or web are easy for using and editing. As we know Powtoon is an online learning media application or website for creating a presentation easier, more flexible, and free and many animations can be used (Parwati, 2022).

Integrating Powtoon video can provide more interesting and simple process for the source of gaining information from learning materials.A research entitled *Powtoon for Third Graders: An Implementation,* refers Powtoon as classified as a good medium for learning English. By using Powtoon in the learning process, students feel interested and easy, as well as the teacher can conduct the material more understandable by the student (Samosa et al., 2021). Powtoon allows the teacher to make their presentation by seeing what students need and students' interest in reading comprehension. In brief, Powtoon as learning media can be useful to help students more interested in reading comprehension.

Strategies in reading comprehension using Powtoon as media also must be related to reading habits. Powtoon helps student to understand material in reading comprehension and as a result reading habits grow up from the student. According to Suhana (2017) reading habits are learning something by being conscious and having a purpose in reading. Indeed, reading habits are the motivation of the student to why, what, and for what they read something. The design of habits is very important in learning reading comprehension. According to Rahayuningsih (2020) reading habit is the best way to help students in everyday life. As we know reading is the window to the world. If students have read something critically, that will help them to understand something. According to the definition above, reading habits play important role and essential element or factor toward reading comprehension. Because by having goof reading habits the students have the motivation to do something, it means to read something by behavior to get what they want in the self-personality.

Looking at the point of reading comprehension at SMK Utama Bakti Palembang, there are some problems found in the first observation. Most students get a score of KKM. but a large number of students in the classroom at SMK Utama Bakti Palembang pay closer attention to achieve success in reading comprehension. Students are reluctant to read because they are afraid of making mistakes, and the teacher teaches using conventional technique. This condition makes it difficult for the teacher to deal with all of the students. A teacher should develop a strategy to motivate students to actively participate in the learning experience based on this condition.

Based on the information above, the researcher is interested to conduct research using Powtoon as a learning media and reading habits as a learning motivation to improve reading comprehension for the twelfth-grade students The research will be conducted at SMK Utama Bakti Palembang. Entitled ***The Influence of Using Powtoon and Reading Habits toward Students’ Reading Comprehension Achievement at SMK Utama Bakti Palembang***

1. **Identification of the Problems**

Based on the first observation at SMK Utama Bakti Palembang, the eleventh-grade students of SMK Utama Bakti Palembang face a problem when they read the text in English. There were some problems found with this observation. First, the students got a low score in reading skills because they have a minimum vocabulary. Second, the students are reluctant to read, because they were afraid of making mistakes. Third, the teacher teaches reading skills only using the textbook. That makes the student bored. The student opens the text in the book and answers the text. This method makes students bored, and the class is not effective. Students need new situations for helping their ability in reading comprehension. After identifying the problem faced in the classroom above, the researcher will conduct research on the Influence of using Powtoon and Reading Habits on toward students’ reading comprehension at MA PP Ahlul Qur’an Palembang.

1. **Limitation of the Problems**

The issue of the study is limited to examining the influence of using Powtoon and reading habits on The Eleventh graders’ reading comprehension at SMK Utama Bakti Palembang. The study will involve two groups, i.e., an experimental and a control group.

1. **Formulation of the Problems**

The problems in this research are formulated as :

1. Is there any significant difference in reading comprehension between the students who have high reading habits taught by using Powtoon and those who were taught by using conventional technique?
2. Is there any significant difference in reading comprehension between the students who have low reading habits taught by using Powtoon and who were taught by using conventional technique?
3. Is there any significant difference in reading comprehension between the students who have high and low reading habit taught by Powtoon?
4. Is there any significant difference in reading comprehension between the students who have high and low reading habit taught by conventional technique?
5. Is there any significant interaction effect of Powtoon and reading habits toward students’ reading comprehension achievement ?
6. **Objective of the Study**

Based on the inquiry for the study, the objectives of the study are to find out and analyze :

1. The significant difference in reading comprehension for the students who have high reading habits taught by using Powtoon and those who were taught by using conventional technique
2. The significant influence in reading comprehension for the students who have low reading habits taught by using Powtoon and who were taught by using conventional technique
3. The significant influence in reading comprehension between the students who have high and low reading habit taught by Powtoon
4. The significant influence in reading comprehension between the students who have high and low reading habit taught by conventional technique
5. The significant interaction effect of Powtoon and reading habits toward students’ reading comprehension achievement
6. **Significance of the Study**

The significance of this researcher is expected to provide some advantages for English teaching and learning processes. The significance of the study is presented below ;

1. For the Development of Knowledge

It is hoped that by doing research, the researcher could gain more knowledge about how to conduct Powtoon and Reading habits toward students’ reading comprehension which may do in the future as an English teacher. Using Powtoon is essential to help students increase in reading comprehension.

1. For Students

By doing of this research, it is expected to make the students easier, and funnier in reading comprehension. Make students interested to learn a reading skill because using Powtoon.