

**THE USE OF LECTORA INSPIRE SOFTWARE MEDIA TO IMPROVE
STUDENTS' ACHIEVEMENT IN READING COMPREHENSION**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2019**

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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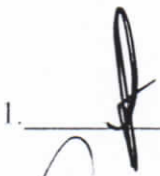
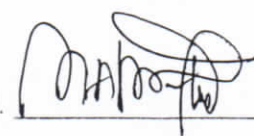
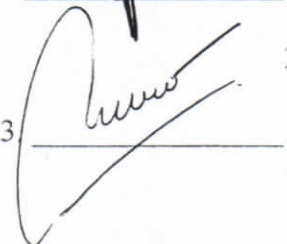
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 Judul Skripsi : The Use of Lectora Inspire Software Media to Improve Students' Achievement in Reading Comprehension

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
18 Mei 2019	Chapter I	
18 Mei 2019	Chapter II	
02 okt 2019	Chapter III - IV	
03 okt 2019	Referensi	
03 okt 2019	Ace	

Medan, 03 Oktober 2019

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ABSTRACT

Heni Mimah Sirait. 1502050243 “The Use of Lectora Inspire Software Media to Improve Students’ Achievement in Reading Comprehension”.Skripsi English Education Program. Faculty of Teacher Training and Education University of Muhammadiyah SumateraUtara, Medan, 2019.

This study deals with The Use of Lectora Inspire Software Media to Improve Students’ Achievement in Reading Comprehension This study was grade X SMK PAB 3 Medan Estate consisted of 17 students. The data of this study were obtained by using test, observation sheet and questionnaire. Based on the analysis multimedia laboratory as a place for teaching learning process of VHS(Vocation High School) students, the collected then analyzed by using both quantitative and qualitative data analysis. it was found that the students, achievement improved from the Pre- test, the basic knowledge of students’ achievement, the first cycle and the second cycle test using Lectora Media and the students’ achievement improvement was significant as showed in test was 33.82, for sycle I was 575 and cycle II was 80.89. the obtaining higher score was based on the activities designed to make the teaching process more excited, active and enthusiasm to follow the teaching process by using advance organizer strategy.

Keywords:*Lectora Inspire Software , reading comprehension*

ACKNOWLEDGEMENTS

In the name of Allah, the most Almighty, the most Gracious and the most Merciful. Praised to be Allah, firstly, the researcher would like to express thanks to Allah the most Almighty for giving her ideas and inspiration in finishing and completing the study. Secondly, bless and peace be upon the prophet Muhammad SAW as the figure of good civilization, intellectual, braveness and loving knowledge, He has brought us from the dark era to the bright era. This research is on of the requirement for the degree of Sarjana Pendidikan (S.Pd) at Training and Education Faculty, University of Muhammadiyah North Sumatera. This study entitled The Use Of Lectora Inspire Software Media To Improve Students' Achievement In Reading Comprehension. It was not easy for the researcher in finishing this study. There were many difficulties and problems faced by her, physically and mentally. Without helping the following people, it might be impossible for her to finish it. Therefore, she would like to thank especially to her dearest and lovely great parents, Mr.Muller Sirait and Mrs.Saribanun Angkat million grateful words would never be enough to endless love, care, attention, pray, encouragement and heart. The researcher also would like to express her gratitude and appreciation to

1. Dr. Agussani, M.AP, the Rector of University of Muhammadiyah Sumatera Utara.
2. Dr. Elfrianto Nasution, S.Pd., M.Pd, the Dean of FKIP UMSU, who has given her recommendation to carry out this study.

3. Mandra Saragih, S.Pd., M.Hum., the Head of English Education Program and Pirman Ginting S.Pd., M.Hum the Secretary of English Education Program of FKIP UMSU who have help her in administrative during process of completing this study.
4. Dr. Bambang Panca S.S.Pd, M.Hum., her supervisor who has given a lot of valuable, suggestion, critics, guidance in writing this research.
5. Khairil, S.Pd., M.Hum. her beloved lecturer who really cares with her, gave a lot of contribution, suggestion, advice, guidance, motivation and support in writing this research.
6. All Lecturers, especially those of English Education Department for their knowledge, guidance, advices, suggestion and encouragements during the academic years at UMSU.
7. Her beloved best friend Elvi Rahmayanti S.Pd, Delsiana Pasaribu S.Pd, Nanda Nadila S.Pd and Roni Sinaga A.Md.Kep who is really helpful, a good listener for every problems she faced, who really understand in every situation, who gave support, motivation, suggestion and encourage her to finish this research..
8. All of her beloved friends D Morning Class English Department of FKIP UMSU 2015 academic year. Finally, she hopes that this study can be useful for the readers, especially the students of English Department who want study and do similar research. May Allah bless us, Aamiin.

Medan, 03 September 2019

The Researcher

Heni Mimah Sirait

TABLE OF CONTENTS

TABLE OF CONTENT	i
CHAPTER I INTRODUCTION	
A. Background of Study	1
B. The Identification of the problem.....	2
C. Scope and limitation.....	2
D. The formulations of the problem.....	3
E. Research Objectives	3
F. Benefits of Research.....	3
CHAPTER II REVIEW OF LITERATURE	
A. Theoretical Framework	5
1. Definition of Reading	5
1.1 The Process of Reading	5
1.2 Techniques of Reading	7
1.3 Macro and Micro Reading Skill	8
1.4 Reading Comprehension.....	9
1.5 Reading in the Language Classroom	10
1.6 Factors Affecting Comprehension Skill	10
2. Lectora	12
2.1 Definition of Lectora	12
2.2 How to Install Lectora	18
B. Relevant Research	20
C. Hypothesis of the Research	20

CHAPTER III RESEARCH OF METHODOLOGY

A. Location and Time of Research.....	21
B. Population and sample.....	21
C. Research Design	22
D. Definition of Research Variables	30
E. Technique of Collecting Data.....	30
F. Technique of Data Analyzing.....	32

CHAPTER IV DATA AND DATA ANALYSIS

A. The Data	33
B. Data Analysis.....	34
Table.41	34
Table.42.....	42
C. The Research Findings	44

CHAPTER V CONCLUSION SUGGESTION

A. Conclusions.....	45
B. Suggestions	46

REFERENCES

APPENDIX

LIST OF APPENDIX

- Appendix 1** : Lesson Plan
- Appendix 2** : Observation Sheet
- Appendix 3** : Interview Sheet
- Appendix 4** : The affordance of the student
- Appendix 5** : Answer sheet
- Appendix 6** : Documentation sheet
- Appendix 7** : Form K1
- Appendix 8** : Form K2
- Appendix 9** : Form K3
- Appendix 10** : Lembar pengesahan proposal
- Appendix 11** : Surat permohonan seminar proposal
- Appendix 12** : Surat permohonan telah melakukan seminar
- Appendix 13** : Lembar pengesahan hasil seminar proposal
- Appendix 14** : Surat pernyataan Plagiat
- Appendix 15** : Suratizinriset
- Appendix 16** : Surat selesai riset
- Appendix 17** : Surat keterangan bebas pustaka
- Appendix 18** : Berita acara bimbingan proposal
- Appendix 19** : Berita acara bimbingan skripsi
- Appendix 20** : Lembar pengesahan skripsi
- Appendix 21** : Surat pernyataan ujian skripsi
- Appendix 22** : Permohonan ujian skripsi

CHAPTER I

INTRODUCTION

A. Background of the study

Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Mikulecky 2011:5 states that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge.

Based on the existing problems, research problems can be formulated as student do not have confidence to produce their word because they are afraid of making mistake when they try to reading text in structuring and grammar, the use of the strategies that are less innovative and active is also one of the causes of students' low in reading ability, the students' reading ability were ability were relatively low, this problem may arise because they lack vocabulary and they have low grammar mastery or material too difficult for them. If they have mastery of low grammar due to lack of vocabulary. Of course, they will find it difficult to identify the main paragraph ideas and it will be very difficult for them understand the contents of the texts. Similarly, being able to identify important sentences

Paragraph does not guarantee an understanding of what we have just read. The best manifestation of central understanding though or the main idea in text is the ability to take sides and express message codes using students' personal vocabulary. Regarding the problem above, the author is interested in conducting research with the title: The use of Lectora inspire software media to improve students' achievement in reading comprehension.

B. Identification of the Problem

Based on the existing problems, research problems can be formulated as follows:

1. Student do not have confidence to produce their word because they are afraid of making mistake when they try to reading comprehension in structuring and grammar
2. The use of the strategies that are less innovative and active is also one of the causes of students' low in reading comprehension
3. The students' reading comprehension were relatively low

C. Scope and Limitation

The scope of the study is Reading Comprehension. The limited it related to the use of Lectora inspire software media to improve student's achievement in reading comprehension in Descriptive text.

D. Formulation of The Problem

1. How is apply Lectora to improve reading comprehension?
2. How is Lectora can improve student reading comprehension?

E. Objective of The Study

This research is to facilitate students in using the Lectora application so that students are more active in learning and not easily bored in English lesson. So students can learn easily. Effect of the application of the STAD Type Cooperative Method assisted by Lectora Media on Student Achievement in Identifying Main idea Paragraph.

F. Signification of Study

Research result is expected to be able to give some benefits for teachers, students, readers and school.

1. Theoretically

This research is an innovation using *Lectora* program in improving English material to match students' need and obstruction so that it is significant as it contributes to the development of theories especially the theory on strategy of teaching English as a Second language in VHS

2. Practically

This research is significant for the Teacher-researcher as it is able to solve the problem in his/her class; especially in Vocational High School. It also takes advantage of students' need in using a media which matches to the situation and condition nowadays that they face difficulties in all aspects. Moreover, it is important to the other English teacher since it informs about an innovative strategy for learning English in or out of class and on line (Internet) or/ offline (CD or PowerPoint like).

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

1. Definition of Reading

According to Goodman 1967 in Williams 1999:3-11 states that reading is a 'psycholinguistic guessing game' since written text often contain more than what one needs to understand them. The guessing is a principled guessing which draws upon two sources to guide obtaining the meaning. The two sources are first the text itself and the second what the readers bring to the text. What the readers bring to the text involves, knowledge of the writing system, knowledge of the language, ability to interpret, knowledge of the world and reasons for reading. It can be inferred that reading is a process of obtaining the meaning and interpreting the author's point of view in the written text. To obtain them, readers make use of two sources, first the text itself and the second what the readers bring to the text. What the readers bring to the text involves, knowledge of the writing system, knowledge of the language, ability to interpret, knowledge of the world and reasons for reading.

1.1. The Process of Reading

Reading is not a single but a complex process. Davies 1995: 58 defines the process of reading into two models. They are bottom-up model and top-down model. The bottom up model Eye look-identified and sound out words recognized-words allocated to grammatical class and sentence structure-sentence give meaning, meaning leads to thinking.

a. The top-down model

The processing sequence of top-down model is almost the reverse of the model above. This model includes thinking and meaning at a very early stage and the processing sequence proceeds from prediction about meaning to attention of progressive smaller units. On the other word, the top-down model speculates that understanding, which is meaning creations, begins from the top, namely the reader, to the down, which is the text. In this top-down view, meaning is initiated from what the readers have already had: content schemata and formal schemata. With their prior knowledge, readers play a kind of a prediction in making meaning out of the text.

Reading entails that to infer meaning, readers will explore and evaluate meaningful relevant information contained in the written text. They will also make continual predictions about the text that match their prior knowledge. Selection principle of information in the text also characterizes the top-down mechanism of reading.

b. The interactive model

The interactive model recognizes the involvement of meaning-construction processes in reading on one side and the role of solid knowledge of elements of language on the other side.

Reading is interactive processes. The processes involve the interaction between a reader and a written text. While interactive model of reading conceives the importance of the collaborative role of both top-down and bottom-up mechanism in uncovering intended meaning out of the written text, the interactive process of

reading emphasizes the interaction between a reader and a written text.

The interactive model of reading calls for abstract processes in the mind. Readers also continually evaluate their understanding on the writer's intended meaning. Readers necessarily combine top-down strategies and bottom-up tactics in revealing meaning.

1.2. Techniques of Reading

Different readers may have their own ways and technique in accordance with their favor and purpose. Some linguists have proposed many ways of reading which the mainly used in Francoise, Grellet 1998: 40 summarized as follows:

- a. Skimming: quickly running one's eyes across a whole text (an essay, article or chapter) to get the gist of it. The reader goes through the text extremely quickly. The purpose of skimming is simply to see what a text is about. The reader skins in order to satisfy a very general curiosity about atext.
- b. Scanning: reading quickly going to a text to find a particular of information. Scanning occurs when a reader goes through a text very quickly in order to finda particular point of information William, 1996: 100. The purpose of scanning is to exact certain specific information without reading the whole text Brown 1994:293.
- c. Extensive reading: reading longer text usually for someone's pleasure This is a fluency activity, mainly involving global understanding.
- d. Intensive Reading: reading short text to extract specific information. This is more on accuracy activity involving reading for detail. In this course, each text is read carefully and thoroughly for maximum comprehension.

1.3. Macro & Micro Reading Skills

Brown 2004: 187-188 lists macro reading skills as follows: recognize the rhetorical forms of written discourse and their significance for interpretation; recognize the communicative functions of written texts, according to Brown in context that is not explicit by using background knowledge, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, generalization and exemplification, distinguish between literal and implied meanings, detect culturally specific references and interpret them in a context of the cultural schemata and develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of text.

Brown 2004: 187-188 lists reading micro skills as follows: discriminate among distinctive graphemes and or the graphic patterns of English, retain chunks of language of different lengths in short term memory, process writing at an efficient rate of speed to suit the purpose, recognize a core of words, and interpret words order patterns and their significance, recognize grammatical word classes (noun, verb, etc), system (e.g. tense, agreement, pluralisation), patterns, rules, and elliptical forms, recognize that a particular meaning may be expressed in different grammatical forms, recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses. The micro reading skills as proposed by experts demonstrate the wide coverage of reading skills. Some skills essentially overlap; some others show similar conceptions; some include text structures; and some demonstrate levels.

1.4. Reading comprehension

Reading comprehension is the process of understanding a text that is read, or the process of constructing meaning from a written text. Comprehension is called a construction process because it involves all of the elements of the reading process working together as a text that is read to create a representation of the text in the reader's mind.

Olson and Diller 1982: 42 define reading comprehension as the process of understanding and applying information contained in a written material. This definition is supported by Harris and Sipay 1980: 179, who define reading comprehension as the ability that permits people to acquire and exhibit information gained as a consequence of reading written language.

According to William 1999: 20, reading comprehension is the process in which the readers handle vocabulary, identify the text purposes or function, as well as the main topic and interpret sentences. Reading comprehension covers understanding supporting ideas/details, understanding organization of the text, understanding implied details, understanding word meaning, understanding pronoun reference, understanding the communicative purpose of writing.

Based on some theories above, it can be concluded that reading comprehensions involves: (1) understanding word meaning; (2) understanding detailed information; (3) understanding pronoun reference; (4) understanding main ideas; and (5) inferring implication information.

1.5. Reading in the Language Classroom

An extensive approach of teaching reading is based on the belief that

students' ability to read will consequently improve when they read for general comprehensions large quantities of texts of their own choosing. Students are then free to choose reading materials that interest them. The texts that they read maybe completely selected by the students or to some extent selected by the teacher.

The texts are always to be read for comprehension of main ideas, not of every detail and word. The texts do not have reading exercise since students work on authentic materials. In this approach, the reading is done outside of class without peer support or teacher aid.

1.6. Factors Affecting ComprehensionSkills

In the efforts to help the students achieve comprehension in reading activity, teachers must understand the factors that influence their students' reading process. Aebersold and Field 1997: 23 have completed a list of factors that influence reading in second language learning. They are:

- a. Cognitive development and cognitive style orientation at the time of beginning L2/FLstudy
- b. Language proficiency in theL1
- c. Metacognitive knowledge of L1 structure, grammar, andsyntax
- d. Language proficiency in anL1/FL

As the result of reading process, there are also some factors that influence the students in their reading. Some experts have identified a number of factors affecting comprehension skill. One of them are Dawson and Bamman 1967: 220-223. According to them, there are five factors which affect the comprehension skill. Theyare:

a. Intelligence

Students have different intelligence, so it will be possible for them to produce different comprehensions. The number of ideas that they understand and depth of their understanding will be largely dependent upon his general capacity to learn.

b. Experience

Students with limited experience may have difficulty in comprehending many of the ideas and activities with which other students are familiar before they come to school.

c. Mechanics of reading

Comprehension will be easier for the students if they have all mastered the skills of word attack and word meaning, and if they have learned to handle material books properly. Obviously, there must be a fine balance somewhat in each student between careful attention to word attack skills and to comprehensionskills

d. Interest and interestspan

It is truism that we all respond quickly to what we read if we are interested in the topic or at least familiar with it. The interest span is related to personality factor E-learning is long distance learning uses the computer technology, computer network and/or internet. E-learning makes the possibility for the learners to study through computer in their places without physically join the lesson in the classroom. E-learning also often means a form of web based learning which can be accessed from intranet in local net or internet. The

following table summarizes several opinions regarding the comparison between traditional learning and e- Learning David Rashty.

2. Lectora

2.1. Definition of 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, assessments, and presentations. It is also used for the conversion of Microsoft PowerPoint presentations into e-learning content.

Lectora is produced and released in 1999 by *Trivantis* Corporation, founded by Timothy D. Louder milk in Cincinnati, Ohio. The product is sold to corporations, academic institutions, government agencies, and non-profit organizations in more than 60 countries. There are some versions of *Lectora* such as:

1. *Lectora* Inspire includes all the features and functionality included in *Lectora* Publisher and also includes Camtasia® for *Lectora*, Snagit® for *Lectora*, and Flypaper for *Lectora*
2. Professional Publishing Suite *Lectora* Professional Publishing Suit include as all the features and functionality included in *Lectora* Publisher and also includes a set of media editing tools.
3. *Lectora* Publisher – *Lectora* Publisher is the standard version of *Lectora*. *Lectora* was complete, suitable and useful e-learning software for creating an interactive learning media. *Lectora* can be used so easy by the teacher that the teacher can create media of learning relate to his/her subject. Most of teachers already recognize power point and adobe flash; both are good for creating

learning media. Although by doing some ways, power point and Adobe flash can be used for making an interesting learning media. But the aim of creating power point is for presentation, not for learning media.

Then Adobe Flash is software from Adobe that is used for making animation, and it is not for creating learning media. *Lectora*, from the beginning it was created for e-learning's need. Moreover, *Lectora* can be used for learning's need in two ways, online and offline and can be created quickly and easily. By using *Lectora*, we can combine flash, record video, combine picture and screen capture. When we install at once about 800 Mb, the following software include:

1. Flypaper

Flypaper is used for combining picture, video, flash, animation, game memory etc. this software produces file in swf form so that is easy to integrate with *Lectora*.

2. Camtasia

Camtasia is used the steps that we did on monitor screen. This software can be used to edit video and publish as a video.

3. Snagit

Snagit can be used to capture the monitor screen because it has a print screen technology. In old way, we capture image on the monitor screen, then put it in paint first but by using *Snagit* we do not need it. *Snagit* can do more than that because *Snagit* can combine some pictures as one and publish in various picture files.

Beside the software above, by implementing *Lectora* we can compose more interesting and easier evaluation than power point or flash. Some evaluations can be composed as follow: (1) Multiplechoice; (2) True/False; (3) Matching; (4) Shortanswer; (5) Drag andDrop (6) Hot Spot; (7) Essay;and (8) Fill inBlank

Based on the advantages of *Lectora* above, the researcher decided to create learning media of English. *Lectora* can be used for creating any subject learning media. The researcher created an interactive media by applying *Lectora Inspire Demo* for some reasons as follow:

1. The researcher got the software when the researcher joined in Diklat Pembuatan Media Ajar, Balai Telkomdik. It means that the software is free and I cannot imagine if i should buy myself because it cost a lot of money.
2. This software has many features; *Camtasia* (for video), *Snagit* (for photo) and *Flypaper* (for animation). *Lectora* enables users to create different types of tests (true / false, multiple choice, matching, hot spot, drag and drop, essay, fill in the blank and short answer) andsurvey.
3. The product of *Lectora* can be developed and published in different outputs such as Single Executable File, CD Rom, HTML, Mill Course, AICC / Web-Based, SCROM / Web Based and LRN. It can be said that we conduct the teaching learning process in two ways; online and offline. But the researcher decided to conduct the teaching learning process by offline because of technical problems (internet access, computer/laptop available andperipherals)

In an effort to improve achievement, particularly reading skill, researcher made English learning media. While the language feature of Procedure Text.

1. The use of technical language
2. Sentences that begin with verbs and are stated as commands
3. The use of time words or numbers that tell the order for doing the procedure :
 - a. The use of adverbs to tell how the action should be done

Here are the examples of procedure text that the researcher set in *Lectora: Text*

1: How to make fried rice Ingredients:

- b. Plate of rice, 1 clove of garlic, 1 tablespoon of tomato sauce 1 egg beaten, 100grams of chicken meat 1 tablespoon cooking oil Salt

Steps:

First, heat oil and sauté garlic until the smell of the garlic comes out. After that, add chicken, stir briefly until slightly cooked

Next, add the egg, stir until cooked egg cracked.

And then pour the white rice, tomato sauce and salt. **Stir them** until blended with herbs. Finally, serve and decorate beautifully.

Text 2: How to washing clothes using washing machine

The Materials:

A unit of washing machine Detergent, Water

The following steps tell how to wash the clothes using a washing machine. First, separate the colored clothes from the others.

Then, **put them** in the washing machine, turn the machine on, set **it** to the wash selection and pour the detergent powder in.

Next, wait for the tub to fill with water. After the process of washing has finished, let the clothes drain through the drain hose. After that, see the knob of the washtimer again, this time to rinse for three minutes. Do this twice for a good rinsing. Finally, put the wet clothes into the spin compartment, set the knob and wait until the spin processing shuts off. Now, you are ready to put the clothes on the line.

Evaluation:

In exercise section, it presented 10 questions in the form of multiple choices and was not given a score but given comments/ feedback on the students answer, whether his/her answer is right or not. The comments or feedbacks consisted of two kinds for right answer and wrong answer. The feedbacks of wrong answer were please read again, no, this is not the answer, etc. Then the feedbacks of right answer were congratulation, you are right, absolutely right etc. There were two procedure texts in exercise namely how to use the rice cooker and mung bean porridge.

For the evaluation section, it presented 30 questions at random, but students will only have 10 (ten) questions in 30 minutes. Before the read the texts and answer the questions, they have to enter their name in the space provided. There were six procedure texts provided randomly in *Lectora*. At the end of the evaluation session students gained assessment and no comments but stated pass or fail. *Lectora* is able to send assessment results via e-mail automatically or printed.

2.2. How to install Lectora

There are 9 (nine) steps to install the application of *Lectora* in our computer as below;

1. After getting the application (from internet or others), we can click the application twice.

In this research, the writer chooses LectoraInspire Demo because of some reasons. They are simple, easy to get in internet and free although it ends for about three months.

2. The picture will be shown like below. We can choose the language we want to and click the language.
3. Read and understand the license agreement. After that, click I Agree button.
4. Then it will appear the picture below. The writer suggests to select custom type because it will provide many useful components. Then click Next.
5. If we choose the custom type, we get components; flypaper, Snagit, camtasia etc. The component will support when we create media of learning. Please click next.
6. Choose install location. We can make new destination folder in our computer.
7. Lectora Inspire Demo is being installed. Some applications install init.
8. After waiting for while, the installation finished. Then please click finish button to end the installation
9. *Lectora* is ready to used by clicking the Lectora I con.

Lectora is software of authoring tool in form of desktop base. Desktop base means that *Lectora* needs a certain hardware requirement but the usage of the application can be controlled by the user. The application of desktop base is run

on local drive and it does not need internet as web base application. Then the operation of *Lectora* is faster than web base application because it does not depend on the internet condition.

B. Relevant Research

The results reveal the levels of development achieved by those students in reading comprehension and vocabulary, as well as the variables that can be considered predictive for reading performance. The data indicates that the lexicon development, educational level and type of school have a significant impact on reading.

C. Hypothesis of the Research

The hypothesis of this research is formulated as follows: the student reading comprehension to improve through applying media *Lectora*.

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time

The study will be conducted at SMK PAB 3 MEDAN ESTATE. It will be focused on the X PK of SMK PAB 3 MEDAN ESTATE on Jl. Mesjid No. 1, Medan Barat, Sumatera Utara 20235, academic year 2019/2020 and this research was conducted on the odd semester.

B. Subject of the Research

The subjects of the research are the students of Grade X in Academic Year of 2019 – 2020. The chosen class to be the subject of the research class X PK. This class consist of 17 students. The class was chosen as the subject of the research because most of the students still have low achievement in reading comprehension. The low achievement haveshowed by their scores for reading comprehension.

C. Research Design

The Research Planning or the Research Design used in this researcher is Classroom Action Research (CAR).

a. Definition of Classroom ActionResearch

Burns 2010: 2 states that the main aims of action research is to identify a ‘problematic’ situation or issue that the participants – who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically.

1. Again, the term problematic does not mean that the teacher is an incompetent teacher. The point is that, as teachers, we often see the gaps between what is actually happening in our teaching situation and what we would ideally like to see happening. Define that action research has the potential to produce change quickly because the research is carried out by educators in their own work settings.

The goal of action research is to understand some elements of classroom by collecting data. Action research is research done by teachers, for themselves: it is not imposed on them by someone else. Action research engages teachers in a four step process: (1) identifying an area focus; (2) collecting data; (3) analyzing and interpreting data; and (4) developing an action plan (Mills 2000: 7). Wallace states that the aim of action research is to demonstrate a particular strategy for accelerating and enhancing that kind of development, with special reference to language teaching. The strategy is basically a way of reflecting on teaching which is done by systematically collecting data on everyday practice and analyzing in order to come to some decision about what the future practice should be (1998: 4). It means that before research begins, a plan is in place that describes what data to collect and when, how, and how often the teacher will collect the data.

According to Arends 1998: 495 there are two aspects of classroom life that teachers can directly control: classroom environments and instructional strategies. However, because the classroom is so complex, working toward improvement can be a difficult process. Action research is one tool that can be used by beginning teachers. He adds action research is based on several premises about the process

of change and the role of valid information in helping bring about change. Action research is a way for teachers to:

- a. Collect valid information about their classroom.

Use this information to make informed choices about learning activities and classroom procedures.

- b. Share the information with students in order to gain their ideas and internal commitment to specify learning activities and procedures.

- c. Characteristic of Classroom Action Research

According to Lodico, et al. (2006: 290) there is four characteristics that are common to all types of action research as follows:

- a. Action research is conducted in the researcher's own educational setting. The setting can be a classroom, school, district, or community

Program, the situated nature of the research is what enables the research to draw on insider perspectives. It also ensures that the research is based in the reality of everyday educational practices.

- b. It involves collaboration with other educators and persons involved in the educational process.

Practitioners involved in action research often work with others at the school, including other teachers. Although action research emphasizes that action researchers can work independently, they do also collaborate with professional researchers at times.

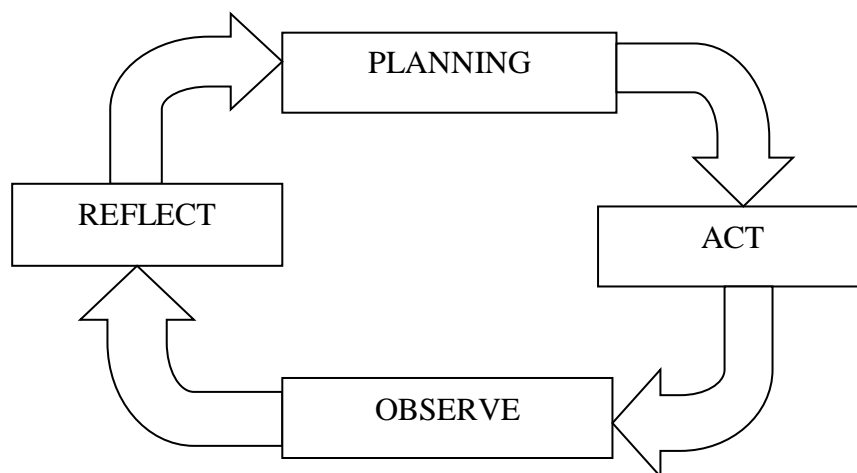
- c. Action research focuses on taking action to change and improve educational practices. This action might be as simple as changing an assignment for the

next school year, or it might involve a rethinking of how students are graded. At the school or district level, changes in policies for retaining students or assigning students to special education might result from an action research project.

- d. It is ongoing and includes several waves of data collection, reflection, and action. Because action researchers are educators who deal with problem in their everyday practices, research continues beyond the initial data collection. All good research builds knowledge incrementally. In action research, lessons learned in the initial wave of data collection may lead new questions, refinements in practice, or identification of new problems. Action researchers are uniquely positioned to continue t action research typically includes several wave of data collection, reflection on the data and trying out actions to improve one's proactive.

According to Kemmis and McTaggart in Burns 2010: 8 action

researcher 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 technique in teaching learning process as long as this research is do.

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. It is shown in Diagram 3.1.

The researcher found the problem, then identified the problems and found the way to solve them by using *Lectora*, that hopefully it was an innovative one. This classroom action research entitled Improving English competence of Junior High School students through *Lectora* is implemented in 2 cycles of 4 steps, they are: Planning, Acting, Observing, and Reflecting. Based on Kemmis and Taggart in Hopkins, 1993:48, the procedures of each step can be explained as follows;

Table 3.2 Overview of research

Steps	Cycle 1 (two meeting)	Cycle 2 (two meetings)
Planning	Based on the problems of students, researcher plan to develop the reading skills of students	Based on the reflection on the plan to address the weakness identified in cycle 1 Results of cycle 1 as consideration in the planning cycle 2
Action	Researcher applied Lectora to increase students' reading comprehension	Researchers applied action based on the revised plan
Observation	Researcher observed the learning process and provide a test to see the effect of the Lectora use in reading activities in the classroom	Researcher observed the learning process and provide a test to see the effects of the use of the reading activities in the classroom
Reflecting	Researcher and collaborators discussed the increase in cycle 1 and identify the strengths and weakness of activity in cycle 1	Based on the observations, the researcher recorded how and whether Lectora can improve reading skills of students. In addition, researcher also noted what happens in the classroom when Lectora applied

Besides that, the researcher also very carefully planned the activities, prepared the media and set up the assessment as the criteria of success in the strategy of making *Lectora*. The scoring of the answering questions as well as the Criteria of Success in the teaching learning process.

B. Data Collection Instrument

The Qualitative Data Instrument was Observation and Questionnaire. The observation in on- going learning activities was assessed by the Attitude Rubric. The questionnaire is Evaluation and Reflection Sheet after the students joining the learning activities. While the Quantitative Data Instrument is the Result

Assessment, they are questions and multiple choice questions assessed by Scoring.

Table 3.4 Data, Data Collection and Data Collection Instrument

<i>Data and Data Collection</i>	<i>Data Collection Instrument</i>
Students' answer before reading activities (Pre-Test) Students' answer after reading activities cycle 1 Students' answers after reading activities cycle 2 (Post Test)	Scoring Scoring Scoring

Observation (in before reading activities and on-going Attitude rubricTL
activities) Questionnaire for evaluation and reflection Evaluation and reflection
sheet.

C. Data Collection

The data of the research of two types namely qualitative and quantitative data. The qualitative data was taken from the students' responses when they work on questionnaire and the observation. The qualitative data were collected through:

1. Questionnaire. The questionnaire was used to obtain students' responses of the teaching and learning process and learning media. The questionnaire consisted of five questions and three options (Yes, No, Do not know). The writer will give the questionnaire after the treatments (in cycle 1 and cycle 2) end. It is one month. The questionnaire itself contains the questions about *Lectora* benefit and effects for the students.
2. Observation. It was done to obtain real data about the use of *Lectora* for teaching reading. The observation is done before, during and after the treatment of the research. The collaborator helped the researcher to get observation data. It will be conducted on July, 15th, 2019 and the end on

August, 15th, 2019 for one month

3. Documentary evidence, the documentary evidence can be memos, letters, position papers, examination papers, newspaper clipping etc. The advantages of documentary evidence are that they can: (1) illuminate issues surrounding a curriculum or teaching method; (2) provide context, background and understanding; and (3) provide an easy way of obtaining other people's perception.

The qualitative data are the students' reading comprehension scores. The qualitative data are taken from the pre-test and post-test that the researcher has been done. Before the pre-test is carried out, a try out was needed to make sure that all the test items are valid and the test is reliable. To get the valid test, the writer used SPSS version 17.

Before the item of pre-test is tested to the students of X-PK, they were tried out to XAK. The writer asked for the consultant to analyze by running program of SPSS 17. The all items is invalid because the result of test is more 0.30. The internal reliability score is 0.8914 so the test is reliable. The items for test in cycle 1 and cycle 2 have same but they were presented randomly. The result of internal validity and reliability was in appendix 6.

D. Technique of Analyzing Data

The research was done in Multimedia Laboratory as a place for teaching learning process of VHS students, using *Lectora*. The collected data is collected then analyzed by using both quantitative and qualitative data analysis.

1. Quantitative Data Analysis

The Quantitative Data Analysis was used to analyze the pen and paper test to measure the cognitive ability and analyze the grade or achievement data of questions during and after reading activities. Procedure of analysis as follows:

- a. Calculate the score of each student. Students' score is calculated using the following formula Arikunto, 1998:38

$$S = \frac{R}{N} \times SM$$

Note:

S = students' score

R = correct answer

N = the maximum number of correct

SM= standard of score

- b. Calculate the mean score of pre-test and posttest

After analyzing the reading test scores, a statistical technique used to find the average score of the students. The results obtained by comparing the average scores of pre-test and post-test Arikunto, 1998:38. The following formula:

$$M = \frac{\sum X}{N}$$

Note:

M = mean score

$\sum X$ = whole score

N = number of students

In order to determine the student's individual score whether the students passed or not passed, the researcher provides a standard of minimum score used in SMK PAB 3 MEDAN ESTATE for reading skill. The writer implements the both formulas because the test was in multiple choice forms. Beside the formula was simple one so the writer can calculate the score manually. The students pass the reading skill when the students get a score ≥ 70 . Moreover, the improvement of general information, certain information, implicit information, explicit information, referent, communicative purpose, and word meaning are success if the percentage of students' mean score of those specific aspects reach ≥ 70 %. The students' mean score in the each cycle is classified based on the criteria of the mean score:

Table 3.6 The Criteria of the Mean Score

Total Score	Qualification
80 – 100	Good to excellent
60 – 79	Average to good
50 – 59	Poor to average
0 – 49	Poor

2. Qualitative Data Analysis

The technique of qualitative data analysis is used to analyze the result of the observation during the learning activities. There were three activities: 1) reduce the data; the teacher-researcher selects the relevant data by focusing to the useful data, classify and abstract the raw data into a data that could be analyzed, 2) present the data into narration, figure or table systematically and logically, and (3) draw the conclusion and verify the data.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This research applied qualitative and quantitative data. The qualitative data were taken from interview sheet, observation sheet and diary notes, while quantitative data were taken from the mean of the students' score in reading test. In collecting the data, Firstly the researcher interviewed the students about their difficulties in reading comprehension. The second, the diary notes were written down to know the students' condition when teaching learning process was running. The diary notes were useful for recording all the students' activities, students' difficulties and students' progression during conducting the research. The third, the researcher worked together with collaborator checked the observation sheet and gave the additional notes when observing the teaching and learning process. It was saved to become references in doing reflection in cycle 1 and cycle 2. The last, the researcher analyzed the students' score of reading test every cycle to know the students' improvement.

B. Data Analysis

The data were collected from quantitative and qualitative data. The quantitative data were analyzed from interview, observation and diary notes, while the quantitative data were taken from the reading test during conducted research in six meetings. The reading test after each cycle, The pre-test was given in the first meeting without any treatment to students, while the tests after each cycle gave any

treatments to the students. The result of the test was shown in the table below:

The above data shows that there is an improvement of the students' score in reading comprehension, which was taught by using Advance Organizer Strategy. The improvement of the students' mean kept growing from the Pre-Test test until the second cycle test. So to find out the mean in every meeting, the analysis of the data in this research applied the following formula:

Where:

\bar{X} = The mean of the students

$\sum x$ = The total score

N = The number of the students

Then in categorizing the number of students got above standard (80), the researcher used the following formula :

Notes :

P : The percentage of student who got above 80

R : The number of the students who got point up to 80

T : The total number of students who did the test

In the Pre-Test, there was not any treatment given to students because it was a test to know the students achievement in reading comprehension. There were no students got above standard (80). While doing the pre-test, there were new students cheated because they found difficult to answer the questions. It seemed most of the students found it difficult to answer the questions although they just kept silent. Because of

lack the vocabularies, so they tried to open dictionary to find the difficulty and unfamiliar words of the text given. Many of them cheated their friends' work and it made the class condition. Some of them just guessed the answer because they found difficult to comprehend the text.

So the mean or students' score was just 33.82 with highest and lowest score were (12.5 from the pre test and 71 from the post test) The first treatment (Cycle 1 test) the number of students was 17 and the total score of the students was 50 so, In cycle I test, the mean of the students' total score was below standard (KKM). The English teacher made 80 as standard (KKM) in English lesson especially in reading comprehension. There were some reasons why the English teacher made 70 as standard in reading comprehension such as the students had low motivation in reading comprehension. Most of them lack of vocabulary and grammar so they just received the material from the teacher without taking a course to improve their capability in English. The mean of the students' total score was still below standard. The mean in the cycle I test was just 69.14 and the percentage of the students' achievement got above standard was at 3.38 % There were some cases why the students' mean were below standard (80). In cycle I, the teaching material wasn't explained clearly and systematic so the students found difficulties to comprehend the material given, the students were not active in the class but passive, the students felt boring, most of them were lazy in following the lesson and they weren't have motivation in studying English especially reading comprehension. These whole cases were found on observation, interview sheet and diary notes too.

The collaborator worked together with the researcher in filling out observation sheet, there are some cases that were analyzed in observation sheet why are the mean students' total score below standard (KKM). The first, the teacher came to class late because misunderstanding the schedule time so as resulting, the students played in class and make noisy. Most of the students felt enjoyable if the researcher came late because they weren't like study English and in the teaching learning process, most of the students didn't listen to teacher's explanation attentively. The second is the researcher wasn't teach the teaching material based on the lesson plan. Although the researcher had made Lesson plan by herself, but she forgot to follow it systematically so the material wasn't taught clearly. There are some phases of advance organizer that weren't followed systematically such as like making logical order of learning material explicit and clarifying ideas because researcher forgot to applied them. These unsystematic phases made the students were difficult to process, understand and remember the newly material so the students didn't active and enthusiasm following the lesson but most of them been passive students. Most of the students weren't brave to give their opinion about the teaching material given because they just knew a little of the material given. In this cycle, the students make noisy because the researcher couldn't manage the class well. The third is the teacher wasn't concluded the material, it made the students no more understand about the material given.

The researcher's notes on diary notes that was written daily during the research done, there are some cases analyzed why are the mean of the students' score below

KKM. The first, the students felt tiring and boring because it is the last lesson. Because of tiring and boring, they weren't like studying but they wanted what they wanted to do. The second, they felt difficult to understand about the prior knowledge given by the researcher because some of them weren't have prior knowledge before so they just received it passively. The third, they were not self confidence, because they hadn't understood about the material taught so they didn't confidence in answering the test. Most of the students cheated to their friends' work and tried to open their dictionary to find the meaning of difficulty words.

Based on teacher' interviewing to students, there were some cases found why the students' mean were still below standard (KKM). The first is the students weren't motivated in following lesson because they thought that learning English is very difficult. The second is the students felt the test difficult because there were many difficult words. The third, the classroom air was hot so most of them weren't focus in following the lesson.

The whole cases above made the mean of the students' total score were still below standard (80). Because the mean of the students was still below standard, the enthusiastic and activation of the student were still low and the Students' feeling, condition and motivation were not the best so the researcher used cycle II to improve the students' mean so the students' mean improve above KKM.

In the cycle II, the students' mean had improved above standard the whole students' score had above standard (80) too. In this cycle, the lack of the researcher in cycle I had reflected and as resulting the score and the mean of the students

improved above standard (KKM). There was some efforts done to improve the students score and mean. The first, teaching material was taught well. The phases of Advance Organizer Strategy were followed more systematically. In phases one, presentation of advance organizer, the students were more active to respond the prior knowledge given by the teacher. The students listened to the teacher explanation seriously. They looked comfort and enjoy in following the lesson. In phases two, presentation of learning task of learning material, the students were easier to understand the material task because they understand the prior knowledge given by the teacher in beginning.

They had more information about the topics so they knew content of the text given easier. In phases three, strengthening cognitive organization, the students felt easy to make summary of content of the text it looked from they tell the brief content of the text orally

The second, the students were motivated by giving extrinsic motivation such as reward. The teaching learning process was made more comfortable so the students felt relaxing in following the lesson such as giving a quiz and making jokes. As the resulting, students were active in teaching and learning process. In doing test, they did it individually but there are five students cheated their friends' answering, the students didn't make noisy because they focused to their test and they tried to give the best to their test. There were some students asked some questions because they confused to the texts' questions. They collected their answering on time and they submitted their answering regularly. In this cycle, the students' score improved so

the mean of the students' score was 80.89 and the whole students got above standard (KKM). The students' improvement was showed from observation sheet, interview sheet and diary notes too.

The collaborator worked together with researcher stated that the whole conditions that were happen during the teaching and learning process had been better than the cycle I. The researcher had come on time in each meeting. The teacher taught the material based on lesson plan so the material was taught systematically. This observation sheet showed that the students were more active in teaching learning process, they listen to teacher's explanation attentively and the students braved in giving their opinions. It happened because the material was taught more systematic so the students felt easier to process, understand and remember the newly material. The students looked enthusiastic to follow the lesson because they were motivated with a reward, he organized the class better than the last cycle so the students felt comfort and enjoy in following lesson.

The students felt enjoyable and comfortable in following the lesson. The students were more active because they felt easy to understand, process and remembering the material by using advance organizer strategy so they enthusiast in giving their opinion. In doing a test, they looked more confidence in answering the question given. Most of them did the test individually because they felt easy to comprehend the text.

According to teacher' interviewing to students, most of the students felt helpful when the researcher applied advanced organizer strategy. They felt easy in

understanding the text and they were interested to study reading comprehension applying advance organizer strategy. They felt enjoyable and comfortable to study English especially reading comprehension.

The whole efforts above made the students mean improved and the whole students got above standard (80). The students' condition and feeling were better than the cycle I. They interested to study reading comprehension by using advance organizer strategy. Because the whole students got above KKM so the cycle was stopped in this cycle the newly material. The students looked enthusiastic to follow the lesson because they were motivated with a reward, he organized the class better than the last cycle so the students felt comfort and enjoy in following lesson.

The students felt enjoyable and comfortable in following the lesson. The students were more active because they felt easy to understand, process and remembering the material by using advance organizer strategy so they enthusiast in giving their opinion. In doing a test, they looked more confidence in answering the question given. Most of them did the test individually because they felt easy to comprehend the text.

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The whole efforts above made the students mean improved and the whole students

got above standard (80). The students' condition and feeling were better than the cycle I. They interested to study reading comprehension by using advance organizer strategy. Because the whole students got above KKM so the cycle was stopped in this cycle.

From the analysis above, the researcher found improvement in the students mean, condition and feelings. The mean of the students' score improved from cycle I (33.82) to cycle II (80.89) so the improvement is 13.03 % The students got above standard (80) in cycle I are 47.05 % and cycle II is 100 % so the improvement is 52.95% The students' condition and feeling were more active, enthusiast, interest, easier comprehend the material and brave in giving their opinion. The students' condition and feelings were showed from observation and questionnaire sheet.

It can be concluded that the whole students had improved from the orientation test to cycle II test in reading comprehension score. The students' achievement was categorized to outstanding (A), very good (B), satisfactory (C), very weak (D), and unsatisfactory (F). Linn and Gronlund in Burden (2000) the letter grade in criterion-referenced system may be defined as the degree to which the objectives have been attained as illustrated below :

A : Outstanding (100-90). The students has mastered the course's major and minor instructional objective.

B : Very good (91-80). The students has master all of the course's major instructional objective and most of the minor objective.

C : Satisfactory (81-70). The students has mastered all of the major instructional

objectives but just a few of the minor objective.

D : Unsatisfactory (below 80). The student has not mastered any of the course' major instructional objectives and lacks essential needed for the next highest level of instruction. Remedial work is needed.

Table. 4.2
Percentage of the students' Achievement Level

Grade	Pre –TestCycle I Test	Post –TestCycle II
A(90 - 100)	0 %	100 %
B(80 - 89)	0 %	26.70 %(11 students)
C(70- 79)	0 %(- students)	23.35 %(6 students)
D(Below 70)	12 %(4 students)	0 %(- students)

Based on the table above, it was found that the percentage of the students' achievement level in grade A improved from cycle I to cycle II. The three of these students like English very much so they always active in the class in each cycle. All of them ever took English course so they had good capability in English especially in reading comprehension. There was some efforts that done by the researcher so the students got good improvement in grade A. The first is the teaching material was taught clearly and systematically.

The collaborator worked together with the researcher in filling out observation sheet, the condition of teaching learning process had been better. The students listen to the teacher's explanation attentively and they were active in teaching learning process. Most of the students are brave to give their opinion. most of the students felt enjoyable in following the lesson because the researcher' explanation is easy to

understand. The whole cases were supported by researcher' interviewing, the five of these students felt easier in understanding, processing and remembering the newly material so in doing the test they felt easy to do it.

In grade B, the percentage of the students' achievement improved from cycle I to cycle II, it was happened because of some cases. The first is the researcher motivated the students by giving a reward because basically, most of the students prefer like extrinsic motivation such as reward to intrinsic motivation. The students were motivated more enthusiastic in following the lesson in the class. The second is the researcher taught the teaching learning material clearly. The researcher explained the material with simple explanation so the students are easy to understand the task material. The third is the researcher give the best attention to the students had low capability in English. It was done researcher because she wanted to make the students interested in English.

The analyzing of by researcher and collaborator were found same conditions with the cases above. Collaborator worked together with researcher analyzed that the researcher had taught the material systematically and clearly so most of students weren't confuse about the material given but they felt easy to comprehend the text. The students are brave to ask the question if they didn't understand well. In researcher' notes wrote during the teaching process, the students listen to researcher' explanation seriously and they were more active because they were motivated to get a reward. In teacher' interviewing to students, the cases were found that they were interested to study English if they were taught by applying advance organizer

strategy and they felt helpful in processing, understanding and remembering the newly material.

In grade C, the percentage of the students' achievement was constant from cycle I to cycle II. There are some reasons why are the percentage of the students' achievement constant from cycle I to cycle II. The first, the twelve of these students were lack motivated to improve their course. They thought that English is so difficulty so they didn't have effort to improve their score. The second, they had low capability in comprehending the material. The teaching material had taught with simple explanation but they were still difficult to comprehend the text. It was happened because they had medium intelligent to understand the material quickly. The third, most of them were not self confidence. In doing the test, they didn't self confidence to their answering so they cheated their friends' work.

C. The Research Findings

Based on the analysis, it was found that Advance Organizer Strategy was able to improve the students' achievement in reading comprehension. The students' achievement improvement was significant as showed in test was 33.82, for cycle I was 57.5 and cycle II was 80.89. The obtaining higher score was based on the activities designed to make the teaching process more excited, active and enthusiasm to follow the teaching process by using advance organizer strategy.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing the whole data, it was found out that the students' reading test score improved from the orientation test to the cycle 2 test, based on the result of the study, the conclusion are drawn as follows:

1. There is an improvement of the students' reading comprehension if it istaught by using advance organizer strategy. It is show by the mean of the students' test: the mean of Pre-Test was 33.82, there were not any treatment given to students because it was a test to know the students achievement in reading comprehension. There were no students got above standard (80). While doing the orientation test, there were few students who were sighing because they found it difficult to answer the questions. It seemed most of the students found it difficult to answer the questions although they just kept silent. Because of lack the vocabularies many of them cheated their friends' work and it made the class condition nosily. Some of them just guessed the answer because they found it difficult to comprehend the text. The mean of Cycle I test was 33.82. The students felt bored so they made noisy in the class. There were around ten students that cheated their friends' answering because they didn'tlook

Confidence with their answer. These cases caused the students' mean in reading comprehension just 33.82 with highest and lowest score 12.5 and 50. The mean of

cycle II test was 80.89. The students were active in teaching and learning process. In doing the test, they did it individually but there are five students cheated their friends answering.

2. The students' felt more enjoyable and interested in learning reading comprehension by using advance organizer strategy. It is showed by their enthusiasm and attentive when they followed the lesson actively and listened to the teacher's explanation.

B. Suggestions

The result of the study showed that applying advance organizer strategy improved the students reading comprehension. Related to the conclusion above, some suggestions are pointed out as follows:

1. To English teacher, they are suggested to use advance organizer strategy in teaching reading comprehension because this strategy helps them to make the students easily in understanding a reading text and can strengthen the students' cognitive.
2. To readers, they are suggested to use this strategy because it can improve reading comprehension and it can strengthen your cognitive so you can remember the content of reading text.
3. To the students, they are suggested to follow this strategy because they are trained to more active and link the teacher' knowledge with the material given.

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Appendix 1

QUESTIONNAIRE OF CYCLE 1

NAME:

NO:

Please read and choose *Y, N, and S, for Yes, No, and Sometimes.*

			Do you like reading?
			In general, do you trust yourself as a person who can find good words and ideas and perceptions?
			Do you think of yourself as a read?
			On a topic of interest to you, can you generate lots of words fairly quickly and freely--not be stuck?
			Again on a topic of interest to you, can you come up with ideas or insights you'd not thought of before?
			On a topic that doesn't much interest you (perhaps an assigned topic), can you generate lots of words fairly quickly and freely--not be stuck?
			On a topic not of interest, can you come up with ideas or insights you'd not thought of before?
			On a topic where you start out not knowing what you think, can you write or think your way through to a conclusion?
			On a topic where you start out with your mind made up, can you write or think your way into actually changing your mind?

Appendix 2

QUESTIONNAIRE CYCLE 2

NAME:

NO:

Please read and choose *Y, N, and S, for Yes, No, and Sometimes.*

			Do you enjoy reading?
			Do you want to use a new strategy to reading?
			Have you thought of yourself as a good reading?
			Do you know about Media Lectora?
			Do Lectora make you interest in reading?
			Do Lectora make you easier to understand in reading?
			Do you still afraid of reading after you learning about media Lectora?
			Do Lectora help you to understand about reading comprehension?
			After you know media Lectora, have you still faced difficulties to express your idea in reading comprehension?
			Do you think Lectora make you more interested and motivated to reading comprehension?

No	The aspect of the question categories	No. question	The total of question	%
1.	Pre-viewing			
2.	Reading comprehension for main ideas			
3.	Using Report Text for Vocabulary			
4.	Scanning for details from the report text			
5.	Making influences			

Appendix 3

Table 4.1

Competence Test Score of The students from Pre-Test until Treatment 2

No.	Students' Initial Name	Pre-test Cycle I	Post-test Cycle II
1.	AA	37.5	80
2.	AI	25	75
3.	AP	25	75.2
4.	BS	37.5	77
5.	DA	25	85
6.	DKL	37.5	82.5
7.	MA	12.5	86.5
8.	PM	25	84
9.	RD	50	73
10.	RP	12.5	88
11.	SR	50	77.5
12.	SS	25	71
13.	SA	37.5	82
14.	TA	37.5	80
15.	TH	50	84
16.	WD	50	89
17.	WH	37.5	85.5
TOTAL		$\sum x = 575$	$\sum x = 1.375.2$
MEAN		X = 33.82	X = 80.89

Appendix 5













No.

Name : Stanid

Class : XII MP.

B. Study : English

1. A. 10 AM. ✓

2. B. keep ✗

3. C. Cleaning up the gym ✗

4. C. Teachers ✗

5. A. Joe joins the team. ✗

6. B. played. ✓

7. A. He plays better in practice than he does during games.

8. C. He does not know that Joe is there. ✗

9. A. Because he wants more players for his team. ✗

10. A. Joe. ✗

20

375



No.

PAQUITA MAHARANI

XII-AP.

1. c.) 1 P.M ✓

2. b) keep ✓

3. a) Making posters ✓

4. ~~A) performers~~ B) students ✓

5. B ✓

6. D ✓

7. A ✓

8. B ✓

9. D ✓

10. C ✓

20



Name: Rahmita Devi
class = XII

- | | | | |
|--------------------------|-----|--|--|
| <input type="checkbox"/> | 1. | What time will the festival begin? | |
| <input type="checkbox"/> | | a. 10 A.M. | |
| <input type="checkbox"/> | 2. | In line 2, the word feature is closest in meaning to | |
| <input type="checkbox"/> | | C | |
| <input type="checkbox"/> | 3. | What job will be done the day before the festival begins | |
| <input type="checkbox"/> | | C | |
| <input type="checkbox"/> | 4. | B. students | |
| <input type="checkbox"/> | | | |
| <input type="checkbox"/> | 5. | B | |
| <input type="checkbox"/> | | | |
| <input type="checkbox"/> | 6. | D | |
| <input type="checkbox"/> | | | |
| <input type="checkbox"/> | 7. | A | |
| <input type="checkbox"/> | | | |
| <input type="checkbox"/> | 8. | D | |
| <input type="checkbox"/> | | | |
| <input type="checkbox"/> | 9. | A | |
| <input type="checkbox"/> | | | |
| <input type="checkbox"/> | 10. | B | |
| <input type="checkbox"/> | | | |
| <input type="checkbox"/> | | | |
| <input type="checkbox"/> | | | |
| <input type="checkbox"/> | | | |
| <input type="checkbox"/> | | | |

40 / 100 = 50%

Nama : WULAN DARI

Kelas : XII AP.

Date : _____

1. ~~a. to Am~~ c. 1 P.m ✓

2. b. keep ✓

3. c. cleaning up the gym ✓

4. b. students ✓

5. a. Joe joins the team ✓

6. b. played ✓

7. a. ~~to Am~~ better in race ✓

8. b. ✓

9. c. ✓

10. d. ✓

AD



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Heni Mimah Sirait
N.P.M : 1502050243
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Use Lectora Inspire Software Media to Improve Students' Achievement in Reading Comprehension

benar telah melakukan seminar proposal skripsi pada hari Senin, tanggal 29, Bulan Juli, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Agustus 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

Form : K-1

Kepada Yth : Bapak/Ibu Ketua dan Sekretaris
Program Studi Pendidikan Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat saya yang bertanda tangan dibawah ini

Nama Mahasiswa : Heni Mimah Sirait
NPM : 1502050243
Prog.Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 154 SKS

IPK = 3,28

Persetujuan Ket/Sekret Prog. Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
	The use of lectora inspire software media to improve student's achievement in reading comprehension at the tenth grade students	
	Improve speaking teaching through internet media to improve speaking skills in ninth grade junior high school student	
	Teaching literacy to young learners through picture books	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan.
Atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 22 Maret 2019
Hormat Pemohon

Heni Mimah Sirait

Keterangan
Dibuat rangkap 3 : - Untuk Dekan Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang Bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya :
Nama Mahasiswa : Heni Mimah Sirait
NPM : 1502050243
Prog.Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The use of lectora inspire software media to improve student's achievement in reading comprehension at the tenth grade students	22/3-19/2019

Memohon kepada Dosen pembimbing untuk mengesahkan judul yang sudah diajukan kepada prodi pendidikan Bahasa Inggris

Disetujui oleh
Dosen Pembimbing

Dr. Bambang Panca Syahputra, M.Hum

Medan, 22 Maret 2019
Hormat Pemohon

Heni Mimah Sirait



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Webside : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak/ Ketua/ Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Heni Mimah Sirait
NPM : 1502050243
Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Use of Lectora Inspire Software Media to Improve Students' Achievement in Reading Comprehension

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Dr. Bambang Panca Syahputra, S.Pd., M.Hum

Acc 15/04/2019

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 15 April 2019
Hormat Pemohon,

Heni Mimah Sirait
Heni Mimah Sirait

Keterangan

Dibuat rangkap 3 :- Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua / Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 2019 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :


Nama : Heni Mimah Sirait
N P M : 1502050243
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Use of Lectora Inspire Software Media to Improve Students' Achivement in Reading Comprehension.

Pembimbing : Dr. Bambang Panca Syahputra, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 9 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 09 Ramadhan 1440 H
09 Mei 2019M
Dekan

Dr. H. Elrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



UMSU
Unggul | Cerdas | Terpercaya

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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Heni Mimah Sirait
N.P.M : 1502050243
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Use of Lectora Inspire Software Media to Improve Students' Achievement in Reading Comprehension

Sudah layak diseminarkan.

Medan, Juli 2019

Disetujui oleh
Pembimbing

Dr. Bambang Panca S, S.Pd, M.Hum

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Heni Mimah Sirait
N.P.M : 1502050243
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Use Lectora Inspire Software Media to Improve Students' Achievement in Reading Comprehension

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Agustus 2019
Hormat saya
Yang membuat pernyataan,



Heni Mimah Sirait

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Heni Mimah Sirait
N.P.M : 1502050243
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Use Lectora Inspire Software Media to Improve Students' Achievement in Reading Comprehension

Pada hari Senin tanggal 29 bulan Juli tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Agustus 2019

Disetujui oleh:

Dosen Pembahas

Pirman Ginting, S.Pd., M.Hum.

Dosen Pembimbing

Dr. Bambang Panca Syahputra, M.Hum.

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.



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Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor : 3493 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 12 Muharram 1441 H
12 September 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMK PAB 3 Medan Estate
di-
Medan

Assalamu'alaikum Warahmatullahi Wabarakaatuh

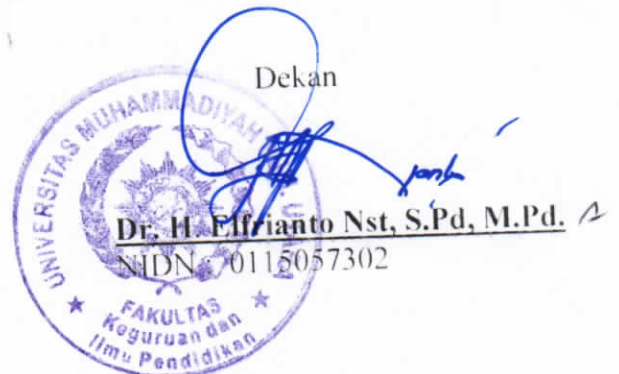
Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Heni Mimah Sirait
N P M : 1502050243
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Use Lectora Inspire Software Media to Improve Students' Achievement in Reading Comprehension.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan



** Pertiinggal **



Membangun dan Mencerdaskan
Anak Bangsa

PERKUMPULAN AMAL BAKTI (PAB)
SEKOLAH MENENGAH KEJURUAN
SMK (BM) PAB 3 MEDAN ESTATE

Program Keahlian : - Adm.Perkantora Akreditasi B
-Akuntansi Akreditasi B

NDS : 530710201-NSS: 344070106004-NPSN : 10214053-SIOP : 421/9618/PDM/2015,30 Desember 2015
Jl.Mesjid No.1 Medan Estate Kec.Percut Sei Tuan Kab.Deli Serdang (061)7347662 Kode Pos 20371

SURAT KETERANGAN PENELITIAN
Nomor : K.3/C/179-F/PAB/VII/2019

Kepala Sekolah SMK PAB 3 Medan Estate, dengan ini menerangkan bahwasanya yang tersebut di bawah ini :

Nama : HENI MIMAH SIRAIT
NPM : 1502050243
Prog.Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **The Use of Lectora Inspire Software Media to Improve Student's Achievement in Reading Comprehension.**

Adalah benar telah mengadakan penelitian/riset di SMK PAB 3 Medan Estate, pada tanggal 13 September 2019 s/d 30 September 2019 dan sejauh pengamatan kami telah dilaksanakan dengan baik.

Penelitian ini dapat kami setujui sehubungan dengan permohonan izin penelitian dari Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Nomor : 393/II.3-AU/UMSU-02/F/2019, tanggal, 12 September 2019.

Demikianlah Surat Keterangan penelitian ini diperbuat untuk dapat dipergunakan seperlunya.



Medan Estate, 30 September 2019
Kepala Sekolah

DRS. HAMALUDDIN, MM

Appendix 7

CURRICULUM VITAE

Name : Heni Mimah Sirait
Place and Date Birth : Jawadipar, 19th August 1995
Age : 24 Years old
Gender : Female
Nationality : Indonesia
Religion : Islam
Marital Status : Single
Address : Jawadipar
Phone Number : 081375649784
Email : henisirait279@yahoo.com

Parents' Name

Father : Muller Sirait
Mother : Saribanun Angkat

Education

2002-2007 : SD Negeri 096140 Parhundalian Jawadipar
2007-2010 : SMP Binaguna Tanah Jawa
2010-2013 : SMA Kampus FKIP Nomensen P.Siantar
2015-2019 : Students of English Department Faculty of Teachers' Training and Education, UMSU 2019 until Reaching the Degree of Sarjana