

CHAPTER I

INTRODUCTION

A. Background of Study

The era society 5.0 provides a lot of information that requires humans to be mastered both of science and technology. Various kinds of information do not only come from within the country, more than that, it comes from around world. English as an international language has a very crucial role in helping people to gain knowledge that is spread from various countries. For instance, in social media, information about current events related to science and technology is written in English. This is in line with the study from Crystal which stated that all information accessed through electronic media, 80 percent is available in English.¹ Hence, now days English has a very special place in the world of communication and culture. Therefore, through English, humans can follow the era with increasingly diverse knowledge. From the statements, it can be concluded that English is very important language to master, because through the language, humans can explore various information and knowledge around the world.

In Indonesia itself, English is not an official language or even a second language, but a foreign language. Students learn English as a first foreign language. It implies in evitable fact that students get acquainted with the language only a few hours in

¹ David Denison, "David Crystal, The Cambridge Encyclopedia of the English Language. Cambridge: Cambridge University Press, 1995. Pp. Vii+489.," *Journal of Linguistics* 33, no. 1 (March 1, 1997): 171–212.

school. Therefore, of course, there are many difficulties encountered in learning the language. Among the four types of English skills, they are listening, speaking, reading and writing. Reading ability is considered as one of the most difficult skills to master. In fact, reading English itself is very helpful in increasing information and knowledge that comes from around the world. Because in truth, knowledge is obtained through reading, the more we read, the more knowledge we will get. Moreover, as it stated by Wiley-Blackwell that reading can improve the ability to understand words and improve thinking skills, increase creativity and also get acquainted with new ideas.² The contemporary educational landscape has seen a significant shift towards digital learning tools, prompted by both advancements in technology and the necessity for remote education solutions. Among the myriad of tools available, Lucidspark, a digital interactive whiteboard developed by Google, has emerged as a promising resource to enhance various educational outcomes.

This study specifically investigates the potential of Lucidspark to enhance students' reading comprehension skills, a fundamental aspect of literacy that underpins academic success across disciplines. To frame this investigation, it is crucial to understand the current phenomena, theoretical foundations, existing research gaps, and preliminary analyses that highlight the relevance and potential impact of this study. English is considered a boring subject, as it cannot be understood by the students. This unfamiliar language makes students feel bored. The learning media used in some learning has also not developed. Students need

² Wiley-Blackwell, "The Globalization Reader, 6th Ed," in *Sociology of Globalization*, ed. Frank J Lechner and John Boli, 6th ed. (USA, 2020).

stimulus to increase their enthusiasm for learning. One of the stimuli that can be developed to increase students' enthusiasm and understanding is learning media.

The use of the right learning media can increase learning success. The learning media used must of course be relevant to the characteristics of the students being taught.³ One of the learning media that can be used in English subjects is Lucidspark. This Lucidspark is a learning medium whose concept of use is like a whiteboard, but it is used digitally. The rapidly developing information and communication technology affects the lifestyle of humans, which was initially conventional to switch to digital or commonly called digitalization. Digitalization is a process of technological change from analog to digital, this change is expected can make human life easier. Digitalization is also used in the education sector, one of which is the use of digital learning media. Lucidspark is a digital learning medium that its function is like a whiteboard but digital, of course, coupled with various supporting features in it.

Learning media that have been often used, such as Power Point, You Tube, Canva, and so on, can support learning success, but as technology develops, students are tired of these learning media. Learning media presents material in a good visual format, but students can only see it without being able to actively contribute to the learning media. The Lucidspark application can involve students to be creative in learning media.

³ Nur Hidayat and Suryadi Suryadi, "Improving Student Learning Outcomes Through the Use of Digital Learning Media," *Jurnal Visi Ilmu Pendidikan* 15, no. 1 (January 16, 2023): 29.

Vygotsky's socio-cultural theory, in particular, emphasizes the importance of collaborative learning environments where students can interact and scaffold each other's understanding.⁴ Lucidspark's interactive features align with these principles by providing a platform for students to collaboratively annotate texts, share ideas, and build collective knowledge. Additionally, cognitive theories of multimedia learning, as proposed by Mayer, suggest that integrating visual and interactive elements with textual information can enhance comprehension and retention. Through allowing students to visualize complex concepts and engage with the material in a multimodal format, Lucidspark has the potential to address different learning styles and improve overall reading comprehension.

Despite the theoretical support for the use of interactive digital tools in education, there is a notable gap in the empirical literature regarding the specific impact of Lucidspark on reading comprehension skills. Most existing studies on Lucidspark focus on its general utility in fostering collaboration and engagement but do not delve deeply into subject-specific outcomes. Reading comprehension, a critical skill that influences academic performance across all subjects, demands particular attention. Traditional methods of teaching reading comprehension, such as guided reading and text analysis, have their limitations, particularly in engaging students and catering to diverse learning needs. The gap lies in understanding how Lucidspark can bridge these limitations by offering a dynamic and interactive

⁴ Reham Alkhudiry, "The Contribution of Vygotsky's Sociocultural Theory in Mediating L2 Knowledge Co-Construction," *Theory and Practice in Language Studies* 12, no. 10 (September 30, 2022): 2117–2123.

alternative that can potentially enhance students' ability to understand, analyze, and interpret texts.

Preliminary analyses suggest that interactive tools like Lucidspark could offer several advantages in teaching reading comprehension.⁵ First, Lucidspark allows for real-time collaboration, enabling students to work together on reading tasks, which can lead to deeper understanding through peer discussion and shared insights. This collaborative approach is supported by research indicating that peer interaction can enhance critical thinking and comprehension. Second, the visual and interactive features of Lucidspark can help in breaking down complex texts into more manageable parts. Students can annotate directly on the text, highlight key points, and use visual aids to support their understanding. This is consistent with the dual coding theory, which holds that visual and verbal information processed jointly can increase memory and understanding.

Furthermore, Lucidspark can be used to incorporate various reading strategies, such as summarizing, questioning, and predicting, in a more engaging manner.⁶ For instance, teachers can create interactive activities where students summarize sections of a text on separate Lucidspark slides, pose questions to their peers, or predict outcomes based on textual evidence. These activities not only make reading comprehension exercises more interactive but also encourage active participation

⁵ Larysa V. Lysenko and Philip C. Abrami, "Promoting Reading Comprehension with the Use of Technology," *Computers & Education* 75 (June 2014): 162–172.

⁶ Sheng-Shiang Tseng and Hui-Chin Yeh, "Integrating Reciprocal Teaching in an Online Environment with an Annotation Feature to Enhance Low-Achieving Students' English Reading Comprehension," *Interactive Learning Environments* 26, no. 6 (August 18, 2018): 789–802.

and critical thinking. The use of Lucidspark can cater to diverse learning styles and needs.⁷ For visual learners, the ability to see information organized visually can enhance understanding, while for kinesthetic learners, the interactive nature of Lucidspark can make the learning process more engaging. The flexibility of Lucidspark also allows for differentiated instruction, where teachers can tailor activities to meet the varied proficiency levels of their students, providing more support where needed and challenging advanced students appropriately.

Several studies that relevant to this research, first from Ni Made Ari Dwipayanti in 2023. Entitled, *The Use of Google Jamboard to Improve students' Reading Comprehension*. qualitative research using the results of interviews with English teachers who use Google Jamboard as a teaching tool and EFL students. The results of the study show that Google Jamboard can assist teachers in teaching reading comprehension activities to students and is able to provide interactive learning for students. Fadli Amin and friends in 2022. Entitled, *The Impact of Video Game: "Age of Empires II" Towards Students' Reading Comprehension on Narrative Text*. The researcher conducted a quantitative and quasi-experimental method with a random sampling approach that used multiple-choice test was used as the tool of test. The result showed there is an impact of the video game on students' reading comprehension in the form of narrative text. Thus, video games

⁷ Chee Yan Choo, Mathumalar Loganathan Fahrni, and Chiau Ming Long, "Analysis of Students' Cognitive Presence and Perception in a Custom-Designed Virtual Problem Based Learning Assignment," *International Journal of Emerging Technologies in Learning (iJET)* 17, no. 22 (November 28, 2022): 132–143.

can be used as an alternative learning media to improve students' English skills, especially reading comprehension. Another study by Roni Adi Setiawan in 2023. Entitled, *Using the Jamboard Application for Learning to Write Explanatory Texts for Class VIII MTs Khazanah Kebajikan Students for the 2023/2024 Academic Year*. The researcher conducted qualitative method and observation, interview, test, documentation as the instrument. The results of this research show that using the Jamboard can provide a good stimulus for students in the process of learning explanatory text writing skills.

Based on some of the explanations above, the researcher is interested in raising a study entitled "The use of Lucidspark Media to Enhance Students Reading Comprehension". This study is intended so that researchers can see how the use of Lucidspark digital whiteboard media affects the reading ability of high school students in grade XI. The research method used in this study is qualitative descriptive.

SMAN 1 Bojonegara was chosen as the place where this research was conducted. This is a public school located in Bojonegara area. The researcher wanted to find out how the learning system, and learning media used in the delivery of English material at SMAN 1 Bojonegara. The researcher wants to know how students respond to the learning media that has been used, as well as the responses to the Lucidspark learning media that will be used in this study.

B. Identification of The Problem

From the research background above, the identification of the problem is:

1. Students of SMAN 1 Bojonegara need interesting learning media to improve students' reading comprehension.
2. Students are disinterest in reading English texts.
3. Students have difficulty understanding in reading.
4. Lack of teacher strategies in teaching reading to help students improve their understanding in reading.

C. Limitation of Problem

Based on the background and identification of the problems above, the existing problems are quite broad, so they require a limitation of the problems to be studied. The researcher limited the problem to be studied to the use of Lucidspark media to enhance students' reading comprehension. The place of the research is will be conducted at SMAN 1 Bojonegara.

D. Formulation of Problem

Based on the above description about the background of the problem, the identification of problem and the limitation of problem, the research problems that can be formulated as follows:

1. How to use the Lucidspark Media to enhance students' reading comprehension at SMAN 1 Bojonegara?
2. How do the student's responses on the Lucidspark Media to enhance students' reading comprehension?

3. How the results of learning to read narrative text for students using Lucidspark media to enhance students' reading comprehension at SMAN 1 Bojonegara?

E. Objective of Study

The researcher determines the research objective based on the formulation of problem as follows:

1. To find out the use of Lucidspark Media to enhance students' reading comprehension.
2. To find out the students' response to the use of Lucidspark media to improve students' reading comprehension.
3. To find out the learning outcomes of students by using Lucidspark media to enhance students' reading comprehension of narrative text.

F. Significances of Study

The researcher hopes that the present study will be useful in society broadly, especially for the need of teaching and learning in English education. The researcher divides the significance of the study both of theoretically and practically.

1. Theoretically

Theoretically, the present study will be beneficial as a reference for developing knowledge about the use of Lucidspark to enhance students' reading comprehension.

2. Practically

Practically, the result of this present study will be expected to provide significances for teacher, student, and the researcher herself. The present study hopes that students can enhance their reading comprehension skill during reading activity through Lucidspark. The researcher hopes that students can overcome their reading difficulties through optimistic attitude. After the teacher know about the use of Lucidspark on improving student's reading comprehension during reading activity, teachers can evaluate it. If the method is success, the teachers have to maintain it for improving their better teaching strategy. By using the Lucidspark, the researcher will get evaluation about the method. If the method is effective, it will be developed by the researcher for her students in the future. In addition, the study will be a review for the next research.

G. Writing Organization

This study is divided into five chapters, which contains several points that describe the chapter.

Chapter I Introduction, it is including of Background of The Study, Identification of The Problem, Limitation of Problem, Formulation of Problem, Objective of Study, Significances of Study, and Writing Organization.

Chapter II Theoretical Framework, it is including Reading, The Concept of Reading, The Purpose of Reading, The Types of Reading, The Nature of Reading Comprehension, Lucidspark, The Concept of Lucidspark, The

Procedures of Lucidspark, The Benefits of Lucidspark, Narrative Text, The Concept of Narrative text, The Structure of Narrative Text, and The Types of narrative Text.

Chapter III Research Methodology, it is including of Research Design, Research Setting, Population and Sample, Research Instrument, Technique of Data Collection, Data Analysis Technique.

Chapter IV Research Finding and Discussion.

Chapter V Conclusion and Suggestion.