

CHAPTER I

INTRODUCTION

1.1 Background of the Study

As a language learner, reading became an important language skill that must be mastered because it conveyed the competence of identifying ideational meaning in the text and identifying interpersonal rhetoric in the context (Nur and Ahmad, 2017). Through reading, the reader made interaction with the text and the text involved a cognitive process which means all written symbols decoded by a reader, from individual letters (smaller units) to larger units (words, clauses, or sentences) to get the meaning from the text (Darmawan, 2017). According to Dewi (2019), reading involved an interactive process which means the reader guesses, predicts, checks, and asked a question about a certain text or received the information in written form. Simplified, reading was the interpretation of a written message, readers comprehend the text depend on how they associated the idea and identified the meaning of the text (Mart, 2012).

Moreover, reading became challenging especially for students of English Foreign Language (EFL) because the language of the source text was not the same as the target text or reader's language. Whereas Mo (2021) argued one of the valuable language skills is reading which might be the best method of expanded a learner's vocabulary and intermediary for communicating with people in different languages and cultures. Challenge in reading was not only affected by different language but another factor that affected students' reading comprehension was

reading motivation. As stated by Hwang & Duke (2020) highly motivated readers tend to engaged in reading activities and persist to comprehend texts even when they faced difficulties, readers would spend more time and put more effort into reading, it is supporting them to comprehend texts efficiently.

There are several types of reading texts that was learned by the third year of Junior High School namely, descriptive, procedure, narrative, and report text. The students were expected to have more motivation to read the text and students abled to comprehend the text. In this research, the researcher focused the discussion on narrative text. Narrative text that focused on Junior High School students was an imaginative story that was used to express human experiences in a fictional way and the author tried to convey moral value through the text. It was supported by Guerrero Moya et al., (2016) narrative text was the text that describe past events, which aimed to entertain the reader, and often intended to provided moral lessons.

Based on the researcher's observations of the Ninth-grade students in the academic year 2021/2022 at SMP Negeri 16 Tanjungpinang, the researcher found out that the students read the text but could not catch points for what they read. Students also difficult collected other detailed information in the text, and students lack vocabulary. Besides that, student motivation could affected their reading comprehension because students was easy to get bored in class if the teacher only focused on the students' English books. It was not improve students' understanding. The teacher had difficulty made an attractive slides presentations, and it took time for design interesting slides. In other words, the teacher's problem

was limited knowledge about how to design attractive media, and the students' problem was the low ability to produced vocabulary, lack of reading comprehension, and low motivation to read the text.

In developing learning materials, teachers could use learning media to increased the motivation of students and support them to understand the material well. The use of media could be adapted to the current situation where technology is very influential. Interactive teaching media could be more practical because this learning media was integrated with gadgets such as laptops, computers, and smartphones. To maximized students learning experience, Interactive Multimedia could be alternative for teachers to have an opportunity to increased their knowledge about utilize modern technology in an educational context because Clarke & Dewi (2016), stated that many teachers had technological facilities such as Laptop, Smart Phone, and ease of access to the internet but struggling about how to taught using technology. Interactive Multimedia supported students' creativity so that the teacher as a learning facilitator provided the material which covered some aspects such as input, direction, and motivation. Furthermore, students could develop their knowledge independently through Interactive Multimedia (Rahayu et al., 2021).

The learning atmosphere was not boring because of technology utilization. It could activate students to learn anytime, and anywhere. Interactive Multimedia could be designed using software or a graphic design website that could help teachers created attractive media such as Microsoft Powerpoint, Macromedia Adobe Flash, Canva, etc. The Interactive Multimedia based on Canva as software

that provided graphic design tools that utilized a drag-and-drop format that familiar to the average users as well as professional designer. Canva could access by a website. It offered filters, vectors, graphics, various templates, and fonts, then free icons and shapes. Thus, Canva made learning more interesting because it was easier to use and save teachers time in designing the material also students were more excited because this media display text, video, animation, audio, images, or graphics.

Based on the explanation, the researcher was interested in conducting the research entitled “The Effectiveness of Interactive Multimedia towards Students’ Reading Comprehension at the Ninth Grade of SMP Negeri 16 Tanjungpinang”.

1.2 Identification of the Problem

Based on the research background, the students need to increase their comprehension of the narrative text. In this research, the research problem formulated by the researcher is as follows:

1. The student felt difficult to know the point of the text, the specific information, or the detail in the text. It affected their reading comprehension.
2. The students had low motivation to read the text. Lack of vocabulary knowledge and most of the students thought that English was a complicated language.
3. The teacher used an English book (student’s book), but the book only guided students to act in the class but the material was not complete. Almost all of the students even did not know what pages they have

learned. The teacher still used conventional media, it was not optimal and monotonous so the learning objective is less optimal and effectiveness in learning became low.

4. The teacher explained the material well, but students did not attract to participate in learning so many of the students were still confused about the material.
5. The teacher have limited learning medium in teaching reading.
6. The teacher has not used Interactive Multimedia in learning.

1.3 Limitation of the Problem

Based on the identification of the problem, the researcher limits the study to only focus on the effectiveness of Interactive Multimedia towards students' difficulty in reading comprehension, especially in narrative text.

1.4 Research Question

The reseach question formulated as follows:

1. Do the students who taught by using Interactive Multimedia get better achievement in reading comprehension than the students who taught by using Powerpoint at the Ninth grade of SMP Negeri 16 Tanjungpinang?
2. Is the use of Interactive Multimedia more effective than Powerpoint towards students' reading comprehension at the Ninth grade of SMP Negeri 16 Tanjungpinang?

1.5 Objective of the Study

The objective of this study as follows:

1. To discovered whether the students who taught by using Interactive Multimedia get better achievement in reading comprehension than the students who taught by using Powerpoint
2. To found that the use of Interactive Multimedia more effective than Powerpoint towards students' reading comprehension at the Ninth grade of SMP Negeri 16 Tanjungpinang.

1.6 Significances of the Study

1.6.1 Theoretical Significance

The theoretical significance of this research was expected to give another insight dealing the effectiveness of English learning media in the form of online interactive learning, especially in Tanjungpinang.

1.6.2 Practical Significance

The practical significance of this study was expected to give contribution for the teachers, students, and other researchers. They are as follows:

a) Teachers

This study useful because put up information about the effectiveness of using interactive learning medium towards students' reading comprehension, the information also can be used by English teachers as a reference to explore the tools which helpful for English lessons.

b) Students

This study expected to give benefits for students, especially students at the Ninth grade while learned narrative text. It provided various form of learning media in one medium it helped them to visualize the story so students could reached more comprehend in reading. Interactive Multimedia expected to give another option in learning and ease to accessed by themselves.

c) Other Researchers

This study expected to provide an additional theory for the effectiveness of media in learning. Therefore, through this study, it was expected to allow other researchers to give another insight or finding of Interactive Multimedia for another research field.

1.7 Definition of Key Term

There are several definitions of key terms that are related to the topic. The term is as follows:

1. Interactive Multimedia

Interactive multimedia is a service on digital computer-based systems that respond to input from the user by presenting multi-content related to narrative text, it consists of material about narrative text also accompanied by youtube, e-crossword, and students' live worksheets. Interactive Multimedia allowed users to interact in two ways in a single medium of the same information unit.

2. Reading Comprehension

Reading comprehension in the narrative text is the ability to process the information and meaning to integrate it with the reader's knowledge.

3. Narrative text

The narrative text is an imaginative story to amuse or entertain the reader and also provide the moral value of the story. The type of narrative text in this study is traditional stories and the genre is folktales and fairytales.

