

Exploring Interactive Multimedia In Literal Reading Class

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ABSTRACT

The aim of this study was to investigate the impact of interactive multimedia to students' reading comprehension at Literal Reading class. All participants were conveniently selected from the first year students of English Language Education Department at Nusantara PGRI Kediri University. Thirty participants were assigned as a sample. Quantitative method and experimental approach with One-Group Pretest-Post design were applied in this present study. Data collection through pre-test and post-test. Pre-test was administered before treatment, while post-test was administered after treatment. After gaining the data, t-test was analyzed using SPSS 23. The analyzes resulted in the finding that there was a significant difference score in pre-test and post-test. The mean score of post-test was better than pre-test. Thus, it can be said that interactive multimedia can impact the students' reading comprehension of the first year of English Language Education Department at Nusantara PGRI Kediri University.

Keyword: interactive multimedia, reading comprehension

INTRODUCTION

Reading is highly complex skill that is a prerequisite to success in society. In society, there are so much information is communicated in written form. For instance: when we look at a map, announcement, notice, letters, labels, messages, recipes, invitation, newspaper, magazine, book, text, etc. So, it is important to extract information from the printed page and comprehending the text. Rayner & Pollatsek argue (1989:22), it is obvious that to many people reading as all-encompassing activity that can take on different forms. Meanwhile, reading is a process of constructing meaning involves student's background knowledge and schemas to understand the information from the writer in the form of written language. It is in line with Dutcher's (1990) explanation, "Reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation".

Students require reading in their life due to by reading any type of texts such as book, magazine, novel, newspaper, short story, announcement, etc. they can gain new knowledge, new information, new vocabulary, grammatical structure and get a pleasure. Grabe (2009:4) explains that students can read basic forms, advertisements, newspaper,

and use basic reading skills in their work and daily lives when needed. They can read at a much higher level of comprehension, learning new conceptual information from texts, synthesizing new information from multiple texts, critiquing information in texts, and using their comprehension skills to reinterpret texts.

Moreover, Reading is the most important area of activity for individuals to engage in for the development of L2 academic competence, and it is important as well for interpersonal functions and for merely getting along in any literate society (Saville and Troike, 200: 155). In reading, students desire to understand what they have read. Thus, reading is comprehending which is making sense of what is read (Blachowics & Ogle, 2008:1). According to Weir and Singhal in Seken (2004), Reading comprehension is basically an interactive process of meaning making between the reader and the author through the text, which involves mental activities and background knowledge.

Every student has different goal in reading. Meaning, learning, and pleasure are ultimate goals of learning to read (Klinger et.al, 2007:2). Meanwhile, Grabe (2009:4) cites that students read for different purposes, they engage in many types of reading, particularly in academics setting, such as: reading to search for information (scanning and skimming), reading for quick understanding, reading to learn, reading to intergrate information, reading to evaluate, critique, and use information, and reading for general comprehension.

In Literal Reading class, the students have to comprehend texts to achieve the message what the writer put in the text and also followed by answering the questions given. In comprehending text, students put in all the capacities, abilities, knowledge, and experiences that carry out them to the act of reading. According to Alderson (2000: 7), the students should understand about literal meaning, inferred meanings, and critical meaning. Such distinctions mean that inferred meaning are somehow deeper than literal meanings, and that critical understanding of a text is more highly valued by society than a mere literal understanding. Moreover, McNamara (2007) states that students may understand each word separately, but linking them together into meaningful ideas often doesn't happen as it should. They can decode the words, but have not developed sufficient skills to comprehend the underlying, deeper meaning of the sentences, the paragraphs, and the entire text. They also understand the ideas and the relationships between ideas conveyed in a text.

Actually, for some students, comprehension is challenging, especially when the material is unfamiliar, technical, or complex. They also have problems in obtaining meaning of texts, such as: recognition of details information, understanding explicitly stated information, drawing inferences from the content, making inferences about the meaning of word in context, recalling word meaning, finding reference word, recognising writer's purposes, attitude, judgment fact or opinion, bias, tone, etc. Due to those problems, they are less motivation and averse to read any kinds of texts. It is similar with Kweldju's (1996) study in Khoiriyah (2015), it was found that the students were not interested in reading their content area textbooks although they thought such textbook were useful. She stated that the reason behind this lack of interest included students' limited background knowledge, inability to understand the content of text, and complicated organizational structure of text.

Considering the problems above, teacher plays an important role during teaching and learning process to help students improve their reading comprehension and to support the process . Nowadays, technology is facilitate both teacher and students to support teaching and learning. Students learn to read using information and communication technology

tools help them increase their reading performance. Thus, teacher requires to design and seek appropriate instructional materials for teaching and learning process which is match with students' abilities to create meaningful, exciting and enjoyable learning experience. Moreover, to accommodate a variety of student learning styles, a lot of media can be implemented in teaching learning process, one of them is exploring interactive multimedia. It is expected that utilizing interactive multimedia can motivate, enhance Literal Reading course more interesting, students are more active and feel enjoyment during reading class.

Interactive learning multimedia is a learning tool which integrates media objects such as text, graphics, video, animation, and sound to represent and convey information (Wahyuni, 2016). In addition, multimedia is the used for several media to present information. Combinations may include text, graphics, animation, picture, video, and sound (Ivers & Barron, 2002:2). Interactive multimedia can be utilized as a teaching media, which helps teacher explains the concept of knowledge and help students practice their skills. Students learn to read using information and communication technology tools, which can also have a positive impact on students with special needs (Ahmad, 2019) It is proved by Putra's study (2017), interactive multimedia is effective to teach reading skill at junior high school students.

LITERATURE REVIEW

a. Reading comprehension

Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. The students needs to distinguish given versus new information in the text and implicitly acknowledge what is shared among most students in a community (McNamara, 2007:3). An important dimension of reading education includes understanding what skilled readers do when they read (Ashby & Rayner, 2006:52 in Grabe 2009:14). Furthermore, Reading relates to such kinds of knowledge that students are required. Proficient reader can read a variety of materials with ease, interest, and read with comprehension even when the material is neither easy to understand nor intrinsically interesting. Thus, reading without understanding is useless and it cannot be separated from comprehension. Reader must comprehend the text in order to understand and interpret text (Khoiriyah, 2014). Comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known (Grabe, 2009:14). Students have to comprehend the text in order to understand and interpret text. Students who have good ability in reading will have better understanding in comprehending text than they have not. It is understood because reading comprehension is an interactive mental process between a reader's linguistic knowledge, knowledge of the world, and knowledge about a given topic.

According to Linse (2005:71) reading comprehension refers to reading for meaning, understanding, and entertainment and it involves higher orde thinking skills and is much more complex than merely decoding specific words. Moreover, Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension (Snow, 2002:11). In addition, reading comprehension is a complex process in which the reader uses his/her ability and also uses his/her previous knowledge to find information, get a gist of text, understand the meaning of the words and also to get fully understand of text (Khoiriyah, 2014). Concequently, students have

adequately comprehended text if they can recognize the content words and can understand most of the sentences.

b. Interactive Multimedia

Technology is commonly implemented by teachers to assist them deliver their knowledge to the students and to encourage them to learn with enjoyable situation. Interactive multimedia is an alternative media can be applied during teaching learning process in the classroom. Multimedia can be used as a teaching aid, which helps teachers explain the concept of knowledge or help learners practice skills that are taught using instructional media prepared by the teacher. There is a growing body of evidence that the use of ICT in the classroom can enhance learning (Meiers, 2009 in Zaim, 2016). Mishra & Sharma (2005:61) cited that Multimedia is multisensory; it engages the sense of the learners. It refers to a Web-based interactive computer-mediated application that includes various combinations of text, sound, still images, audio, video, and graphics.

Meanwhile, Mayer (2001) says that multimedia as the combination of various digital media types, such as text, images, sounds, and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience. Multimedia is the used for several media to present information. According to Vaughan (2011:1), multimedia is a woven combination of digitally manipulated texts, photographs, graphics, arts, sounds, animation, and video elements. When users allow an end user also known as the viewer of multimedia project in order to control what the elements are delivered, it is called interactive multimedia.

In addition, interactive multimedia is the use of multiple media used for expression or communication and the existence of a dynamic user-state or content-altering capability ((Deliyannis, 2012:5). It implies that there is an interactive behavior when the teacher uses interactive multimedia. It supposed to make teaching and learning is easier, better understanding more engagement and more pleasure, therefore the English teaching and learning process will run smoothly and more fun without feeling bored, especially when learners have reading activity (Khoiriyah, 2017).

RESEARCH METHOD

The objective of this research is to know the the impact of interactive multimedia on the students' reading comprehension at Literal Reading class. The design used is quantitative method and pre-experimental approach using One-Group Pretest-Post design. The participants were 30 students of the first year of English Language Education Department at Nusantara PGRI Kediri University in academic year 2020/2021 consisting of 10 male and 20 female. Reading comprehension test was employed to collect the required data. The researcher used simple random sampling in determining the sample. The test was given in the form of pre-test and post-test. Pre-test was applied before treatment. Then giving treatment to samples by teaching reading using interactive multimedia. Next, post-test was employed to assess the results of the treatment. To find the difference between the average score of pre-test and post-test, SPSS 23 was used to analyze the data.

RESULT AND FINDING

a. Result

In this research, the result of descriptive statistic in table 1 showed the students' reading comprehension before and after being taught using interactive multimedia can be

seen that out of 30 participants, the minimum score of pre-test was 36 and maximum score was 72 with mean score was 54.0000. On the other hand, the minimum score of post-test was 44 and maximum score was 88 with mean score of post-test was 69.0667. It can be said that the average score of post -test is higher than pre-test.

Table 1
Descriptive Statistic of Pretest and Posttest

	Minimum	Maximum	Mean	N	Std. Deviation
Pretest	36	72	54.0000	30	10.95445
Posttest	44	88	69.0667	30	12.06572

After knowing the difference between pre-test and pos-ttest score, the reseacher calculated the t-test to know the result of paired sample statistics and the paired samples correlation and it can be seen in table 2 and 3.

Table 2
Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	54.0000	30	10.95445	2.00000
Posttest	69.0667	30	12.06572	2.20289

Referring to paired sample statistic on table 2, it proved that the the mean score of pre-test was 54.0000 with standard deviation 10.95445 and standart error mean was 2.00000. Then, the mean score of post-test was 69.0667 with standard deviation 12.06572 and standart error mean was 2.20289. Furthermore, to know the correlations of pre-test and post-test , the reseacher calculated the paired samples correlation can be seen in table 3 below.

Table 3
Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	30	.747	.000

In addition, Paired Sample Correlation above indicated that correlation before and after being taught by using interactive multimedia was ,747 with significance value ,000. It means there is any correlation between students' reading comprehension before and after being taught using interactive multimedia. To know if there is any significant impact or not, t-test samples was calculated (see table 4).

Table 4
Paired Samples Test

	Paired Differences				t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference			

			Mean	Lower	Upper				
Pair 1	PRETEST - POSTTEST	-15,06667	8.25011	1,50626	-18,14731	-11,98602	10,003	29	,000

Furthermore, Paired Sample Test on table 4 above showed the mean differences between pre-test and post-test score was -15,06667. Then, standard deviation was 8.2501 and the standard error mean was 1,50626. Meanwhile, t-test was 10,003 and the t-table with degree of freedom 29 was 2.045 at the level of significance 5%. It means t-test was higher than t-table ($10.003 > 2.045$ and Sig. (2-tailed) is ,000.

The data showed that t-test was higher than t-table in the significance 5%. Therefore, the alternative hypothesis (H_a) is accepted and (H_o) is rejected. It can be concluded that interactive multimedia has significant impact to the students' reading comprehension of the first year of English Language Education Department at University of Nisantara PGRI Kediri.

b. Discussion

Referring to the research finding above, there was a significant impact of utilizing interactive multimedia to students' reading comprehension of the first year students of English Language Education Department at Nisantara PGRI Kediri University particularly in Literal Reading class. It was proven by looking at the result of post-test was higher than, and also the result of analysing t-test was higher than t-table. It is indicated that interactive multimedia has significant impact to students' reading comprehension at Literal Reading class such as: they could concentrate during reading, they got easier in comprehending text what they have read likes: finding literal, inferential, and critical information. For instance: they were easy to find detail information, main idea and content of text, implied information, the meaning of some words in the text, recall word meaning, find reference word, etc.

On the other hand, interactive multimedia gave contribution to the students that is they were interested and motivated to join Literal Reading class, it also created conducive teaching environment in the classroom. Zaim (2016) states that multimedia has a power to motivate learners practice their language in a contextual situation then they acquire the language. Meanwhile, multimedia interaction also extends and supports learning and reading skills in valuable ways which may increase educational opportunities for underachievers to become good readers (Ahmad & Koo, 2019).

The result of this present study is similar with Nurhana's study (2014) entitle Improving Students' Reading Skill Through Interactive Multimedia of the 8th Grade at SMP Raden Fatah Cimanggu Cilacap the Academic Year of 2013/2014. The finding showed that using Interactive Multimedia could improve the students' reading skills at SMP Raden Fatah Cimanggu, Cilacap. The students made a good improvement in some aspects of reading skills, such as grammatical words classes, system, particular meaning, and task achievement. They were also more confident to read aloud, actively participated during the teaching and learning process. Similarly, Puspitawati's finding (2017) showed that interactive multimedia was effective on students' reading comprehension in narrative text at the eleventh grade students of SMAN 7 Kediri. After giving treatment, the students were easier to understand the text, such as finding the topic of the text, the generic structure, the language features of the text, the meaning of the words, stated information, implied information. It is also made teaching and learning process more interesting and enhanced the students' motivation.

CONCLUSION

Generally speaking, reading comprehension is the ability to process information that students have read and to understand its meaning. During reading, students try to understand ideas that a writer has put in the text. Thus, by reading students can acquire a lot of information, develop vocabulary and grammatical structures, enhance their knowledge, open their mind, and understand the writer's ideas, purpose, bias. Therefore, interactive multimedia can be applied by the teacher to facilitate teaching learning process. It allows integration of text, graphics, audio, and motion video in a range of combination. So, the students can interact with textual, aural, and visual media in a wide range of format. Hence, it can build students' reading proficiency, create joyful atmosphere in Literal Reading class, encourage students' interest and motivation in learning reading, and develop students' communicative competence, and provide more opportunities for communication among students and between students and teacher.

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