ARTICLE

THE EFFECTS OF INTERACTIVE MULTIMEDIA ON READING SKILL OF SECOND GRADE STUDENTS OF SMPN 2 PAPAR ACADEMIC YEAR 2016 / 2017

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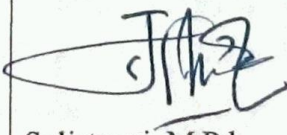## ARTIKEL SKRIPSI TAHUN 2017

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ABSTRACT

Reading has the considerable role in the language teaching to strengthen the skills which are acquired by the students in listening, speaking, and writing. To make the teaching of reading interesting, the suitable media which can be used is interactive multimedia.The purpose of this research are (1) To know students' score of reading skill before being taught using interactive multimedia at second grade students of SMPN 2 Papar academic year 2016 / 2017 (2) To know students' score of reading skill after being taught using interactive multimedia at second grade students of SMPN 2 Papar academic year 2016 / 2017 (3) To find the effect of interactive multimedia on students reading skill at second grade students of SMPN 2 Papar academic year 2016 / 2017. In this research, the writer used used experimental design using quantitative approach with one group Pretest-Posttest design. The sample of this research is 33 students VIII-H SMPN 2 Papar. From the result of T-test known that the 8.70 and the T-table is 2.042. If the T-score $\geq$ T-table and the level significant is 5%, it means that it is very significant, so the Alternative Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) is rejected. Therefore, it is clearly seen that there is significant effect on students' reading skill at the eight grade of SMP N 2 Papar. The researcher concludes that interactive multimedia is effective to be used in teaching reading espicially in the eight grade students of Junior High School.

Keywords: Reading, Reading skill, Interactive Multimedia.

I. INTRODUCTION

Reading is one of the four language skills which need to be learned besides listening, speaking, and writing. Reading is one of the key skills in language learning. It reinforces the skills students acquire in speaking, listening and writing. (Maxom, 2009: 139). Reading is an active process to get information from written language. Grabe, (2009:15) states that "Reading is an interactive process in two ways". Reading is also an interaction between the reader and the writer. The text provides information that the author wants the reader to understand in certain ways.

For junior high school students, reading skills are very useful way to understand the text. In this skill the students are demanded to understand the text as well as possible. However, it is not easy to make the students get information while reading the text. From the interviews with the English teacher in SMPN 2 Papar, the researcher found that the students have

low understanding of texts. It is reflected by their incapability in finding the main idea. They also find difficulties in getting meanings of difficult words. Moreover, the students cannot relate the information from one paragraph to other paragraphs. Sometimes, when they just read a text and they have to tell about the text, they know nothing. It means that the students do not know exactly how to understand the texts. Consequently, the students get nothing in reading as they find difficulties in grasping the information of texts. The students' inability to understand texts is caused by some factors such as the students are not interested in the teaching reading and learning process of reading. Instead of doing the activity on reading, they spend their time to talk with their friends in the classroom. When the teacher asks them some questions about the text being discussed, they do not answer or answer the questions unseriously, furthermore the students also come late to the class.

Considering the facts above, the researcher need to search effective ways to improve the teaching and learning process of reading in English Class of SMPN 2 Papar, Kediri. One of the media which is appropriate to be applied in the teaching and learning process is interactive multimedia. Vaughan (2008: 1) states that 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. By applying interactive multimedia, the students are hoped to be motivated in learning English and assume it as an easy subject.

Interactive Multimedia enhances the process of teaching and learning reading, which belong to macroskills that is considered difficult to accomplish. The software was used by considering the factors contributing to difficulties in reading. This software helped the teachers by providing some materials especially for reading. Moreover, it can also attract the students to enjoy the class, the teenager students were very interested with the use of technology in the process of teaching and learning.

In this research, researcher focuses on using interactive multimedia as a media to improve reading skill at second grade students especially to find the topic or main idea, find purpose of the text, find factual information and make a conclusion of the text.

II. METHOD

In this research, the writer used quantitative research. According to Creswell (2009: 4), quantitative research is a means for testing objective theory by

examining the relationship among variables. This research used experimental design using quantitative approach with one group Pretest- Posttest design. According to Ary et al (2010: 26) experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable.

This study used pre- experimental design in the form of one group pretest-posttest design using quantitative approach (Ary et al 2010: 303). In pre-test and post-test group the observation do two times, before giving treatment called pre-test and after giving treatment called post-test. In this study the researcher just puts one group and uses pre-test and post-test to see the result of the treatments.

The researcher decided eighth grade students of SMPN 2 Papar as populations. Thus, the researcher chooses eight grade students of VIII - H as the sample of this research that consists of 33 students.

As an experimental research, the instrument that will be used in this research is tests. The instruments used were pre test, treatment and post test The test is delivered twice in form of multiple choice which are done twice, the test consist of 20 questions. The first test is pre-test that is given before treatment and the last is post-test that is given after students are given a treatment taught using Interactive multimedia.To analyzing all of

the data which collected from the pre-test and post-test score the researcher will be analyzed by using T-test.

III. RESULT AND CONCLUSION
A. RESULT

In this section, present some findings about the effect of interactive multimedia on reading skill. From the score of pre-test and post-test data analysis, it was found the total of students' pre-test score is 2380 with mean 72.12 and the total of students' post-test score is 2650 with mean 80.30. It means that the mean of post-test is increase. The total score of D was 270 and the final result of D² was 3150. From the calculation the mean different of pre-test and-post-test and calculation the number of standard deviation score, it known that the result of t-score was 8.70 and degree of freedom was 32.

Table 3.1

The statistical computation of using T-test

Df	T-score	1%	5%	Alternative Hypothesis (Ha)	Null Hypothesis (Ho)
32	8.70	2.750	2.042	Accepted	Rejected

From the table 3.1 shows the result of this research that t-score is 8.70 at the degree of freedom 32 and t-table 2.042 at the level significant of 5% (0,05). From the result of T-test known that the T-score is 8.70 and the T-table is 2.042. If the T-score ≥ T-table and the level significant is 5%, it means that it is very significant, so

the Alternative Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) is rejected. It can be seen that (Ha) which states that There is significant effect of interactive multimedia in reading skill to the eight grade students of SMPN 2 Papar in academic year 2016 – 2017.

B. CONCLUSION

Based on the research finding, the researcher can be concluded that media is important to teach reading. By implementing media during the English lesson, students could receive the material easier and more enjoyable. One of the media is interactive multimedia. Interactive multimedia can be used as an alternative to teach reading to the students at junior high school.

Using interactive multimedia as media in teaching reading descriptive text can improve the students' reading skill and also motivate the students in English lesson, especially descriptive text. Interactive multimedia can guide the students to find generic structure, to activate their background knowledge by making prediction and improve their vocabulary mastery by guessing meaning of the difficult words based on the context or pictures of that media. It can be seen from the significant improvement of students' score from the comparison between pre-test and post-test.

From the result, there is significant effect of interactive multimedia in reading skill to eight grade students of SMPN 2 Papar. It was proved by the obtained score of t-test. The t-test showed that t-score 8.70 was higher than t-table 2.042. It means that Ha was accepted and Ho was rejected. Moreover, the students'reading skill also increased after being taught using interactive multimedia. It is proved by the mean of post-test (80.30) that is higher than the mean of pre-test (72.12). It means that there is any effect of interactive multimedia to the students'reading skill. Thus, this media should be applied in teaching reading.

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