

**ARTICLE**

**UTILIZING INTERACTIVE MULTIMEDIA FOR TEACHING READING  
NARRATIVE TEXT IN THE ELEVENTH GRADE AT SMAN 7 KEDIRI  
ACADEMIC YEAR 2017/2018**



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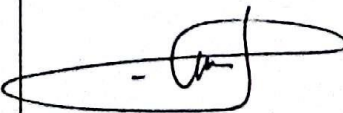
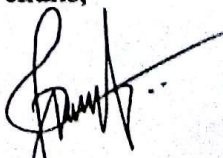
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## UTILIZING INTERACTIVE MULTIMEDIA FOR TEACHING READING NARRATIVE TEXT IN THE ELEVENTH GRADE AT SMAN 7 KEDIRI ACADEMIC YEAR 2017/2018

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### ABSTRACT

Reading is necessary to increase students' knowledge to comprehend text or other reading material. This conception maintained by the fact that reading has been a part of daily activities. For a case, students always read everything what they want to gain some information, knowledge, how to write better, and also new vocabulary they read almost every time in a day such as reading messages, letters, newspaper, novel, etc. In reading the students should comprehend what the writer has put in the text, reading without comprehend is useless. The purpose of the research are: to know the students' reading comprehension before and after being taught utilizing interactive multimedia and to know whether or not there is significant effect of teaching reading utilizing interactive multimedia to the students' reading comprehension at SMAN 7 Kediri. This research is used quantitative approach with pre-experimental. Technique of collecting the data use 3 steps: pre-test, treatment and post-test design and the subject of the research is the second grade students of SMA Negeri 7 Kediri that taken only one class consist of 29 students. The result of the data analysis mentioned, the researcher found the mean of post test (81,89) is higher than the mean of pre test (68,10). In the report of t-test it show that t-score (15,042) is higher than t-table in the level of significance 5% (2,028). Thus, Interactive Multimedia can enhance the students reading comprehension to the second grade students at SMAN 7 Kediri. It can be concluded that interactive multimedia was effective on students' reading comprehension in narrative text.

**KEY WORDS: Reading Comprehension, Interactive Multimedia, Narrative text**

### I. INTRODUCTION

Reading is necessary to increase students' knowledge to comprehend text or other reading material. This conception maintained by the fact that reading has been apart of daily activities. For a case, students always read everything what they want to gain some information, knowledge, how to write better, and also new vocabulary they read almost every time in a day such as reading messages, letters, news paper, novel, etc. It is supported by Urquhart & Weir (1998) in Grabe (2009), they stated that reading

is processed of receiving and interpreting information encoded in language form via the medium of print.

Moreover, the students also use their background knowledge and strategies to comprehend what they read. It is in line with Grabe (2009:7) that reading in academic setting is divided into six major purposes, there are reading to search for information (scanning and skimming), reading for quick understanding (skimming), reading to learn, reading to integrate information, reading to evaluate,

critique, and use information, and reading for general comprehension (in many cases, reading for interest or reading to entertain).

In reading the students should comprehend what the writer has put in the text, reading without comprehend is useless. Thus, reading and comprehension cannot be separated. "Comprehension is a process that involves thinking, teaching, past experiences, and knowledge (Prado & Plourde, 2005)" in Harvey (2005). They also stated that comprehension is the interaction among word identification, prior knowledge, comprehension strategies, and engagement. In process of comprehending text the students build their prior knowledge then they try to engage with the words that they have identified with comprehension strategy that they have. Therefore, Klingner (2007:2) states that reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency".

Moreover in teaching reading, there are some reasons why teachers should teach reading to their students. It is because most of students still lack motivation on reading or if they have they do not understand about what they have read. As stated by Harmer (1998: 68) the first reason why teacher should teach reading to students because many of the students want to be able to read texts in English either for their careers, study purposes, or simply for pleasure. The second reason is that any exposure to English is a good thing for language students. At very least, some of the language sticks in

their minds as a part of the processes of language acquisition, and, if reading text is especially interesting and engaging, acquisition is likely to be even more successful.

For instance, students get difficulties in determining main ideas, topics, word meaning also textual reference and inference when they read a text and for sure they get nothing because they do not catch the writer's idea. The other problem is they are lack of vocabulary. Sometimes they feel bored when they are reading to understand the word, sentences, and paragraphs. The teacher should help and motivated the students to become good reader in Khoiriyah (2017;107). Their difficulties happens because their reading habit is taken away. They need motivation or purpose, vocabulary, automaticity of decoding, and fluent reading.

Based on the fact above, the teacher should find the effective ways in teaching and learning process of reading narrative text. To acquire learning and quality of teaching process some techniques, strategy and also media can be used by the teachers to increase student reading skill.

One of way that the teacher can use to increase students' reading comprehension, to motivate the students, to make joyful learning the teacher can use interactive multimedia. Interactive multimedia is the integration of text, sound, graphics, animation, and video into a single unit. It is in line with Reddi's (2013) statement that multimedia can be defined as an integration of multiple media elements (audio, video, graphics, text, animation, etc.) into one synergetic and symbiotic whole that results in



more benefits for the end user than any one of the media elements can provide individually”. According to Han (2010: 320-321), interactive multimedia is good for arousing students’ reading interest and motivating students to study English. It can also turn a passive learner into an active one through stimulating the initiatives in learners. Furthermore, it can promote an advanced interactive model of reading.

This study focused on utilizing interactive multimedia for teaching reading comprehension. The interactive multimedia focused on Autoplay, while reading comprehension focused on narrative text which includes finding the purpose and topic, identify factual information, identify meaning of word, identify reference of word, implied information. The population of this study is for eleventh grade students at SMAN 7 Kediri. The writer focus on utilizing interactive multimedia for teaching reading narrative text in eleventh grade students at SMA NEGERI 7 Kediri because she believe that interactive multimedia is able to help the teacher to distribute materials of narrative text.

## II. METHOD

This research used quantitative approach because to evaluate the efficiency of interactive multimedia in teaching reading narrative text. It is necessary to select the media to lead this research. The writer leads experimental research that manipulates the independent variable, though the dependent variable is organized with the aim of creating the effect of independent variable and dependent variable.

The subject of this research is eleventh grade in first semester of SMAN 7 Kediri that consist of 29 students. The instrument used to collect the data in this research is test which consists of pre-test, treatment, and post-test. The pretest and post-test were in the same form of multiple choices about narrative text. The researcher hopes the same kind of test can draw the difference of students’ reading comprehension before and after being taught utilizing interactive multimedia. The score of students’ reading comprehension before and after being taught utilizing interactive multimedia analyzed by using Paired sample t-test in SPSS version 2.1 to see the effect of interactive multimedia on students’ reading comprehension with a significant level = 5%.

## III. FINDING AND DISCUSSION

This finding of this research can be seen below: the data of pre-test showed out of 29 students, 11 students passed the test while 18 students failed the test. Moreover, the lowest score of pre-test was 50 and the highest score was 80.

Then, the researcher did the treatment twicw, the process of treatment was described here. In the first meeting, the researcher taught reading narrative text utilizing interactive multimedia. Reading activities were devided into 3 activities, the activities are pre-reading, whilst-reading, post-reading.

### a. First Meeting

First, the researcher entering the class, he greeted the students and open the lesson. Then

she introduced how to use the interactive multimedia especially autoplay.

#### 1) *Pre-reading:*

Using autoplay the reseacher asked the students to observe the pictures about some narrative story. Then the researcher gave some leading question which were reated with the story and the material that would be taught.

#### 2) *Whilst-Reading:*

After the researcher gave the leading question to the students, she introduced the students to the inteactive multimedia that would be used in the learning proces. The interactive multimedia consisted of the autoplay which was an application that contained of the explanation of the material, the quiz, and games that related with the material. Then after she introduced it, she explained the generic structure about the material which was narrative text. then after explaining, she asked the students about the questions related with the generic structure of the example in narrative text.

#### 3) *Post reading*

Together, the researcher and the students discussed the result of their works actively. After they checked together, the researcher rechecked the material and students' understanding. Moreover, the researcher pray with the students and then close the lesson.

#### b. Second Meeting

In the second meeting the researcher doing the treatment focusing on finding the information that related with the text.

#### 1) *Pre-Reading:*

The researcher ask to the students about the last material that had been taught then she asked them to give a short riview about it.

#### 2) *Whilst-Reading:*

By using autoplay the researcher showed a story about Snow White then she asked to the students about some information that related to the text. The informations were about main idea, topic, and purpose. The researcher asked the students to open students' worksheet. The students' worksheet consisted of questions about finding the topic, main idea, purpose, specific information, etc.

#### 3) *Post-Reading:*

Together, the researcher and the students discussed the result of students' worksheet. After they checked together, the researcher rechecked the material and students' understanding. Moreover, the researcher pray with the students and then close the lesson.

The last step is post-test. Based on the data that the researcher got, the lowest score of post-test was 70 and the highest score was 90. According to the total score of pre-test and post-test showed that post-test score better than pre-test score.

To analiye the data result, there are data outputs from calculated using SPSS 2.1 version: Paired Sample Statistic and Paired Samples Test.

#### The mean score of Pre-test and Post-test Paired Samples Statistic

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Paired Sample 1	PRETEST	68,10	29	7,247	1,346
	POSTTEST	81,90	29	5,576	1,036

Based on the Paired Samples Statistics table above, it showed the mean score of pre-test was 68,10 with standard deviation 7,247 and the mean score of post-test was 81,90 with standard deviation was 5,576. The number of participants in each test (N) is 29. To find that this research is successful and has significant effect the researcher calculated t-test samples.

### The T-score of Pre-test and Post-test Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	PRETEST - POSTTEST	-13,793	4,938	,917	-15,871	-11,915	15,042	,000

Based on the Paired Samples Test table above, it showed t-test is 15,042 and the t-table with degree of freedom 28 is 2,048 at the level of significance of 5%. It means t-test was higher than t-table ( $15,042 > 2,028$ ) and Sig. (2-tailed) is 0,000 was lower than 0.05. Then, the means differences between pre-test and post-test score was  $-13,793$ . To sum up, this research has significant effect of utilizing interactive multimedia for teaching reading in eleventh grade of SMAN 7 Kediri. Such as: the students can identify topics, main idea, finding implied information, and also written information.

Utilizing interactive multimedia is not only effective to enhance the students' reading comprehension, but it also makes teaching and learning process more interesting and enhance the students' motivation.

The result of this research is supported the previous study that conducted by Nurhana (2014) by the title "Improving Students' Reading Skill Through Interactive Multimedia of The 8th Grade at SMP Raden Fatah

Cimanggu Cilacap the Academic Year of 2013/2014". The method of her study is Classroom Action Research (CAR). Based on the result of her study, interactive learning media can improve the reading skill of students in VIII-E class of SMP Raden Fatah Cimanggu. The increase can be seen in the implementation process of learning that lasts in a relaxing yet serious way, because interactive learning media has the excitement dimension. The use of interactive learning media in reading can also improve the learning outcome. The result of her research showed that interactive multimedia can enhance students' reading comprehension significantly.

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