CHAPTER I

INTRODUCTION

1.1 Background of the Study

Learning English is very important because English is an international language which is used by people in the world in order to communicate. In learning English, there are four main skills that should be mastered by the learners; speaking, writing, listening and reading. Reading is one of the important skills. According to Richards & Schmidt, (2010) reading is the process by which the meaning of a written text is understood. In reading activity, students should be able to comprehend meaning of texts to get information and also knowledge from texts. Thus, it can be concluded that readers not only should know the meaning of words but also be able to comprehend the meaning contained in texts.

Moreillon (2007) stated that reading is making meaning from printed and from visual information. It means that in reading activity, students should be able to get information from texts that can be in printed or visual forms. According to Patel & Jain (2008) reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. So, reading skill is an important tool to update knowledge for the success by comprehending texts.

Therefore, the purpose of teaching reading in the classroom is to develop students' ability to read, get the idea, understand texts written in English, update

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their knowledge and get success in academic. In order to achieve the goal of reading in classroom, teacher should be able to teach students effectively and efficiently. So, the teacher has to use appropriate strategies, technique and tools or media in teaching reading.

In language learning, multimedia can be used in teaching some skills, one of them is reading. At the present time, reading activity not only can be done by using printed texts such as textbooks, newspaper, or magazines, but also can be done by using multimedia technology such as computer and smartphone. The use of appropriate multimedia also suggested by Indonesia High School education curriculum. This is in accordance with Golshan & Tafazoli's idea (2014): "The developments of Information and Communication Technology (ICT) have led teachers and syllabus-material designers to consider the possibility of integrating technology into the mainstream curriculum development." It means that ICT has important roles in the process of learning and teaching.

In order to develop students' ability in reading comprehension, School Based Curriculum (KTSP) provides reading as one of the skills that must be taught and learned in school. Senior High School 10 is one of the schools that also uses School Based Curriculum (KTSP) as guidance in teaching and learning process. In this school, English has been taught since the first year of English teaching period. Based on the syllabus, in teaching reading, teachers have to ask students to read texts aloud and discuss the aspects of texts in group. The basic competence also stated in the syllabus of this school is that the students have to read texts aloud, respond and comprehend meanings of texts. Then, at the end of the learning process

the students will be able to identify aspects of texts such as topic, specific information, generic structures, meaning of words or sentences and communicative purpose.

Even though syllabus has mentioned has mentioned that teaching should use various media, its use still not suit to the current development. Based on the preliminary research, in this school the teacher still use conventional media in teaching and learning process. The teacher uses textbook to explain the materials. In consequence, students are not interested in learning reading comprehension which can influence their reading comprehension score. The passing grade is 78. There were only 9 students got score above the passing grade and the rest got score below the passing grade. It means that only 9 students passed the reading test and the rest did not. The problems that still faced by the students are indicated in some symptoms as follows:

1. Some of the students were not able to identify the topic of texts.
2. Some of the students were not able to identify specific information of texts
3. Some of the students were not able to identify generic structures of texts.
4. Some of the students were not able to identify the meaning of words in texts.
5. Some of the students were not able to identify the communicative purpose of the texts

In order to solve students' problem in reading comprehension, there are many ways that can be used by teachers, one of them is using multimedia. Multimedia technology has important roles in learning process. Rai (2014) in his paper said that multimedia reading materials and environments have an edge over textbooks as

they offer a variety of flexible supports including text-to-speech, voice recognition, animation, music and sound effects, embedded dictionaries, linked videos to boost background knowledge and vocabulary, study tools such as highlighters and annotation capabilities, and animated agent tutors.

In creating multimedia reading materials, the writer used one application called Macromedia Flash. Saputra & Tiarina (2013) on their research said that Macromedia Flash is combination of learning concept with the audiovisual technology capable of generating new features that can be used in education. Hosea (2006) also stated that Flash is also used to create stand-alone CD-ROMS and presentations, animation for TV, content for PDAs, interactive television, kiosks and mobile phones. So, Macromedia Flash is kind of interactive multimedia which include animation, audiovisual technology and can be used to create presentation in education.

Multimedia is very useful in learning English. It can increase the students' interest in reading and improve their reading comprehension. Teachers instructors and learners are helped by using media to achieve the learning goals (Pandey, 2014). Therefore, the writer considers that multimedia reading materials which are created by using Macromedia Flash can be useful, more effective, interactive and interesting in teaching reading.

The phenomena described above indicate that it is necessary to conduct a research entitled **"The Effect of Using Multimedia Reading Materials on Students' Reading Comprehension at State Senior High School 10 Pekanbaru".**

1.2 Problem

1.2.1 Identification of the Problem

Based on the phenomena described above, the writer is going to identify the problems as follows:

a. Why were some of students not able to identify the topic of texts?

b. Why were some of students not able to identify specific information of texts?

c. Why were some of students not able to identify the generic structure of texts?

d. Why were some of students not able to identify the meaning of words in texts?

e. Why were some of students not able to identify the communicative purpose of the texts?

1.2.2 Limitation of the Problem

Multimedia and reading comprehension covered many issues that deserve to be investigated. Thus, the writer limited this study on students' reading comprehension of narrative text which was supported by multimedia reading materials created by using Macromedia Flash application. Thus, another type of texts or applications was not being investigated in this study.

1.2.3   Formulation of the Problem

Based on the limitations of the problem, the writer formulated the problem of the study as follows:

a. Is there any significant effect of using multimedia reading materials on students' reading comprehension at Senior High School 10 Pekanbaru?

b. On which component of reading comprehension does the use of multimedia reading materials have the biggest effect on students' reading comprehension of narrative texts?

1.3 Objective and Significance of the Research

1.3.1   Objective of the Research

a. To find out whether there is or not any significant effect of using multimedia reading materials on students' reading comprehension at Senior High School 10 Pekanbaru.

b. To find out on which component of reading comprehension does the use of multimedia reading materials have the biggest effect on students' reading comprehension of narrative text.

1.3.2   Significance of the Research

Related to the objective of the research, the significance of the research are as follows:

a. This research finding is expected to support the theories related to the English education, in the terms of students' reading comprehension.

b. These research findings are also hopefully useful and valuable, especially for students and the teachers of English at State Senior High School 10 Pekanbaru to be considered in their teaching and learning process in the future.

c. This research is also expected to be the practical and theoretical information to the development of the theories in language teaching.

1.4 Definition of Key Terms

In order to avoid misunderstanding and misinterpretation about the title of the research, it is necessary to define the terms used, as follows:

a. Multimedia Reading Materials

Multimedia is a computer mediated technologies that enable people to access and use data in a variety of forms: text, sound, and still and moving images (Richards & Schmidt, 2010). Thus, multimedia reading materials are reading materials that will be presented by combining text, sound, and still or moving image using computer technology. In this study, multimedia reading materials will be made by using Macromedia Flash.

b. Reading Comprehension

Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types) (Klingner, et.al 2007). Patel & Jain (2008) also added that reading comprehension involves

understanding the meaning of context, vocabulary, grammatical structure and concepts. It means that reading comprehension is not a simple process. Readers need their prior knowledge about text and understanding components include in texts to build their comprehension. In this research, the writer will focus on reading comprehension of narrative text.

c. Narrative Text

According to Richards & Schmidt (2010) narrative is written or oral account of a real or fictional story. They also mentioned that the purpose of narrative is to tell a story or to entertain. Thus, narrative text is a text which tell a real or fictional story to entertain readers.