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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Theoretical Framework

The theoretical framework of this study is based on the concepts, theories and previous study about reading comprehension and multimedia that will be discussed below.

2.1.1 Reading Comprehension

Reading is an interactive process between the reader and the writer of texts to get information include in texts by comprehending it. According to Klingner, et.al (2007), reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (prior knowledge) related to the text itself. Snow (2002) also defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language which consists of three elements: the reader, the text, and the activity or purpose for reading. It means that reading comprehension is not a simple process. In reading comprehension, readers need their prior knowledge about text they read to build their comprehension.

Moreillon (2007) stated that reading is making meaning from printed and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill. Then, Patel & Jain (2008) also added that reading comprehension involves understanding the meaning of context,

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vocabulary, grammatical structure and concepts. Thus, in reading comprehension, readers need to understand about components include in the texts.

Regarding the definition of reading comprehension above, the writer concludes that reading comprehension is a complex process in term of constructing the meaning in purposes to know what texts talk about. When readers read, they will make a connection between their background knowledge and the new information from the text. In comprehending texts, readers also need to understand about the meaning of context, vocabulary, grammatical structure and concept of texts. So that the readers can have good reading comprehension.

2.1.1.1 Types of Reading Comprehension

Reading comprehension also can be differed by its purpose. According to Richards & Schmidt (2010) there are four types of reading comprehension based on its purpose:

- a. Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.
- b. Inferential comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.
- c. Critical or evaluate comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.
- d. Appreciative comprehension: reading in order to again an emotional or other kind of values response from a passage.

Based on the statements above, there are four types of reading comprehension which have different purposes of each type. Literal comprehension means reading to know information in general. At inferential comprehension, the reader aims at findings specific information of texts. At the critical comprehension, the readers compare and conclude their own knowledge and values of texts.

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Meanwhile, appreciative comprehension brings the reader to go within an emotional response from a text.

2.1.1.2 Components of Reading Comprehension

There are many components of reading comprehension which have its own characteristic. King and Stanley (1998) stated five components that may help to read carefully, they are:

a. Finding factual information

In finding factual information, it requires readers to scan specific detail.

The factual information questions are prepared for students and those which appear with WH-question word.

b. Finding main idea

The main idea of a paragraph is what the author wants you to know about the topic. Main idea makes a particular statement or emphasizes a special aspect of the topic. It is usually expressed as complete thought and indicates the author's reason or purpose for writing and the message he or she wants to share with the reader.

c. Identifying the topic

A paragraph can be defined as a group of related ideas. The sentence relates to one another in the sense that each is about common person, place, thing, or idea. This common subject or idea is called the topic. Topic is what the entire paragraph is about.

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d. Finding the meaning of vocabulary

In finding the meaning of vocabulary, readers can develop their guessing ability to the word which is not familiar with them by relating the close meaning unfamiliar words to the next and the topic of the text that is read.

The word has been nearly equivalent meaning when it has or nearly the same meaning as another word.

e. Identifying reference

Reference is the relationship which holds between word and things: words refer things. This reference can help readers understand the reading.

f. Making inferences

Inference is a logical connection that the reader draw between what he/she observes or knows and what he/she does not know, inferences are reasonable guesses made on basis of available information.

2.1.1.3 Reading Comprehension of Narrative Text

In this study, the writer will focus on students' reading comprehension of 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 tells a real or fictional story to entertain readers.

There are some aspects in narrative text that should be known by readers. In terms of generic structure of narrative text can be analyzed as follows:



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a. Orientation

In terms of orientation, this stage sets the scene and introduces the participants involved in the story such as characters, time and place. Hence, orientation provides the introduction of the characters, time and place involved of a story.

b. Complication

Complication refers to the problem appeared and developed into a story.

c. Resolution

In term of resolution, it refers to the problem or the complication is resolved or attempted to be cleared. In other words, the characters find out the solution of the problem happened.

Then, the narrative also can be identified with some language features

below:

a. Use action verbs

Action verbs are verbs showing the performance of an action. They are dynamic verbs showing something happening. Say for examples: walk, run, take, go, jump, swim and so forth

b. Use of temporal conjunctions

Temporal conjunction is a type of word that is used to connect words or classes of words and it is related in time. Say for example: after, as soon as, before, finally, since, while etc.

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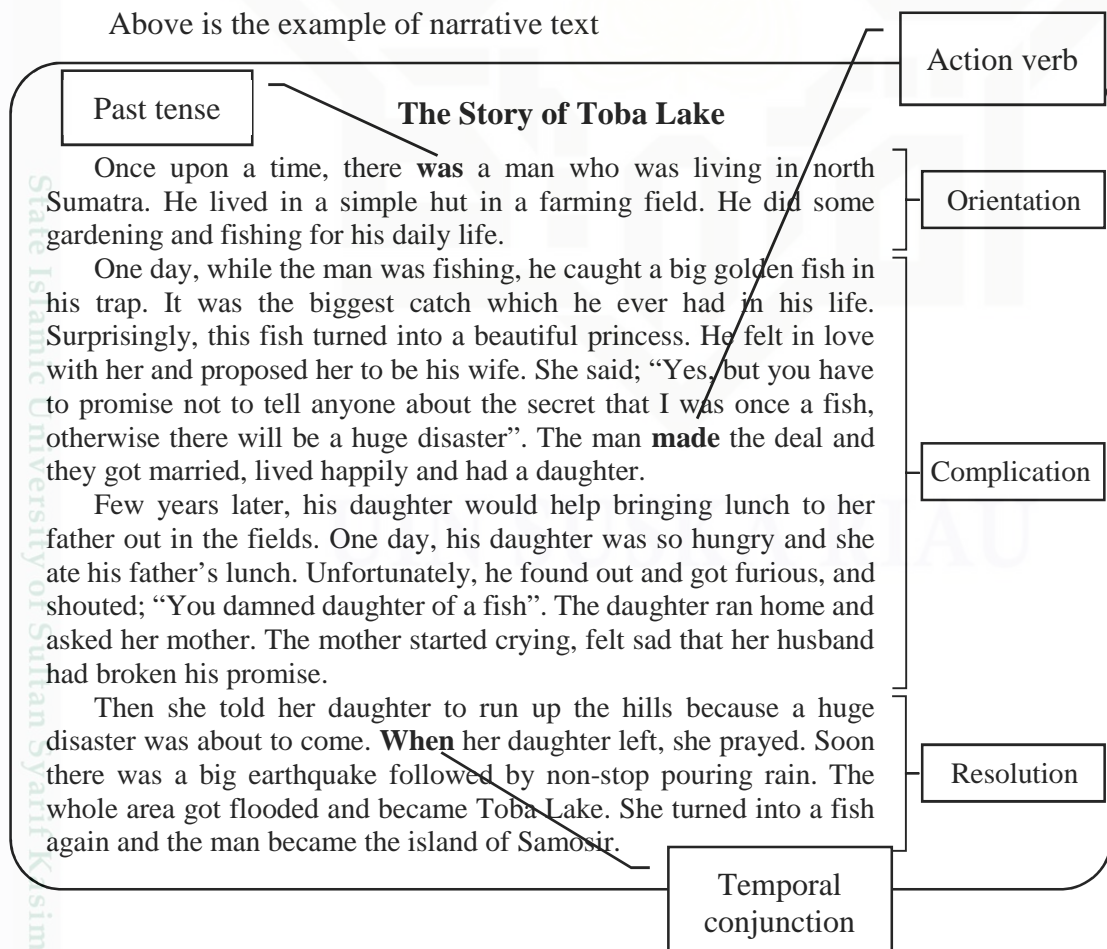
c. Use past tense

The simple past indicates that an activity or situation began and ended at a particular time in the past.

Based on the explanation above, there are some indicators that should be known by readers to understand narrative text. Based on the syllabus of Senior High School 10 Pekanbaru, here are the indicators of narrative text:

- a. Identifying topic of texts
- b. Identifying specific information of texts
- c. Identifying generic structures of texts
- d. Identifying the meaning of words in texts
- e. Identifying the communicative purpose of the texts

Above is the example of narrative text





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2.1.2 The Importance of Reading Comprehension in Learning English as a Foreign Language

Reading is one of the main skills that should be mastered by language learners. The goal of reading is to get information by comprehending texts. As EFL learners, it is important to have good reading comprehension. According to Tierney (as cited in Karbalaei, 2010) reading is specifically the basic goal for ESL/EFL students to gain an understanding of the world and of themselves, enabling them to think about and react to what they read. In accordance with this statement, Grabe (1991) pointed out that reading is an essential skill and probably the most important skill for second language learners to master in academic contexts.

Anderson (2003) also stated that the mastery of reading skill could help ESL/EFL learners achieve success not only in English learning, but also in other content-based classes where English reading proficiency was required. Reading is an important skill to update knowledge. Learners will get any information needed by reading and understanding book, magazine, newspaper, and other reading materials.

By considering the fact, EFL learners need reading comprehension skill more than other skills in their academic studies. Indonesian education curriculum also provides reading as one skill that should be mastered by students. Widiati & Cahyono (2006) pointed out that EFL reading skill become an important element of the establishment of English curriculums of secondary and tertiary schools (both English and non-English departments) in Indonesia. For instance, in English formative test, most schools provide reading comprehension test to measure



students' achievement. "For most Indonesian students-who have limited exposure to oral English communication, reading becomes the first stepping stone to develop proficiency in the language" (Hadi, 2006). Thus, reading comprehension is the most important skill for EFL learners. By having good reading comprehension skills, learners will be able to achieve success in all academic studies and develop proficiency in the language.

2.1.3 Multimedia and English Language Teaching (ELT)

2.1.3.1 Multimedia

Nowadays, the term multimedia cannot be separated with technology. "Multimedia refers to a technology for presenting material in both visual and verbal forms" (Mayer, 2005). In line with this statement, Richards & Schmidt (2010) defined multimedia as computer mediated technologies that enable people to access and use data in a variety of forms: text, sound, and still and moving images. Thus, multimedia is the combination of text, sound, and still and moving images which is presented by using computer technology.

Mayer (2005) in his book also stated:

"The term multimedia can be viewed in three ways—based on the devices used to deliver an instructional message (i.e., the delivery media), the representational formats used to present the instructional message (i.e., the presentation modes), or the sense modalities the learner uses to receive the instructional message (i.e., sensory modalities)."

This statement means that the term multimedia has three meanings based on the points of view; delivery media, presentation modes and sensory modalities. In delivery media, it focuses on devices used to deliver information such as computer,

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projectors, amplified speakers, etc. In presentation modes, it focuses on the way materials represented. Then, in sensory modalities it means there are two or more sensory systems in the learner are involved; focusing on codes used to represent knowledge in learners' information-processing systems and sensory-modalities view focuses on the sensory receptors the learner uses to perceive the incoming material.

In order to use or create multimedia materials in the process of teaching and learning, there are many software can be used: *BuildAbility*, *HyperStudio*, *Microsoft Power Point*, *Macromedia Flash*, etc. Then, in this study, the writer will use Macromedia Flash to create multimedia materials.

2.1.3.1.1 Macromedia Flash

Macromedia Flash is a software used to create teaching media in the form of multimedia. Pramono (as cited in Purnama, 2013) stated that macromedia flash is animation software that uses to deliver an abstract concept and it is operated by computer and image projector. Flash projects can include simple animations, video content, complex presentations, applications, and everything in between.

According to Mike (as cited in Saputra & Tiarina, 2013) macromedia flash has some excellences technology, such as:

- Vector-based graphics:** Graphic images compress down extremely well, making for streamlined animation.
- Database driven content:** Flash front-ends can be hooked into a database through Generator and can serve dynamically-generated images and text.
- Typography:** Flash gives designers new control over the display and size of typographic elements on the web.
- Interactivity:** Flash allows for designers to create custom drop-down menus and other innovative interface elements that better organize information.

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The animation, which is produced by Macromedia flash is an animation movie file shaped. This movie can be graphic and texts, voice file imported, video, and even pictures file from other applications. Macromedia flash animations are being able to make website layout and the presentation to be unique and interested, with video creative pictures.

2.1.3.2 Multimedia Learning Principles

In designing or developing multimedia learning, there are some aspects should be reconsidered about how to get students to engage with the material. Mayer (2005) discussed the principles of multimedia learning as follows:

- a. **Coherence Principle:** People learn better when extraneous words, pictures and sounds are excluded rather than included.
- b. **Signaling Principle:** People learn better when cues that highlight the organization of the essential material are added.
- c. **Redundancy Principle:** People learn better from graphics and narration than from graphics, narration and on-screen text.
- d. **Spatial Contiguity Principle:** People learn better when corresponding words and pictures are presented near rather than far from each other on the page or screen.
- e. **Temporal Contiguity Principle:** People learn better when corresponding words and pictures are presented simultaneously rather than successively.
- f. **Segmenting Principle:** People learn better from a multimedia lesson is presented in a user-paced segments rather than as a continuous unit.
- g. **Pre-Training Principle:** People learn better from a multimedia lesson when they know the names and characteristics of the main concepts.
- h. **Modality Principle:** People learn better from graphics and narrations than from animation and on-screen text.
- i. **Multimedia Principle:** People learn better from words and pictures than from words alone.
- j. **Personalization Principle:** People learn better from multimedia lessons when words are in conversational style rather than a formal style.
- k. **Voice Principle:** People learn better when the narration in multimedia lessons is spoken in a friendly human voice rather than a machine voice.
- l. **Image Principle:** People do not necessarily learn better from a multimedia lesson when the speaker's image is added to the screen.



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2.1.3.3 The Role of Multimedia in English Language Teaching

In the present days, multimedia plays important role in English Language Teaching. It can be used to teach the four main skills (reading, speaking, writing and listening) and other subskills (pronunciation, grammar, vocabulary, etc) (Rai, 2014). The use multimedia also has no limitation and can be used for any level of education. There are three potential pedagogical values and rationale for using classroom media proposed by Ludwig, et.al (2004):

- a. *To raise interest level*: students appreciate (and often expect) a variety of media
- b. *To enhance understanding*: rich media materials boost student comprehension of complex topics, especially dynamic processes that unfold over time
- c. *To increase memorability*: rich media materials lead to better encoding and easier retrieval

In addition, Pandey (2014) stated functions of using multimedia in language teaching as follows:

- a. To promote interaction between students and teacher
- b. To help teachers to teach suitably
- c. To promote students' study capacity
- d. To blend the multimedia design with diverse teaching material

In another study, Valli & Priya (2016) also mentioned the advantages of using multimedia in ELT, as follows:

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- a. The use of multimedia technology featuring audio and visual animation effects in teaching English language greatly cultivates students' interest and motivation in the study and their involvement in the classroom activities.
- b. The brainstorming activities, group discussions, debates in the use of multimedia in teaching English promote the students' positive thinking and communication skills.
- c. The use of multimedia widens the path to gain knowledge by offering them abundant information than in textbooks.
- d. Multimedia teachings enrich teaching content and make the best of class time and break the "teacher-centered" teaching pattern and fundamentally improve class efficiency.
- e. Multimedia teaching stresses the role of students, and enhances the importance of "interaction" between teachers and students.
- f. The use of multimedia makes the classroom teaching more lively and interesting.
- g. Multimedia teaching is flexible. This is the student-centered process. The students can solve their problems which they face while learning with the use of internet itself.

Thus, can be concluded that multimedia has important roles in English language teaching. By using multimedia, teachers can make learning process more effective and interesting. And it also can make students more active during the

learning process. The use of multimedia will be very helpful in learning and teaching process.

2.1.4 Assessing Reading Comprehension

Assessment refers to a systematic approach to collect information and make inference about students' ability which can be done by test, interview, observation, questionnaires etc.(Richards & Schmidt, 2010). According to Brown (2004) assessment is an ongoing process that encompasses a much wider domain. Thus, assessment is a process to know students' ability by using test, interview, observation, questionnaires, etc. In assessing reading comprehension for Senior High School students, Brown (2004) mentioned some possible activity which can be done in term of interactive reading, they are:

a. Cloze Tasks

Cloze task is ability to fill in gap in an incomplete text with a calculate guess, using linguistic expectancies, background experiences and some strategic competence. So, in Cloze task, test-taker have to fill incomplete text with appropriate words.

b. Impromptu Reading Plus Comprehension Questions

In this activity, there will be reading comprehension passages followed by some questions in form of multiple choice questions. The questions cover these features of comprehension:

- 1) Main idea (topic)
- 2) Expression/idioms/phrases in context
- 3) Inference

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- 4) Grammatical features
- 5) Detail
- 6) Excluding facts not written
- 7) Supporting ideas
- 8) Vocabulary in context

c. Short-Answer Tasks

In this activity, there will be reading passages followed by some questions which must be answered in sentences. Questions might cover the same specifications indicated above, but it is in form of open-ended questions.

d. Editing

In this activity, test-taker have to detect grammatical or rhetorical errors in passages of 200 to 300 words

e. Scanning

In this activity, test-taker will be given texts (can be in the form of prose or something in a chart or graphic) and it requires rapid identification of relevant information.

f. Ordering Tasks

In this activity, test-taker will be given some sentences and need to assemble it into a story.

g. Information Transfer: Reading Charts, Maps, Graphs, Diagram

In this activity, test-taker will be given such charts, maps, graphs, or diagrams and need to interpret the information include there.



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Based on the explanation above, there are some activities can be done in assessing students' reading comprehension. Thus, in this study, the writer will use impromptu reading plus comprehension questions and short-answer tasks in assessing students' reading comprehension by considering its function and features include.

2.2 Relevant Research

a. A research from Epi Purnama

In 2013, Epi Purnama conducted a research "Teaching Reading Comprehension on Descriptive Text by Using Macromedia Flash". In this research, Epi found that there is a significant change of the students' achievement in reading comprehension on descriptive text after being taught by using Macromedia Flash. Thus, teaching by using Macromedia Flash was helpful to improve students' reading comprehension of descriptive texts at the first year SMP Negeri 3 Pontianak.

b. A research from Rara Diska Nurhana

In 2013, Rara Diska Nurhana conducted a research "Improving Students' Reading Skills Through Interactive Multimedia of the 8th Grade at SMP Raden Fatah Cimanggu Cilacap in The Academic Year of 2013/2014". The finding of this study is that the using of the Interactive Multimedia could improve the students' reading skills at SMP Raden Fatah Cimanggu, Cilacap. The results of the research show that there is improvement of the students' reading skills through the use of Interactive Multimedia. The students made a good



improvement in some aspects of reading skills, such grammatical words classes, system, particular meaning, and task achievement. They were more confident to reading aloud. They actively participated during the teaching and learning process.

c. A research from Dr. Saeed Ghaniabadi, Dr. Seyyed Mohammad Reza Amirian, Maryam Hatami Khalilabad and Asghar Moulavi Nafchi

In 2016, Dr. Saeed Ghaniabadi, Dr. Seyyed Mohammad Reza Amirian, Maryam Hatami Khalilabad and Asghar Moulavi Nafchi conducted a research entitled “The Effect of Multimedia Texts Presented on Interactive Whiteboards on Iranian High School EFL Learners’ Reading Comprehension Performance”. The training took ten sessions during a two-month period, and the same instructor taught the groups ninety minutes each session. Then, the same reading comprehension test used as pretest was given to the participants as posttest at the end of the instruction. The results of independent sample t-test revealed that teaching reading comprehension through an IWB has a significant effect on EFL learners’ reading comprehension performance.

Based on some researches above, the use of Macromedia Flash or another multimedia application can increase students’ reading comprehension. The writer assumed that the use of Multimedia Reading Materials which are created by using Macromedia Flash in teaching reading was an effective way to increase students’ reading comprehension. Thus, this research was different from the previous research in term of the subject of the research. This research was conducted in Indonesian Senior High School level.

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2.3 Operational Concept

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research was experimental research which focused on gaining the effect of using multimedia reading materials on students' reading comprehension. Therefore, in analyzing the problem in this research, there were two variables used, they were variable X and variable Y. Variable X is Multimedia Reading Materials. Multimedia Reading Materials is an independent variable. Multimedia Reading Materials refers to the teacher's media in teaching reading. Then, variable Y is students' reading comprehension. Students' reading comprehension is the dependent variable. So, the operational concept of this research can be seen in the following indicators:

1. Variable X: Multimedia Reading Materials (proposed by Chee and Angela, 2003)
 - a. The teacher prepares the material for students in Macromedia Flash applications.
 - b. The teacher provides students the materials in printed form.
 - c. The teacher explains the materials in multimedia form.
 - d. The teacher and students discuss some difficult words found in the text together. Students guess the meaning of those difficult words.
 - e. After reading, students work together to comprehend the texts in getting the detail information related to the text that they read.
 - f. At the end of the materials, the teacher provides some questions in multimedia form. Then the students answer the question together.

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2. Then, the indicators of students' reading comprehension as the dependent or variable Y as follows (based on BSNP, 2006)
 - a. Students' ability to identify the topic of texts
 - b. Students' ability to identify specific information of texts
 - c. Students' ability to identify generic structures of texts
 - d. Students' ability to identify the meaning of words in texts.
 - e. Students' ability to identify the communicative purpose of the texts

2.4 The Assumption and Hypothesis

2.4.1 The Assumption

In this research, the writer assumed that the use of multimedia reading materials which is created by Macromedia Flash can give strong influence toward the students' reading comprehension. Students can read accurately and capability to develop ideas and imagination. The students' reading comprehension will be better than before.

2.4.2 Hypothesis

Based on the assumption above, the writer also formulates a hypothesis as follows:

- a. The Null Hypothesis (Ho)

There is no significant effect of using multimedia reading materials on students' reading comprehension of narrative text at State Senior High School 10 Pekanbaru.

b. The Alternative Hypothesis (Ha)

There is a significant effect of using multimedia reading materials on students' reading comprehension of narrative text at State Senior High School 10 Pekanbaru.

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