

ABSTRACT

The aim of this study is to find out whether the use of interactive multimedia improves students' comprehension in reading descriptive text. Moreover, it covers the students' responses toward the use of interactive multimedia. The research design employed in this study was quasi experimental in which the participants were 56 students from two classes. The data were obtained from several instruments, pre-test, post-test, questionnaire, and students' interview. The findings indicate that the use of Interactive Multimedia had significantly improved students' reading ability in descriptive text. The results show that t obtain value (6.159) was higher than t critical value (2.055) at the level of significance 0.05 (two-tailed). Apparently, it indicates that the null hypothesis (H_0) is rejected. In addition, the result of data analysis from questionnaire and interview showed that the use of Interactive Multimedia was positively responded by all students. Considering the findings, it is recommended that the use of Interactive Multimedia in teaching reading helps Junior High School students comprehend descriptive text better.