

CHAPTER I

INTRODUCTION

This chapter provides the background of the research which elaborates the basic thought of why the research is administered; research questions, and aims of study, scope of the research, significance of the research, and research methodology which covers research design population and sample. It is also provides clarification of terms, and organization of the paper.

1.1 Background

In teaching learning process, reading has an important role in progressing student's knowledge in English language. Yet many students experience difficulty in mastering reading skill because they are too lazy to read unknown language. Reading is very useful for language acquisition. Provided that students more or less understand what they read, the more they read, the more they get at it (Harmer, 2007). He also mentioned that reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. Whereas reading helps students improve their general language skill in English as well as speaking, listening, writing, because it forces them to think in English, to build their vocabulary, to improve writing skill, and to help them finding out new ideas, in facts and experiences (Oak, 2010 and Miculeckly, 2004).

Students' reading activity and reading comprehension play important roles in the process of learning language acquisition. Comprehension is the ultimate goal of reading. Comprehension occurs as the reader builds a mental representation of a text message. Vocabulary has been a slightly neglected partner in accounts of reading comprehension. This neglect arises not from any assumption that vocabulary is unimportant, but from theoretical interests in other aspects of the comprehension problem.

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From all of those problems, there is a widespread case among the academics in Asia that young learners should focus on speaking and listening skills than reading and writing (Paul, 2003:83). Thus far, there are students who have difficulties in reading descriptive text. It was proven by the research conducted by Drummond (2005), there were about ten million children have difficulties in learning reading, in this case the students who have difficulties in reading text in English language. However at lower levels this can often present overwhelming problems since the amount of difficult foreign language may make the text incomprehensible for the students. Besides the language problem, the appearance of the text is significant where there is troublesome because it is without visual effect to attract students to read. Actually, the problems can be solved by applying an interesting media. Brown (1989) states that the effectiveness of teaching was influenced by teaching media. In addition, Macleod (1980), as cited in Wilson (2001) believes that there is a relationship between the processes of comprehending a linguistic statement corresponding to a visual scene.

To overcome those problems, the teachers have to implement an effective technique to help students learn to read descriptive text. The technique might be attractive for students so that it makes learning become effective. Woolf, B. P. and Hall, W.(1995) state that teachers have been using 'multiple media' presentations to enhance the learning experience of their students, such as slide shows, television broadcasts and videos, for as long as the technology has been available. In addition, the technique should also help students learn in context where they can see, hear, and apply the words in the descriptive text. To fulfill those needs, interactive multimedia is one of the effective media in facilitating students' ability in reading descriptive text.

Interactive multimedia allows two-way interaction with multimedia course material, another computer, or another user with direct response to the input, as

opposed to one-way communication from TV, video, and other non-responsive media. Interactive attributes commonly include data or text entry, mouse input, touch screens, voice commands, video capture, and real-time interaction.

The process of instruction includes the presentation of information to learners; guidance of learners' first interaction with the material; learners practicing the material to enhance fluency and memory; and, finally, assessment of learners to determine how well they have learned the material and what they should do next is the other definition of interactive multimedia. Computers can be used for the process of learning.

As Brett (1998) in Yunandami (2003:2) says:

Multimedia language learning environments can deliver authentic input, provide meaningful language learning tasks, deliver feedback on those tasks and can be manipulated according to the needs of the user.

With regard to that, Brinton (2001) cited in Teng et al. (2007) states that multimedia provides an important motivator in the language teaching process because it confers authenticity to the classroom situation and braces students to the direct relation between the language classroom and the outside world. Besides it can improve students ability in reading descriptive text trough interactive multimedia, it is also able to improve students' vocabulary, because it offers students the combination of text, audio, video, graphics and animation delivered via computer which makes students easy to remember the words. Thus seeing and hearing a word is easier to be remembered by the students (Allen, 1983:12). Mai and Tse-Kian (2010) define that by multimedia project, into a constructivist learning environment, students became highly motivated students and active in their learning process and provided strong support and encouragement for educators to incorporate multimedia technology and constructivist learning into their classrooms.

According to Riana Dewi (2011), in teaching learning process, vocabulary has an important role in progressing the student's knowledge in English language.

When the students have mastered the grammar of English language, so the next task is the students must have mastered the vocabulary of English language or at least have to understand the vocabulary needed. Teaching vocabulary using various instructional media will help students to increase their English vocabulary.

From face-to-face to virtual education, different technologies have played great roles at different times. In educational technology, multimedia has been a steadily growing presence for some time. According to Sanjaya and Ramesh (2004), in the last two decades, due to the advent of computer technologies, information delivery has got new meaning. Development, access, and transfer of text, sound, and video data have given a unique face to classrooms, libraries, and training and resource centers, in the form of interactive multimedia programs. Mayer (2003:5) states that in computer-based environment, known as multimedia, the external representations may include spoken words, which enter through the ears, and animations, which enter through the eyes. The learner must select relevant aspects of the sounds and images or further processing. The teachers and the students will operate the interactive multimedia by using the computer as an assisted tool. The use of interactive multimedia hopes can be one of the media which can improve students' vocabularies related with their ability in reading descriptive text.

1.2 Research Questions

In this research, two questions are proposed. They are as follow:

- a) Does the use of interactive multimedia significantly improve the students' comprehension in reading descriptive texts?
- b) What are students' responses toward the use of interactive multimedia in teaching reading descriptive text?

1.3 Aims of Study

In the line with the questions above, this study is aimed at:

- a) Identifying the use of interactive multimedia significantly improve the students' comprehension in reading descriptive texts.
- b) Figuring out the students' responses toward the use of interactive multimedia in teaching reading descriptive text.

1.4 Scope of the Research

This research focuses on investigating whether the use of interactive multimedia improve students' comprehension in reading descriptive text. Moreover, it covers the students' responses toward the use of interactive multimedia.

1.5 Significance of the Research

Hopefully, this research gives positive contribution to improve teaching reading descriptive text techniques implemented in English classroom. The researcher also expects that this research can be one of the appropriate devices to help students learn reading descriptive text.

1.6 Clarification of Terms

- a. Interactive multimedia refers to the combination of various digital media types such as text, images, sound, and video, into an integrated multi-sensory interactive

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- application or presentation to deliver a message or information to an audience (Neo, 2001).
- b. Teaching reading refers to a learning process to read in a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it (Byrnes, 2003)
 - c. Descriptive text is a text which lists the characteristics of something. Descriptive text is usually used to help the reader develop an aspect of their work, it can be to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.

1.7 Organization of the Paper

This paper of the research will be arranged in five chapters:

Chapter I – Introduction. It provides the background of the research which elaborates the basic thought of why the research is administered; research questions, and aims of study, scope of the research, significance of the research, and research methodology which covers research design population and sample. It is also provides clarification of terms, and organization paper.

Chapter II – Theoretical Foundation. It consists of theoretical foundation; interactive multimedia, reading, descriptive text.

Chapter III – Research Methodology. It describes the methodology which covers the process in collecting data, analyzing data, and the reason for choosing the research methodology employed in the research.

Chapter IV – Findings and Discussion. It interprets the findings from the data collected.

Chapter V – Conclusion and Suggestion. In consists of conclusion of the research and suggestion for further research.