

**IMPROVING STUDENTS' READING SKILLS THROUGH
INTERACTIVE MULTIMEDIA OF THE 8TH GRADE AT SMP
RADEN FATAH CIMANGGU CILACAP IN THE ACADEMIC
YEAR OF 2013/2014**

A Thesis

**Presented as a Partial Fulfillment of the Requirements for the Attainment
of *Sarjana Pendidikan* Degree In English Education.**



By

Rara Diska Nurhana
(09202244025)

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2014**

APPROVAL

**IMPROVING STUDENTS' READING SKILLS THROUGH INTERACTIVE
MULTIMEDIA OF THE 8TH GRADE AT SMP RADEN FATAH CIMANGGU
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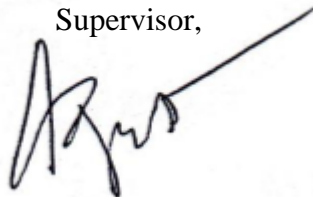
A Thesis

By

Rara Diska Nurhana
09202244025

Approved on 16 September, 2014

Supervisor,

A handwritten signature in black ink, appearing to read 'Agus', with a long horizontal stroke extending to the right.

Dr. Agus Widyanoro, M.Pd
NIP. 19600308 198502 1 001

RATIFICATION
IMPROVING STUDENTS' READING SKILLS THROUGH INTERACTIVE
MULTIMEDIA OF THE 8TH GRADE AT SMP RADEN FATAH CIMANGGU
CILACAP IN THE ACADEMIC YEAR OF 2013/2014

A Thesis

By
Rara Diska Nurhana
09202244025

Accepted by the board of examiners of Faculty of Language and Arts
State University of Yogyakarta on 23 September, 2014 and declared to have fulfilled
the requirement to acquire a *Sarjana Pendidikan* Degree

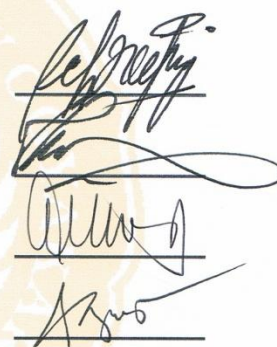
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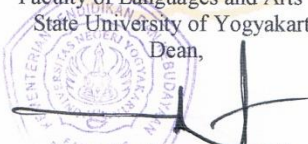
Secretary : Sukarno, S.Pd., M.Hum.

First Examiner : Dr. Margana, M.Hum., M.A.

Second Examiner : Dr. Agus Widyantoro, M.Pd.



Yogyakarta, 30 September, 2014
Faculty of Languages and Arts
State University of Yogyakarta
Dean,



Prof. Dr. Zamzani, M.Pd.
NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertandatangan di bawah ini, saya:

Nama : Rara Diska Nurhana

NIM : 09202244025

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Fakultas Bahasa dan Seni

Judul Skripsi : *Improving students' reading skill through Interactive Multimedia of the 8th grade at SMP Raden Fatah Cimanggu Cilacap in the Academic Year of 2013/2014*

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 16 September 2014

Penulis



Rara Diska Nurhana

MOTTOS

I accept everything that happens, and that's how I became the person I am now.

-Haruki Murakami-

No coincidence happens in this world. Everything happens for a reason or a

lesson. -NN-

Attitude is a little thing that makes a big difference.

-NN-

You need to have a simplest life and most far away dream.

-Gary Leessang-

DEDICATIONS

This thesis is proudly dedicated to:

Everyone.

ACKNOWLEDGEMENT

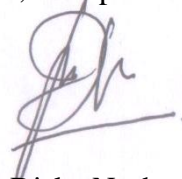
All praises to the Lord, Allah SWT, the almighty for the strength and mercy so that I could accomplish this thesis.

I would like to express my special appreciation and gratitude to my supervisor, Dr. Agus Widyantoro, M.Pd., who has spent his time correcting my thesis and has been patient in guiding me until the end of my thesis.

I would like to express my gratitude to my financial supporters (Mom and Dad). Moreover, I would thank to my families (Granny, Grandpa, mas Rendi, Putri, Vega and Via) for always supporting me. I would thank to the big family of class H 2009 for loving and supporting me. I also thank my friends (Titin, Fahmi, mba Mela, Tata and so forth) for helping me in doing everything. I especially thank to my wonderful “Apple” for all ups and downs, for the support and everything. I love you to the moon and back.

I hope this thesis will give contributions to the improvement of English teaching and learning. Last but not least, I realize that this thesis is still far from being perfect. Therefore, all criticisms and suggestions are appreciated.

Yogyakarta, 16 September 2014



Rara Diska Nurhana

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**Rara Diska Nurhana
NIM 09202244025**

ABSTRACT

The objective of this research was to improve the reading skills of 8th grade students of SMP Raden Fatah Cimanggu, Cilacap in the academic year of 2013/2014 by using Interactive Multimedia. This study was categorized into Action Research (AR). The subjects of the study were the VIII E students of SMP Raden Fatah Cimanggu, Cilacap in the academic year of 2013/2014.

The instruments of the study were observation guidelines and interview guidelines which were supported by the scores of students' reading skills tests. The data from the observation and interview were analyzed qualitatively and the scores were analyzed quantitatively. The steps of the study were planning, actions, observations, and reflections. The actions were conducted during March-April 2014 in two cycles.

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. The research findings were also supported by the result of means of the students' reading scores that improved from 76.7 in Cycle I to 81.3 in Cycle II.

Key Words: Action Research, Reading skills, Interactive Multimedia

CHAPTER 1

INTRODUCTION

A. Background of the study

The educational development today cannot be separated from the development of science and technology. The education demanded always move along with global technological development. In relation to education, teaching and learning in the class was demanded to be innovative and creative. In this case in English lessons especially reading skills are very low mastered by the students today. No doubt that today's technology advances rapidly, but it is still lacking in improving students' reading skills.

Reading is one of the four skills which needs to be learned besides listening, speaking, and writing. Reading has the considerable role in the language teaching to strengthen the skills which are acquired by the students in listening, speaking, and writing (Maxom, 2009: 139). Reading skill affects the other skills learning process. Besides, the students have to be able to achieve reading competencies as urged by the national curriculum.

However, based on the preliminary observation in VIII E Class of SMP Raden Fatah, Cimanggu, Cilacap, the students found out reading is the most difficult skills to master. They could not understand the content of the English texts well. For example, after reading a text, they did not manage to tell what the text was

about. Furthermore, they could not answer the questions related to the text correctly. The condition influences other students' English skill. This difficulty was caused by some problems.

The problems arose from some factors. They were, teacher-centered, relying materials from course book and LKS most teachers use textbooks and printed materials to teach students, those materials are often delivered in a monotonous way so that the students are getting bored, lack of media to support the teaching and learning processes the availability of interactive multimedia sources, lack of opportunities for the students to involve actively in the teaching and learning process because of limited time, students' low motivation, the students' passiveness during the English teaching and learning process, and lacked of vocabulary mastery in understanding texts. All of these factors contributed to the low level of the students' reading comprehension.

Besides, the students felt a strong fear of reading, especially reading aloud the English text since it would be so starkly displayed on public. For example, when the teacher asked one of the students to read the text aloud individually among the students, he was not confident and did not want to read. This condition made insecure learning and tended to drop off students' motivation in learning.

In addition, the class is categorized as a large class consisted of 38 students. Each student has unique needs and abilities. The most salient individual difference in the class is a range of proficiency level across the class and differences among students especially in reading abilities. The teacher found it hard

to apply the appropriate teaching techniques for reading which were suitable for students. Consequently, the conventional teaching techniques used nowadays could not help students with various abilities to accomplish the teaching goals.

Considering the facts above, the teacher need to search effective ways to improve the teaching and learning process of reading in English at Class VIII E of SMP Raden Fatah Cimanggu, Cilacap. One of the methods which is appropriate to be applied in the teaching and learning process is interactive multimedia i.e. Macromedia Flash software.

Macromedia Flash as Interactive Multimedia enhances the process of teaching and learning reading, which belonged to macro skills that is considered difficult to accomplish. The software was used by considering the factors contributing to difficulties in reading. This software helped the teachers by providing some materials especially for reading. Moreover, it also can attract the students to enjoy the class, the teenager students were very interested with the use of technology in the process of teaching and learning. That is why, it was important to do a research which can improve the teaching and learning process of reading through the use of media which can integrate what the students' wants, needs, and also lacks with their enjoyment.

Based on the explanation above and due to the problems in the teaching and learning process of reading in English at VIII-E class of SMP Raden Fatah, Cimanggu, Cilacap, the researcher was interested to find a solution in order to facilitate students in learning reading. In this research, the researcher focused on making reading activities more interesting and enjoyable. The researcher conduct a

research on “Improving the Students’ reading skill through Interactive Multimedia of the 8th grade at SMP Raden Fatah, Cimanggu, Cilacap in the academic year of 2013/2014 .”

B. Identification of the Problem

Based on aforementioned problem background in the teaching learning process at VIII-E class of SMP Raden Fatah Cimanggu, Cilacap that could be identified as follow:

1. Lack of willingness and active participation of the students in understanding the material subject taught by the teacher, which can reduce the desire of students to master the material being taught.
2. Students get difficulty in understanding the subject matter, one because of learning media used by teachers are less attractive to students’ willingness in learning become less.
3. The use of computer-based learning media especially Macromedia Flash to visualize English subjects especially reading has not been developed by teachers of SMP Raden Fatah Cimanggu, Cilacap. The teacher had a little experience in teaching English. Therefore, the teacher needs information and experience in applying appropriate teaching media for specific learning environment.
4. The students are reluctant to perform reading aloud, and writing in English since it would be so starkly displayed on public.
5. The number of students is relatively high which makes students’

opportunities to speak and to be involved in the learning process be limited.

C. Limitation of the Problem

As explained in the background of the problem, the researcher and the teacher put the limitation of the problems on reading skill and the efforts to improve the teaching and learning processes. Furthermore, *Interactive Multimedia* is seen as an effective technique to improve students' reading skill. It also has not ever been used by the teachers of SMP Raden fatah Cimanggu as a technique in teaching reading. In light of this view, the researcher conducted a research study to fulfill her curiosity by focusing it on improving students' reading skill by using *Interactive Multimediam* at grade VIII E of SMP Raden Fatah Cimanggu, Cilacap in the academic year of 2014/2015.

D. Formulation of the Problem

Based on what the writer has discussed in the background of the problems, identification of the problems, and the limitation of the problems, the problem in this research can be formulated as follows: How is *Interactive Multimedia* technique used to improve the students' reading skill ability?

E. Objective of the Study

The objective of this research is to improve students' reading skill through Interactive Multimedia at Grade 8 of SMP Raden Fatah Cimanggu, Cilacap in the academic year of 2013/2014.

F. Significance of the Study

This research hopefully gives contributions to:

1. The English teacher, as a reference to strive for innovation in developing the teaching of reading.
2. The students, to give experience and new challenges as an effort to develop their reading skills.
3. English Education Department, Yogyakarta State University.

As the institution concerned with the profession of teachers, the researcher gives information about the implementation of Interactive Multimedia as an effort to improve the teaching and learning process of reading in English, so teachers have consideration to implement the technique which is useful to improve the quality of English teaching and learning process.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

Referring to the result of the observation, the use of media as a means of teaching has been applied thoroughly by the educators as a tool to explain a subject or problem to students in the learning process. Besides, the use of the media is to maintain the students' interest to comprehend the lesson that is being taught. The interactive multimedia tends to motivate the students to understand a simple subject in the teaching learning process.

In this sub-chapter, there are some relevant theories that are presented. Those are divided into three parts. They are the nature of reading, teaching reading in junior high school and Interactive Multimedia. The discussion of each part is presented below.

1. The Nature of Reading

a. Definition of Reading

Reading is one of the English skills as part of four essential skills such as speaking, listening and writing. It is the way to understand written messages. According to Nuttal (2000:2), reading means a result of interaction between the writer's mind and the reader's mind. It is the way how the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the point.

Reading can be defined as the instantaneous recognition of various written symbol with existing knowledge and it also can be defined as comprehension of the information and the idea communicated

b. Types of Reading

Reading can be categorized into some types regarding the purpose of the readers. In this regard, Brown (2004 :186 – 187) purpose three types of reading, namely academic reading, job-related reading, and personal reading.

Genres of reading that belong to academic reading are textbooks, thesis, essays, papers, references material, editorials and so on. Types of reading which are job-related reading are such as memos, applications, schedule, letters or emails, reports and so on. Genres of reading that belong to personal reading are such as newspapers, magazines, invitations, novels, short stories, etc.

c. Types of Classroom Reading Performance

During the reading activity, there will be some clues which inform the learners' reading performance. There are some reading performances proposed by Brown (2001:312).

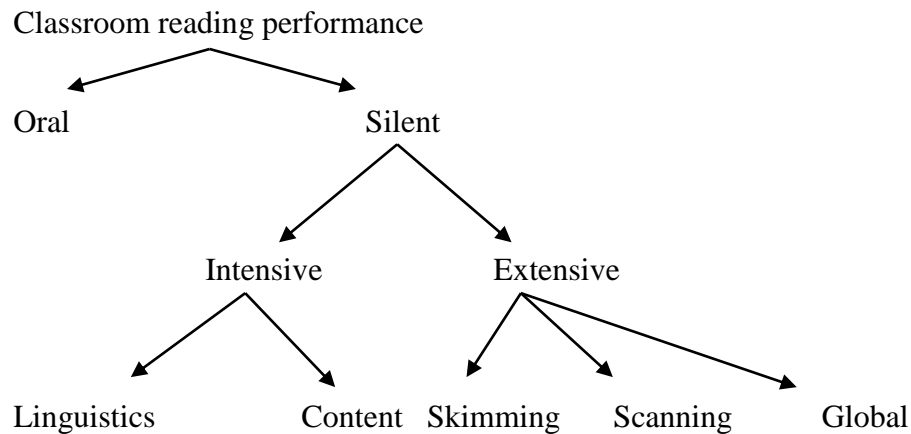


Figure 1: A model of classroom reading performance

1) Oral and silent reading

Oral reading is the first performance done by the learners. This is aimed to serve as an evaluation check on bottom-up processing skills, double as pronunciation check, and serve to add some extra student participation if the teachers want to highlight a certain short segment of a reading passage.

However, practically, the learners will find it difficult to comprehend texts if they read orally. They need to read silently because the readers can rehearse the next paragraph and other readers will not lose their attention for other readers who are reading aloud.

2) Intensive and extensive reading

Intensive reading attempts to focus on linguistic or semantic details. The learners will pay more attention on the surface structure details to get the literal meanings, implications, rhetorical relationships, and others. This reading is sometimes called content related reading which deals with short texts.

Extensive reading gives more concentration on the general understanding of a longer text. Extensive reading deploys to more than one page text which may be essays, articles, technical reports, short stories, and books (Brown, 2004: 189). Although the learners read longer texts, they still have to comprehend the text as the main objective of reading. That is the reason which the teachers motivate their students to read.

d. Reading Skills

Brown (2004 : 187-188) says that explicit reading skills consist of two big elements, namely microskills and macroskills.

The microskills are presented below:

- 1) Discriminating among the distinctive graphemes and orthographic pattern of English
- 2) Retaining chunks of language of different length in short-term memory
- 3) Processing writing at an efficient rate of speed to suit the purpose
- 4) Recognizing a core of words and interpreting word order patterns and their significance
- 5) Recognizing grammatical word classes (noun, verb, etc.), system (e.g. , tense, agreement, pluralization) patterns, rules, and elliptical forms.
- 6) Recognizing that a particular meaning may be expressed in different grammatical forms
- 7) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Meanwhile, macroskills include: recognizing the rhetorical forms of written discourse and their significance for interpretation, recognizing the communicative functions of a written text according to form and purpose, inferring context that is not explicit by using background knowledge, distinguishing between literal and implied meanings, detecting cultural specific references and interpreting them in a context of

the appropriate cultural schemata, developing and using patterns of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, activating schemata for the interpretation of texts, inferring links and connections between supporting idea, new information, given information, generalization and exemplification from described events, ideas, etc.

e. Reading Comprehension

1) Definition of Reading Comprehension

Grellet (1981:7) defines reading comprehension as understanding a written text. It means extracting the required information from the text as efficiently as possible. It can be said that readers should be actively engaged in the text to comprehend information in it.

Pang et al (2003:14) defines comprehension as a process of deriving meaning from connected text. Reader should interpreting written symbol that represent language and they also employ their background knowledge to comprehend information there.

As a result reading comprehension is the process of making sense of words, sentences and connected text.

2) The Teaching Reading Process

Teaching is a process when a teacher sends materials to the learners consciously so that the learners can get new information based on their levels. The teaching of reading is transferring skills for language learners in which the goal is to make the learners able to read and get the ideas or understand any written texts. The teaching and learning process deals with how learners comprehend any

texts consisted of words, numbers, symbol, etc.

Reading aloud is also needed for the students. This is stated by Campbell (1989) in Richards and Renandya (2002: 297) saying that having students read silently and aloud will send a strong message that reading signifies for teachers and that students. To do this, the materials are focused on the students' favorites. It is believed that they can achieve the message of the texts.

In providing materials, teacher should consider materials which are interesting for the students. It is believed that they will gather the information from the text better. Besides, the teacher is expected to provide them with extra comprehensible materials.

According to Krashen (1985) in Brown (2001: 76) gives a formula “ $i+1$ ” which presents possibilities of being resolved that the students will go after resolution. It means that a language acquirer where is at “level i ” must receive comprehensible input that is at “level $i+1$ ”.

The formula make the students understanding the materials that contains structure that is little beyond where they are now. It is expected to raise the student's motivation in learning by having one more level higher than before to get the student curiosity in finding the resolution of the materials.

The teacher should create a lot of interesting reading activities which can raise the students' motivation in learning. To keep them in highly motivation, the teacher should be able to organize the teaching and learning process well. By adding materials which are one level higher, the students will have enthusiasm in joining the

lesson. Moreover, an attractive way of teaching reading will contribute positive effects on the students' comprehension.

2. Teaching Reading in Junior High School

Teaching is defined as a process of showing or helping the learners or someone to learn how to do something, providing knowledge, causing to know or understand (Kimble and Garmery in Brown, 2000:7). In conclusion, teaching is giving any help from the teacher for students to run the process of learning well.

In relation to the eight grade students of junior high schools, they study three kinds of genres namely descriptive, recount, and narrative. Students have to comprehend those text types to access knowledge from their environment. For that reason, the process of teaching reading should facilitate students to comprehend descriptive, narrative and recount.

Since the implementation of School-Based Curriculum, the school has authority to develop the curriculum based on their needs and the characteristic of those schools.

One of the benchmarks that has to be considered in developing the curriculum is content standard, there are standard of competence and basic competence.

Teaching English to teens is different from teaching children or adults. According to Brown (2001: 92), teaching English needs some consideration as follows:

1) Intellectual Capacity

In the age of twelve, some sophisticated intellectual processing is increase. Therefore, the teenagers can solve complex problems with logical thinking.

2) Attention Spans

The attention spans of teenagers are longer than those of children. It causes many diversions in teenager's life.

3) Varieties of Sensory Input

Varieties of sensory input are important. Therefore, the teacher should design some activities which are interesting.

4) Factors Surrounding Ego, Self-Image, and Self-Esteem

Teenagers are ultra-sensitive for how others believe their mental capabilities. The teacher must try to keep students' self-esteem by avoiding embarrassment of students, affirming each student's talent and strength, allowing students' mistakes and other errors to be accepted. De-emphasizing competition between classmates and encouraging small group work when risk can be taken easily by a teen.

5) Secondary School

Students are becoming increasingly adultlike in their ability to make those occasional diversions from the "here and now" nature of immediate communicative contexts to dwell on grammar/ vocabulary items. However, care must be taken not to insult them with still language or to bore them with over analysis.

In teaching reading, the teacher is expected to give opportunities for the learners to read the texts comprehensively. The teacher should create situations to comprehend the texts in which the learners can read them silently and right after that discuss the texts with their partners. However, reading aloud is also needed for the learners in order to be able to interact well with the texts which belong to the learners' favorite materials or topics.

In relation to the eight grade students of Junior High School SMP Raden Fatah Cimanggu, they study three kinds of genres namely descriptive, recount, and narrative. Students have to comprehend those text types to access knowledge from their environment. For that reason, the process of teaching reading should facilitate student to comprehend descriptive, recount, and narrative.

3. Interactive Multimedia

a. Definition of Interactive Multimedia

According to Deliyannis (2012:5), when the term interactive multimedia is used in fields such as arts or education, it implies the use of multiple media used for expression or communication and the existence of a dynamic user-state or content-altering capability.

Newby (1999) proposes that multimedia can be defined as a notion of a system that has various media such as text, graphic, video and audio.

Smaldino, Lowther, and Russel (2007:332) state that interactive multimedia is sequential or simultaneous use of the variety of media formats in a given presentation or self-study program.

England and Finney (2011:2) state that Interactive Multimedia is the integration of digital media including combination of electronic texts, graphics, moving images, and sounds, into a structured digital computerized environment that allows people to interact with the data for appropriate purposes.

b. The Role of Interactive Multimedia in Education

Interactive Multimedia as a facility for language teaching and learning has some role and education. According to Levy (1997:83), interactive multimedia has three role in education, rarely as a tutor, as a tool, and as a tutee. They elaborated as follows:

1) Interactive Multimedia as a tutor

Interactive Multimedia as a tutor means that interactive multimedia is used to deliver the materials and also used to respond to the students' input by doing the evaluation. Wyatt (1984) in Levy (1997:83) defines this function as an instruction that is related with the way computer conducted the lesson by tutorials, drills, and practice.

2) Interactive Multimedia as a tool

Interactive Multimedia is used as a medium of learning in term of presenting materials. It cannot evaluate the students' input. Wyatt (1984) in Levy (1997:83) defines this function as facilitator without teachers' guidance.

3) Interactive Multimedia as a tutee

The user should program the computer in such a way so that the computer understands what is expected by the user. In this terms Interactive Multimedia as a tutee, the computer can be either a tutor or a tool.

4. The Process of Teaching Reading Using Interactive Multimedia

As a facilitator the teacher facilitates the learning process of the students during a technology-based lesson, group work or even when individual students are working independently on the computer.

The teacher distributes the materials to the students. Students then read their text. Besides, the teacher and students discuss some difficult words found on the text together. They guess the meaning of those difficult words.

It is done to make sure that student get the same understanding of those words. Then, the session of discussion is done. After reading, they work together to comprehend the texts. Students must work together to get the detail information related to the text that they read. In this step, the activity also added with group assignment. The assignment aims to know how far the students comprehend the texts.

B. Conceptual Framework

Learning is an activity that aims to systematically and focused on the learning process. Lecture method was used frequently seen even tends to make students feel bored in following the learning process. It impacts on students, especially in terms of active students become passive.

Referring to the problems, variations in teaching and learning activities are badly needed. The variations include the use of learning methods and media. One way is to use interactive learning media that is expected to maximize the ability to read the English language in class VIII-E SMP Raden Fatah Cimanggu academic year 2013/2014?

C. Research Hypothesis

Based on the description above, the hypothess of this research can be described as follows: The use of interactive multiedia is invaluable to improve the reading skill at VIII-E class of SMP Raden Fatah Cimanggu.

CHAPTER III RESEARCH METHOD

A. Type of the Research

The research study on improving the students' reading skill by using *Interactive Multimedia* was action research. The purpose of this classroom action research was to improve students' reading skills in VIII-E class of SMP Raden Fatah Cimanggu by using interactive multimedia. There are four steps in the study of structural actions suggested by Kemmis and Mc Taggart in Burns (1999:33). They are the thematic concerns-Reconnaissance, planning, action and observation, and reflection.

- a) The thematic concerns-Reconnaissance
The understanding of a problem is developed and plans are made for some form of intervention strategy
- b) Planning
Action plan was developed to measure the formulated hypothesis. Action plan is implemented in the form of the action steps in a systematic and detailed.
- c) Actions and observations.
The actions were carried out in a controlled, careful practice variations, and contain innovation and renewal.
At the stage of observation, researchers observed and recorded important points of the teaching and learning process during the execution of the action. The data are collected by using observation checklist/grid.
- d) Reflection
Reflection is intended to identify deficiency both the process and the results to show maximum results.

In doing this action research, the researcher considered phases which were involved in each cycle. They were planning, action, observation, and reflection.

Every phase was done based on the researcher's ideas on the research. The processes of phases could be drawn as Figure 2.

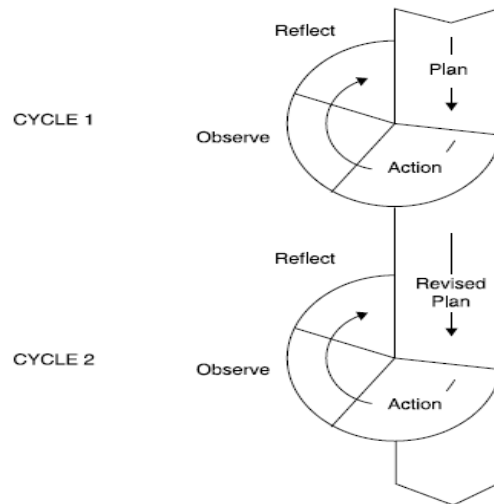


Figure 2: Cyclical AR model based on Kemmis and Mc Taggart (1988)

B. Setting of the Research

1. Place of the Research

This classroom action research was conducted in VIII-E class of SMP Raden Fatah Cimanggu. Geographically SMP Raden Fatah Cimanggu is located on Jl. Raya Genteng, Cimanggu, Cilacap. SMP Raden Fatah Cimanggu consists of 14 classes. The implementation of learning English in SMP Raden Fatah Cimanggu is carried out in to students of VII, VIII, and IX class with the same allocation of time for each meeting, in which each class has 5 session of lessons a week. Classroom action research was carried out with the help of an English teacher of SMP Raden Fatah Cimanggu who also serves as a collaborator. The selection of study location was based on lack of reading skill at class VIII-E SMP Raden Fatah Cimanggu.

2. Schedule of the Research

The research was carried out during the teaching-learning activities in SMP Raden Fatah Cimanggu in the academic year of 2013/2014.

This action research is conducted from March to April 2014 covering the planning and execution of actions. The research was carried out in three (3) weeks. Implementation of action tailored to the schedule of learning English in VIII-E class of SMP Raden Fatah Cimanggu. Time allocation of 2 session of lessons (2 x 40 minutes) per week performed in a one-time meeting, on Wednesday at 09. 30 - 10. 50 session. The schedule to carry out the study is based on prior agreement with the English teacher.

Table 1: Schedule Research

No.	Day and date of activity	Actions
1.	Wednesday, March 19 th 2014	Pre-action
2.	Saturday, March 22 nd 2014	Cycle I first meeting
3.	Wednesday, March 26 th 2014	Cycle I of the second meeting
4.	Saturday, March 29 th 2014	Cycle II first meeting
5.	Wednesday, April 02 nd 2014	Cycle II of the second meeting

C. Subjects of the Research

The subjects of this research are VIII-E class students of SMP Raden Fatah Cimanggu totaling 38 students in the academic year of 2013/2014. The object of this study is the overall process and learning outcomes, especially in the English lesson.

The materials to discuss are taken by the consideration of the fact that the students lack ability in reading compared to the other class VIII. It makes VIII-E class suitable for the research using action research, with the expectation that students' skills in reading English be further improved.

D. Instruments of the Research

The research instrument is an instrument used to collect research data. The main instrument was the researcher herself because she undertook the planning, the action, the observation, reflection, and then made the report. There are three instruments to use in this study. They are 1) the observation sheet, 2) Interview guidelines, and 3) some tests. The descriptions are as follows.

1) Observation sheet

An observation sheet is used to record the process of teaching and learning reading in the classroom. The observation sheet used to determine changes in student activities at each cycle. The observation sheet used is as follows.

2) Interview Guidelines

The interview was done by the researcher to get the detailed information and to make a crosscheck of students' impressions of learning activities during the research. The researcher interviewed the collaborator and the 8th grade students.

3) Students' reading test

This study used two kinds of tests: a test given at the pre-action and a test at the end of Cycle I and Cycle II.

Students are assigned to read the English text individually in the form of macromedia-flash program and answer the questions based on the text. The tests are given to the students in order to determine students' reading ability.

E. Data Collection Techniques

Data were collected by observation, interview, tests, and documentation. All the data collection techniques are used to obtain data on the results of the action research. The results are combined and analyzed to further be concluded.

1. Class Observation

Stake (2010: 90) states that observation can allow the researcher to get the information which can be seen, heard, or felt directly. Observation was conducted to obtain data from research subjects including qualitative data in the form of expression, posture, activity, attention, motivation, and confidence of the students. The observations carried out to observe the behavior of students, student responses, and assessment of students' learning methods used when they are reading. When the learning process takes place, the researcher considered the suitability of the learning

stages that has been agreed. The learning stages that carried should be directed to the goal of improving reading skills.

2. Test

The test is a learning outcome assessment tool used to assess and measure student learning outcomes related to the mastery of teaching materials appropriate to the learning objectives. The test is used to measure the level of student's reading skills. There were pre-test and post-test. Pre-test was conducted before the researcher did the action. Meanwhile, post-test was held if last cycle was done.

a. Test instruments

The form of test instruments is questions description consisting of questions about Recount text. Each question done by students then analyzed and in the end of each question the score are combined to obtain an overall score. From the total score then processed to obtain the final score in further then analyzed whether it fulfilling specified indicators of mastery learning in this study or not.

Criteria for Research Scores

No	Range of Scores	Interval Percentage Content Mastery	Criteria
1	85 – 100	85% - 100%	Very good
2	75 – 84	75% – 84%	Good
3	65 – 74	65% – 74%	Average
4	55 – 64	55% – 64%	Adequate
5	< 54	< 54%	Low

b. Non Test Instruments

The form of non-test instruments used was observation. It is observed in this case include: students' activeness in listening to the teacher explanation and formulating ideas individually. There was also a discussion of activity can be seen when students discussing, the active students asked each other. In the final stage of learning activities student activeness can be seen when students express ideas, provide feedback / opinion orally or ask a question.

3. Interview

In gathering the data, the researcher conducted some interviews to the English teacher and the students. Stake (2010: 95) argues that interview enables the researcher to obtain the unique information or interpretation from many people and to find out

things that the researcher cannot observe by herself. In this research, interview was done by the researcher so that she could know how the English teacher and students' responses, opinion, suggestion, and expectation while and after doing the implementation of *Interactive Multimedia* in the teaching and learning process of reading, clarify their idea about the technique being implemented, and reflect the students' practices.

Johnson (1970: 181) states that through interview technique, the researcher may stimulate the subject to get a greater insight into his own experiences and there by exploring significant areas, not anticipated in the original plan of investigation.

In this study, the interview is done to collect the data by asking questions to the collaborator and to the students who helps in observation during learning and teaching process in the classroom.

By knowing the lack, the researcher as a teacher can make improvement in the next teaching.

4. Documentation

Documentation used in the form of taking photos when using interactive multimedia during learning activities. The use of documentation aims to provide an overview of research and evidence in a concrete implementation of the activities and the students' activity in the classroom during the process of reading conducted.

The researcher also documented the process of using the multimedia. This is aimed at giving factual evidence regarding the implementation of the multimedia to improve the students' reading ability

F. Data Analysis Techniques

The data collected were in the form of qualitative and quantitative. The qualitative data were collected from the observation and the interviews. They were in the form of field notes, interview transcripts, and photographs. Then, all the data were interpreted and analyzed. Next, they were connected to the relevant theories. After that, the outcomes of the data were reported from the beginning to the end.

Meanwhile, quantitative data of this research were obtained from the tests administered.

a. Quantitative Technique

The quantitative data were derived from the test results which are carried out two times i.e. at the end of the first cycle and second cycle. The calculation step is to calculate the percentage of correct answers achieved any learners.

From the calculation of this percentage, the researcher is able to determine the extent of students' mastery of the materials previously taught. In other words, the extent of the success rate of students who have been taught over the material in terms of the learning success criteria (indicators of success) as expected formerly.

In addition, the results of students' outcome calculation from each test were compared between the first cycle and second cycle. These results in give an idea of the percentage increase in the ability of students after participating in learning Interactive.

2). Indicators of success

Before establish indicators of success, the following describes the meaning of individual mastery and classical completeness as follows.

a. Classical Completeness

A person is said to have achieved individual mastery if the student has mastered at least 65% materials (subject matter recount text) marked by the achievement the 65 final score.

A class is said to have reached a classical completeness if at least there were 85 % of students who have achieved individual mastery.

This study is successful if the object under study has achieved classical completeness.

b. Students' Activeness

This study is successful if at the end of the second cycle, students' activity increased to least 70%.

The data is analyzed also using descriptive analysis techniques to describe the appropriateness of the learning materials. Descriptive analysis is a data-processing technique by describing the increase in the activity of learning, behavior, motivation, and improving the reading skills of the students, the application of interactive learning media observation, field notes, and tests.

G. Validity and Reliability of the Data

1. Research Validity

Data that were obtained from the research must be valid and reliable. The data validity of this research was based on Burns (1999: 161). In this research, to get the democratic validity the researcher interviewed the students and discussed with the teacher to find the problem to be solved. Validity that used in this research is the validity of democratic and the validity of the process.

a. Democratic Validity

The validity of the extent of democratic collaboration research and unification of various opinions or suggestions related to classroom action research. Validity to be achieved by allowing researcher to collaborate with classroom English teacher VIII-E class of SMP Raden Fatah Cimanggu as collaborator. All part involved in the study entitled to contribute ideas, suggestions for improvement of the implementation of the action research.

b. Outcome validity

Outcome validity was related to the notions of actions leading to outcomes that were successful within the context. To achieve this validity, the researcher did maximally in doing the action. She did not only find solutions of the problem but also reframe the problem in a certain way into questions. She did reflection in every meeting.

c. Process Validity

The validity process shows the capability of action research. The validity of the process will be achieved if the researcher and the collaborator were cooperated intensively by following the steps in the research process. The position of English teacher VIII-E class of SMP Raden Fatah Cimanggu as a collaborator, and as a researcher during the research was managed.

d. Dialogic validity

To obtain the dialogic validity, the researcher conducted dialogues with the English teacher, the students, and the collaborator. She asked them to give comments about the implementation of the technique in every meeting so that there was evaluation. It was done to know the strength and weaknesses of the action and the researcher could do better than that of the next meeting.

2. Research Reliability

Reliability used in this research is triangulation. According to Burns (1999:163) it is stated that the aims of triangulation is to gather multiple perspectives on the situation being studied. There were four forms of triangulations that were used:

1. Time triangulation
2. Investigator triangulation
3. Theoretical triangulation

H. Research Procedure

The plans of the research are carried out accordingly. The actions plans are carried out in two cycles. The implementation of the second Cycle Is the best stabilization of the students' reading ability as the result of Cycle I. According to Kemmis and Mc Taggart in Burns (2010:8) there are some steps that should be done in action research. They are reconnaissance, planning, actin, observation, and reflection. In this research, the first cycle was repeated by the researcher to achieve a satisfactory outcome.

1. Reconnaissance

In this step, the researcher identified the field problem seen from the observation, the interview and the reading test scores of students. After that, she determined the possible problems to be solved, followed with determining the action.

2. Planning

Action plan is prepared by considering the problems encountered. The researcher creates a lesson plan that basically reflects efforts to improve the previous situation. In terms of the criteria for teacher success of these efforts, the teacher should make progress in solving the problem.

The researcher identified the problem and developed a plan of action with the teacher in order to make improvements. In this research, reading skill was a problem that wanted to be solved. The actions are presented as follow:

- 1) Applying interactive activities in the form of discussion:
 - a) Reading and identifying the various recount text
 - b) Group discussions, and
 - c) Doing the group task
- 2) Applying interactive multimedia in the form of games:
 - a) Giving reward for groups and individual who are active in the process of teaching reading
 - b) Giving games for students in the form of rearranging jumbled paragraphs
- 3) Giving the individual reading task at the end of each cycle

2. Action and Observation

The observation is carried out to document the implementation of learning in the classroom, namely the field observations of the students as research subjects and observe the implementation of learning in the classroom. The next step that needs to be done is as follows.

- a. Identify the issues pertaining to the implementation of the teaching of reading in English subjects
- b. Planning for implementation of problem
- c. Discussing with the teacher about action

3. Reflection

After the researcher conducted the actions completely, the researcher tries to reflect the entire implementation process of learning reading recount texts by using interactive multimedia . Reflection was implemented as a process of assessment of the actions that have been given. Reflection was done through discussions between the collaborator and researcher. Thus, the reflection can be obtained after the implementation of the actions and results of the evaluation.

The success of the research can be seen from the improvement of two aspects process and product. Improved two terms are explained as follows .

1 . Success of the process

The success of the process in this study can be seen from several aspects . These aspects, among others: increased during the learning process, the interaction of students with teachers, active students in learning activities, and students' understanding of the material in the learning process .

2 . The success of Results (Products)

Success results (products) in this study was an increase in assessment scores. A total of 70 % students who take the teaching and learning process with an interactive multimedia can have an appropriate score to a minimum requirement grade (KKM) English subjects at SMP Raden Fatah Cimanggu, which is 70. Indicators of success is also seen from the development of the learning process in the classroom, the students play an active role during the learning process takes place.

CHAPTER IV

RESULTS AND DISCUSSION

A. Research Procedure

In implementing this classroom action research, the researcher was assisted by an English teacher of SMP Raden Fatah Cimanggu as the collaborator. The research was planned by following the schedule arranged by the school. The research was divided into two main parts namely the stage which was carried out in two meetings. The English schedule in VIII-E class was every Wednesday at 07. 00 a. m until 08. 20 a. m and Saturday at 09.15 a. m until 10. 35 a. m.

The researcher was initiated by doing the preliminary observation. The observation was done on Saturday, January 22nd, 2014 at 07.00 a.m. in the VIII E class. The situation in the teaching and learning process of reading was presented in the vignettes. They were presented as follows:

Vignette : Reading teaching and learning process

Place : VIII E of SMP Raden Fatah Cimanggu

Date : Monday, 22nd January 2014

Observation

The class was begun at the last session. The students were very noisy when the teacher came to the class. Most of them had been tired to study. They were still busy with themselves such as talking to their friends. In their desk, there was no book because English was the first subject after the break.

The class was quiet when the English teacher (Mr. Rahmat) opened the class. Then, he checked the students' attendance. He called them one by one. One student didn't come to class because, she was sick.

Then, the teacher asked the students about the material. The students answered the questions. Then, the teacher continued the the last material. The teacher gave the text about recount text. Under the teacher's command, they reread the recount text in their book.

After that, the teacher asked the students to read aloud the text but they were shy. The teacher asked the male student to read aloud. The students were listening carefully to the text. Many of students did not know the meanings of some words. After that, the teacher listed the difficult words. In the end of the class, the teacher told to the students that there's someone who will conduct the research next meeting. The teacher wanted the researcher to introduce herself to the students.

Then, the researcher introduced herself, she asked to the students why English is difficult. Some students said they do not know the meaning so, the researcher asked the students to bring the dictionary and paid attention to the teacher when she explained the material. The bell rang then the researcher ended the class.

From the vignettes, the researcher found some problems during the teaching and learning process of reading in VIII-E. The students were passive during the lesson. They rarely asked questions when they found difficulties. The students tended to do the activity individually. When they had a chat with their friends, they did not talk about the text being read but they talked about something else.

Another fact is that the students had low motivation during the teaching and learning process of reading. It is showed from the students' behavior in the class. For example, the students did not pay much attention toward the English teacher's explanation. Instead of reading the text, they chatted with other friends.

1. Determining the Problem

The subjects of the research were the students of VIII-E class consisting of 38 students. Based on the results of preliminary observations made by the researcher before, it is concluded that there are some problems encountered by the students, particularly in the process of learning English. Those problems are:

Table 2: Field Problems

No	Problems
1.	Students' vocabulary mastery is considered low
2.	Students get the difficulty in finding out the meanings of some words
3.	The materials are made by the teacher
4.	Students had low reading skill
5.	The teacher did not apply an interactive media (games: searching the random words) in the class
6.	Dictation is the most frequently used way in teaching-learning activity
7.	Some students are passive in the class
8.	The students did not pay attention to the teachers' explanation

Having formulated the problems above, the researcher had a discussion with the English teacher. The discussion dealt with the problems in VIIIIE that might be solved. By considering the time, funds, and energy, the researcher and the English teacher decided to solve three of the problems in the teaching and learning process of reading. Those problems were formulated as follows:

1. Students' reading skill is low.
2. The teacher did not apply an interactive media (games) in the class.
3. Dictation is the only technique in teaching reading applied in the class.

2. Determining the actions to solve the problems

Due to the existence of those problems, based on the agreement between the researcher and the English teacher, they strive to improve the reading skill by using the appropriate media. Instructional media that are considered the best solution for the existing problems is Interactive Multimedia (Macromedia Flash).

The implementation of this classroom action research is done in two cycles. The interactive multimedia was used twice on each meeting.

B. Research Findings

1. Pre-Action Stage

Before the research was carried out, the researcher conducted the reading class by implementing the discussion method that was usually implemented by the teacher. The pre-action activities was held on Wednesday, March 19, 2014. Pre-Action performed to obtain an overview of the students' English reading skills in VIII-E class SMP Raden Fatah Cimanggu. In addition, the observation was done in the form of field notes, student observation sheets, and documentation.

Prior to the study, the researcher and the teacher arranged some plans and the framework of the research as well as what aspects to assess. In pre-action planning, there are some things that are needed during the implementation of the study, they are:

- a. Preparing the materials to be presented by the researcher,
- b. Preparing the lesson plan,
- c. Preparing an instruments' collection of the research, such as field notes, observation sheets, tests, and documentation (digital camera).

In the pre-action stage prior to reading activities, the teacher opened the lesson by apperception about English. She, then, led the students to learn about recount text. Students are given examples about the use of recount text. Students look less

motivated and less excited when they are asked to study the given materials. This can be seen in their response or interaction they provide to researchers that students tend to be quiet and less active in the learning process.

Reading activities in the pre-action stage was considered successful it was proven by many students who have difficulty in understanding the use of recount text. Classroom atmosphere became noisy, students who do not understand at all asked the generic structure to their friends. Then the researcher gave the students the opportunity to write a component of generic structure in recount text in front of the class. However, only 3 students dared to come forward to write on the board. The researcher then conducted tests to determine the ability of the students in understanding the recount text. The number of the questions are 5, in which the students were asked to answer the question on the text, the approximate time given was 30 minutes.

Referring to that, it is expected that by using this method the students' level of English proficiency to be better if it complies with Minimum requirement grade (KKM) which is 70. The guidelines of assessment the pre-action stage was also used test in the first cycle and second cycle. The assessment was conducted by the researcher and assisted by the English teacher. The outcomes of pre-action activity can be seen in the following table.

Table 3: Range of Pre-Action Test Scores

Scores	Frequency
60	12
80	10
90	7
70	7
50	2

Based on the table it can be seen that some of the students' reading skill is said to complete the minimum requirement grade (KKM). The result of the pre-action stage showed the mean score 72.1. Students are considered achieve a passing grade if they had completed the minimum requirement grade (KKM) which is 70. The total students who completed the pre-action stage were 24 students with 63% percentage of completeness. There were 14 students who had not completed the pre-action stage which shows the 37% of the whole percentage.

From these results, it can be concluded that there were some actions to improve students' reading comprehension. The action given in this teaching learning process was the use of Interactive media. In this research, interactive multimedia was used because this was one of the active learning that was beneficial to students.

2. The Result of Cycle I

a. Planning

The actions were carried out two times i.e. on March 22nd and 26th, 2014. The schedule of Cycle I can be seen in the table below:

Table 4: The schedule of Cycle I

Meeting	Day and Date	Time	Material
1	Saturday, March 22 nd , 2014	2x40 minutes (09.15a.m.–10.35 a.m.)	<i>“Explanation about Recount text”</i>
2	Wednesday, March 26 th , 2014	2x40 minutes (07.00 a.m.–08.20 a.m.)	<i>“Holiday in Turkey”</i> <i>“Games”</i> (Recount text)

Before giving action to the students in the class, the researcher and collaborator arranged the lesson plan. Planning on the Cycle I, the researcher and collaborator was planned to conduct learning reading skills using interactive media. Each meeting is allotted in 40 minutes, in which Cycle I will be implemented in two meetings. First meeting was conducted on March 19, 2014 at the 1st and 2nd session while the second meeting was conducted on March 22, 2014 at the 4th and 5th session. In the planning stages there were some aspects to consider. They are:

- 1) Preparing the materials: recount text material
- 2) The lesson plan was created by researcher with the consideration of the relevant lecturer and teacher lesson plan is a teacher's guide to implementing reading.
- 3) Assessment system contains criteria that will be assessed by the researcher to students in reading.

4) Problem exercises, practice questions given to each student, answering questions based on the text.

5) Preparing the test that is question given at the end of the cycles, was used as a comparison between before the action and after the action were taken. The test form 5 essay answering the question based on the text.

b. Action

1. The First Meeting

The first meeting of the first cycle was initialized by greetings, asking for students' attendance and apperceptions about the recount text. This meeting continued a discussion with the students about recount text. Researcher conducted a questions and answers to the students about the use of '*were, was*' also the *generic structure*. There were only few students who responded to the questions and the others kept silent. Some of them even had a chat with their friends. However, some students answered the questions in Indonesian. The teacher then told them that they would learn about Holiday. The researcher provide example of recount text.

Then the teacher explains the interactive learning media. Researcher provides materials and tasks to each student. The researcher provided some example of recount. The exercises were given about 5 questions to answer based on the text. The teacher monitored the students and gave feedback to them. Researcher provided questions before closing the lesson. Here, it was found that when the students had difficulties, they just kept silent and did not try to ask the teacher. After that the

researcher concludes the first learning meeting and describes the implementation of interactive learning media that will be held at the next meeting. Learning ends with a closing greeting.

2. The Second Meeting

The second meeting was on Saturday, March 22nd 2014 at 09.15 a.m. – 10.35 a.m. In this meeting, the researcher focused on improving the students' reading skill of a recount text.

The researcher opened the lesson with greetings. After that, she checked the students' attendance. There was no student who did not come at this meeting. The teacher tried to encourage the students to be active in the class by asking questions about the lesson from the previous meeting. Most of the students still remembered the materials that they had learned before. This can be seen from the extract Field notes 03.

“What did you learn yesterday?” then some students said “Past tense mam.” “Do you still remember about that? Let’s check. What is the past form of the verb “visit”?”, then the students answered “visited”. “Yes, that is correct, good.”

(Field Notes 03, March 22nd, 2014)

The researcher gave an explanation of the working step in interactive learning media and allowed the students to ask about interactive multimedia.

The students paid attention to the researcher's explanation. After delivering the material, the researcher asked the students about the texts.

The researcher gave tests to students which consist of 5 questions based on the text. The approximate time given was 30 minutes. The collaborator and the researcher processed the score sheet together.

The researcher and students concluded the learning material that day. The researcher closed the lesson with greetings. After students were given an action through interactive learning media, this action was able to give good results. Participation attitudes, behavior, and attention to students are likely increased. Students who were less interested began diligently to practice reading. The students started an active participation, they would ask if still confused and still there is not clear yet.

c. Observation

1. Success of the Process

After students were given action through interactive learning media, the researcher found that the actions were beneficial. The students' attention and participation in the first cycle increased compared to the pre-action stage. The students' attention in the learning process of the first cycle also increased, the students were able to pay their full attention to the researcher's explanation. It is contradictory compared to the pre-action stage in which the teacher took part, where the students did not give their attention toward the teacher's explanation.

The students also more participate when the researcher asks questions, the students answered a few questions provided by the researcher, the student come to the

front to write the unfamiliar word according to the researcher. At pre-action the students tend to be passive when the researcher gave each student a question and pointed to other students when the researcher asked the students to come forward.

The students did reading exercises calmly and smoothly. The students' ability to distinguish between the text and the other one is quite good, as well as in recognizing recount text. The students are also active in reading, they are willing to ask if still confused in the material provided by the researcher.

The Students in implementing interactive learning still have some trouble.

2. Product Successful

Reading by using interactive learning media can be followed easily by the students. Here are the results of the students in Cycle I.

Table 5: Range of Cycle I Scores

Scores	Frequency
66	11
86	10
93	7
73	7
53	2
63	1

The action in the first Cycle I have not been improved, but the mean had been increased. The students who have completed the pre-action stage are 24 students,

whereas it also 24 students who were passed in Cycle I. The result of an mean scores test was increased from 72.1 in the pre-action into 76.7 in Cycle I.

d. Reflection

The use of *Interactive multimedia* from the first meeting until the second meeting was successful in improving the students' ability in finding the main ideas and detail information of the text. At first the students needed to adapt the use of this technique as it was new for them. They felt that the technique was very simple and fun. They said it was easy to be understood and it could help them in understanding the text, especially in finding the main idea and the details of information. It can be seen from the extract of Interview transcripts below.

R : Bagaimana dengan penggunaan media interactive dikelas? (What do you think about the use of *Interactive multimedia* in the class?)

St1 : Bagus mbak, tampilannya menarik, membuat saya semangat belajar bahasa Inggris. (Very good miss, the view is interesting, this is make me more enthusiastic in learning English.)

(Interview 3 transcript, March 22nd 2014)

After doing the learning activity in VIII-E class in the cycle I, the researcher and collaborator hold discussions to evaluate the learning process that has been going on. The results reflect on the actions that have been performed in the cycle I is as follows

In general, students were able to be thoroughly engaged with reading in accordance with the action plans that had been developed, but there were still some difficulties by

students. Students had difficulty in understanding a sentence. The result of action implemented in Cycle I as follows:

- 1) The mean scores already reach standards KKM which is 75.1. The achievement of these scores reflects that there should be improvements in some key aspects.
- 2) Attitude, attention, participation, and student behavior tends to increase. In the beginning the students who were not engaged and looked uninterested to join the class began diligently to practice reading. Students' attention was also increasing toward the researcher's explanation. If they do not pay attention to the materials, they will not get optimum result in their learning process. Then, in the terms of active student participation, the students began asking if there was still unclear. Student behavior also tends to increase towards positive and has begun to focus on learning.
- 3) Interactive learning media that is used in the learning process has been motivating students, so the students were more enthusiastic in learning to read.
- 4) A corrective action is performed in the next Cycle, the researcher put more emphasis on the statements that classify events in the text. The researcher also explained more detail in the use of interactive media. The researcher also motivate students to more engaged and diligent in reading

3. The Result of Cycle II

a. Planning

Based on the results of a reflection on Cycle I had been argued that is necessary to have Cycle II in order to improve the reading skills. In the planning

stage of Cycle II, the researcher and the collaborator planned to make teaching strategies and equipment that would be implemented in Cycle II. Cycle II was conducted in two meetings. First meeting was conducted on Wednesday, March 26, 2014 at the 1st and 2nd sessions while the second meeting was conducted on Saturday, March 29, 2014 on 4th and 5th sessions.

Table 7: The schedule of the cycle II

Meeting	Day and Date	Time	Material
1	Saturday, March 29 th , 2014	2x40 minutes (07.00 a.m.–08.20 a.m.)	“ <i>Jatim Park</i> ” “ <i>Creativity</i> ”
2	Wednesday, April 02 nd 2014	2x40 minutes (09.15 a.m.–10.35 a.m.)	“ <i>Holiday in Turkey</i> ”

According to the findings and the reflection on the Cycle I, then the researcher adapted the lesson plan in Cycle I. In Cycle II the learning materials of lesson plan more emphasize on understanding the content of recount text. On the Cycle II the researcher creates high difficulty level exercises than the Cycle I. It is because Cycle II is expected to increase, especially in understanding the generic structure. In the planning stages few things need to be prepared as follows.

- a) Material preparation: material recount text.
- b) Lesson plan created by researcher with the consideration of the English teacher.

Learning materials give more emphasis on classifying the statement from the events on the recount text

- c) The assessment system consists of criteria that were assessed by the researchers

to students in reading

- d) Preparation of the test, is a question given at the end of the implementation, used as a comparison between before action is taken to after the action.
- e) Giving rewards for active students to improve their motivation during the teaching and learning process of reading and during class activity.

b) Action

1. The First Meeting

The researcher opened the lesson by greetings and checking the student's attendance. The next step is asking the students about their feeling after experiencing using multimedia in the previous meeting. The lesson begins with giving students sufficient apperception about recount text. After that the teacher told to the students about the topic to discuss. She told them that they were going to read a text about Jatim Park. They seemed interested about the topic. It was shown by their face and their utterances.

*Then, the researcher told the students about the topic of this day. That was about Jatim Park. **The students seemed interested in the topic. Some of them said "Miss, I ever went to Jatim Park".***

(Field Notes 05, Saturday, 29th March 2014)

Then, the students did brainstorming. It did not take long time for them to do it as they knew how to do that. Next, the teacher distributed the text. Students who do not understand were suggested to ask, and students asked to come to the front of the class to write a few sentences. Students have started actively asking and some students dared to write sentences in front of the class.

The researcher gave an explanation of interactive learning media that will be used as a learning media at the next meeting.

The researcher provided materials and exercise to face the interactive learning that will be implemented at the next meeting. Teachers provide questioning before closing the lesson. After that, the teacher concluded the lessons in the first meeting and closed the class with greeting.

2. The Second Meeting

The teacher opened the lesson by greeting and checking students' attendance. Teacher prepared students' observation sheets, field note sheets and a digital camera for documentation. The researcher did apperception lesson last week about interactive learning media and materials recount text. The researcher gave students a chance to ask. The researcher started explaining the use of learning multimedia as the main part of the research.

Before learning began the researcher gave the sheet of material to each student. The material should be learned 10 minutes. Furthermore, the researcher gave a worksheet in the computer. The researcher reminds the students that the test is already started. Test completed within the specified time of 25 minutes. Students, who had completed the task, asked to raise his hand, and researcher write the scores that appear automatically. Time used to work on the test was 30 minutes. The researcher and teacher process the score together. After the students finished the test,

the researcher announced the winners of the highest scores. The researcher gave a reward for the highest score. The researchers and students concluded the learning the material that day. The researcher closed the lesson with greetings.

c) Observation

a. Process Successfulness

The learning process on the second Cycle were increased compared to what is obtained in Cycle I. Students' attention become focused on how to comprehend the text and answer questions from the researcher. This was due to the motivated students who got the award when they won the highest score. The learning process ran smoothly as well as the use of media, unlike in Cycle I that was often interrupted by students' questions about the rules in interactive learning.

When the researcher gave material and apperception recount text in the first meeting of Cycle II, students pay more attention. Students also began to actively ask. Some students even dared to read and answer the questions aloud. Its mean, in the Cycle II students had started confidently and courageously asking questions and demonstrating the ability to read aloud.

Cycle II has been able to increase the students' attention on the material. When researchers distributed sheet material, most students observe and pay attention to the concentration of the material provided on the sheet material. It became the success of the process in Cycle II. Attention students increased while preparing interactive learning, related to the student's motivation to win the highest score.

- b. **Product Success** Based on observations conducted by researchers in the field it is seen that most of the students can followed an activities well. Reading by using interactive learning media can be followed easily by the student. After the action on Cycle II found an increasing in the ability of students compared to the results of the pre-action stage and Cycle I. Here are the results of the students in Cycle II.

Table 7: Range of Cycle II Scores

Scores	Frequency
93	14
73	13
86	4
80	3
66	3
60	1

The observations made by the researcher in the field showed that most of the students can get into the activities held up well. Learning reading by using interactive media can easily be followed by the students well. The action in the cycle II has increased as proposed below.

- 1) The mean scores of the test results in Cycle II become 81.3 increased from 76.7 on Cycle I.

2) In Cycle I the students who have just completed the scores are 24 students, while the Cycle II has increased to 34 students.

d. Reflection

Based on observations during Cycle II, the learning process in the classroom has shown good results. The implementation of interactive learning media runs smoothly. At the end of Cycle II, the researcher and teacher as a collaborator had a discussions to reflect the learning process that has been going on. The results reflected on the actions that have been performed on Cycle II is as follows.

- 1) In general, students have been participating better in learning.
- 2) Students' reading achievement point is increasing from 72.1 up to 81.3.
- 3) Most of the students are able to understand in reading a recount text. It is proven that by using interactive learning media can help students as one way to improve reading skills on VIII-E class of SMP Raden Fatah Cimanggu.

C. Discussion of the Research

1. Improving Reading process through the interactive Multimedia

The lack of variation in the process of reading is one of the causes of low reading skills in students. Therefore, it is necessary to maintain interest in learning so that students can improve reading skills. Based on the statement above, the use of interactive learning media is regarded as one of the ways or methods of learning to improve reading skills. The implementation of learning using interactive learning media implemented in two stages, they were Cycle I and Cycle II.

Before Cycle I and Cycle II were conducted, the pre-action stage was to obtain a student's ability to read the text, this step was carried out during a 40-minute meeting. In the pre-action-stage, the students were less active. In addition, the allotted learning time was used uneffectively. This is caused by many students who do not understand the recount text. Some students had difficulties in determining the generic structure of the recount text. The students ask to each other, this made the learning process becomes not conducive. Improvement of learning was done in Cycle I.

In Cycle I, the students' attitude in participating the lesson was more disciplined than in the pre-action stage, although there were some students who still did not pay attention when the learning activities took place. The students who were passive in the pre-action stage during the learning process in Cycle I began very active and dared to ask if they felt did not understand. However, there were some difficulties when they should define the generic structure. After the students were action through interactive learning media these actions were resulting in good results.

In Cycle I, the attitude and the participating of the students in learning more disciplined than pre-action stage, although there were some students who still did not pay attention when learning activity took place. The students who are passive in following the learning process in the pre-action stage in Cycle I became more active and dared to ask if you do not understand. Reading ability of students there are still some difficulties. Students' attitude and participation of in Cycle I increased when compared to pre-action stage. The students' attention in the learning process of the

first cycle increased. The students become more concentrated when the researcher explained the material. It is different from pre-action stage, in which they paid less attention and some students were chatting when the researcher gave material. Some of the problems in Cycle I was repaired in Cycle II.

The learning process in Cycle II was conducive. Students had an improvement in the implementing text when compared to the result of Cycle I. When the researcher gave material of recount text in the first meeting of Cycle II, students pay more attention. Students also began to ask actively. Some students dared to read loudly in front of the class. This means in Cycle II students had started confidently and courageously asking questions and demonstrate the ability to read loudly in front of the class.

The response of students' activeness in learning process was good. This could be seen in the learning process was more and more serious. Some students who previously were passive now started asking actively. At this pre-action stage students asked their friends and still hesitate when asked the teacher. However, in Cycle I and Cycle II students dared to ask the teacher because the teacher have been motivating the students.

The researcher was conducted a meeting with the teacher after the implementation of Cycle II. The meeting was used to discuss the results of the

application of interactive learning media activity. It can be seen from the extract of

Interview transcripts below

R: Menurut Bapak, bagaimana interaksi antara siswa dan guru selama proses belajar mengajar berlangsung?(What do you think about the interaction between the teacher and the students during the teaching and learning process?)

ET: Menurut saya bagus mbak, saya lihat tadi anak-anak sudah berani bertanya pada mbak Rara saat mereka mengalami kesulitan. Kemudian mbak Rara juga menjawab pertanyaan dari anak-anak dengan jelas. Dan saya lihat anak-anak juga puas dan mengerti dengan jawaban yang diberikan.(I think it is good. I saw the students were brave to ask questions when they found difficulties. Then, mbak Rara also answered the questions clearly. I saw that the students were satisfied with the answer and understood it.)

R: Kalau interaksi antar siswanya sendiri bagaimana Pak?(What do you think about the interaction among the students?)

ET: Kalau interaksi antar siswanya sendiri juga cukup bagus mbak. Walaupun ramai di kelas, tapi mereka ramai diskusi. Saya amati mereka saling bertukar pendapat. (The interaction among the students was good enough. Although they were noisy in the class, they discussed the work. I observed that they shared their knowledge.)

(Interview transcript 02, March 20th 2014)

The use of *Interactive multimedia* was also successful in improving the interaction between the teacher and the students, and among the students. By monitoring, guiding, and giving feedback to every group, the teacher could know the students' want. She directly knew the students' difficulties while they were learning. They were also very happy when the teacher cared with them. The interaction among students increased too.

The teacher supported the implementation of interactive learning media as one of the media and how that can be used to improve reading skills. Interactive learning

media has been shown to improve reading skills in VIII-E class of SMP Raden Fatah Cimanggu. Thus, interactive learning media used in this study are useful for building students' confidence. The teacher argued that students' reading ability is enough to reach the minimum requirement grade or KKM in SMP Raden FATAH Cimanggu.

The success of the action can also be seen from the students' observation sheet. The observation sheets were used to observe the enhancement of the student learning process.

Table 8: Students' Observation Sheet Form

No	Observed Aspects	Observation Results								
		Pre-Action			Cycle I			cycle II		
		1-7	8-14	>15	1-7	8-14	>15	1-7	8-14	>15
1.	Students start the lesson orderly.		√				√			√
2.	Students pay attention when the teacher gives an explanation.		√			√				√
3.	Students carry out the task given by the teacher.	√				√				√
4.	Students participating in learning activities actively.		√				√			√
5.	Students ask the teacher when experiencing difficulties related to the task.	√				√			√	
6.	Students ask friends when experiencing difficulties.		√			√			√	
7.	Students answer the teacher's questions.	√				√				√

Continued

No	Observed Aspects	Observation Results								
		Pre-Action			Cycle I			cycle II		
		1-7	8-14	>15	1-7	8-14	>15	1-7	8-14	>15
8.	Students answer teacher questions if called upon their name.	√				√			√	
9.	Students carry out learning activities in accordance to objectives.	√				√				√
10.	Students interact with the teachers.	√				√				√
11.	Students interact with the other students.			√		√			√	
12.	Students evaluate learning outcomes with friends.	√				√				√
13.	Students evaluate learning outcomes with the teacher.	√				√				√
14.	Students express opinions about learning activities at the end of the activity.	√				√			√	
15.	Students can draw conclusions from all the learning activities.	√				√			√	

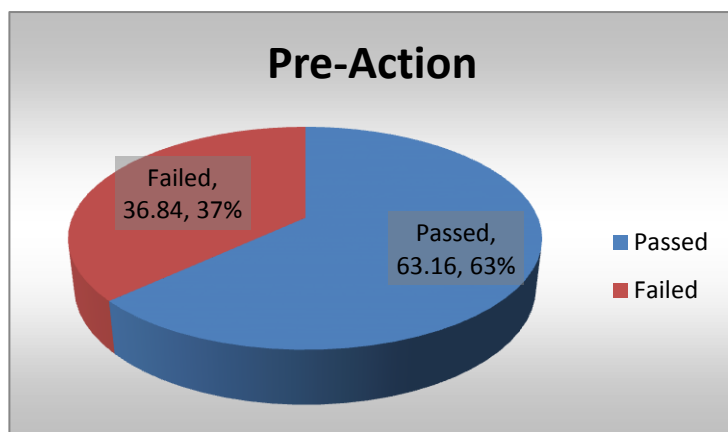
From the results of the students' observation sheet above can be concluded that in pre-action stage, Cycle I and Cycle II they changes in a positive direction. Based on the table it is shown that there were several aspects that increased to the positive way. The students more active in participating reading by interactive learning media. Learning reading with interactive multimedia in Cycle I still face many obstacles, but in Cycle II has been improved through reflection Cycle I. At this stage

the students asked their friends and still hesitate when asked the teacher. However, in Cycle I and Cycle II students dared to ask because the researcher has to motivate them.

2. Improving Reading skill Through Interactive Multimedia

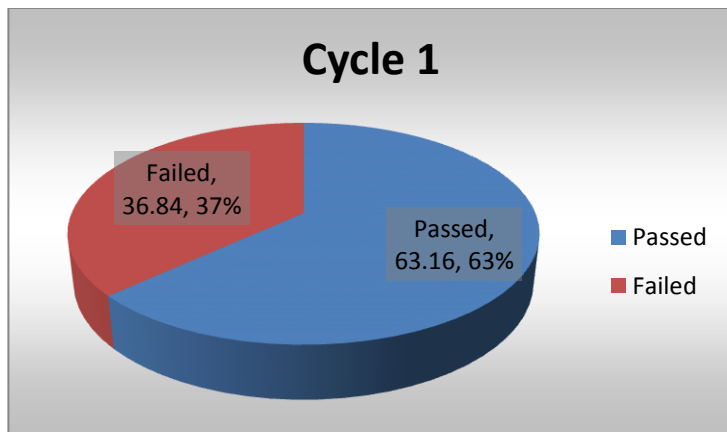
The result of students' reading outcomes of VIII-E class on pre-action activities showed 72.1 of a class mean score. Students were considered to achieve a passing grade if it has reaches the minimum requirement grade (KKM) in SMP Raden Fatah Cimanggu which is 70. Students who completed the pre-action stages were 24 students with 63.16% completeness percentage. Students who have not completed were 14 students with 36.84% completeness percentage. To facilitate understanding the number of students who completed the reading, the percentage described in the form of a diagram. Diagram percentage of students' completeness study at pre-test is as follows.

Diagram 1: Students' Completeness Study Percentage at Pre-Actions



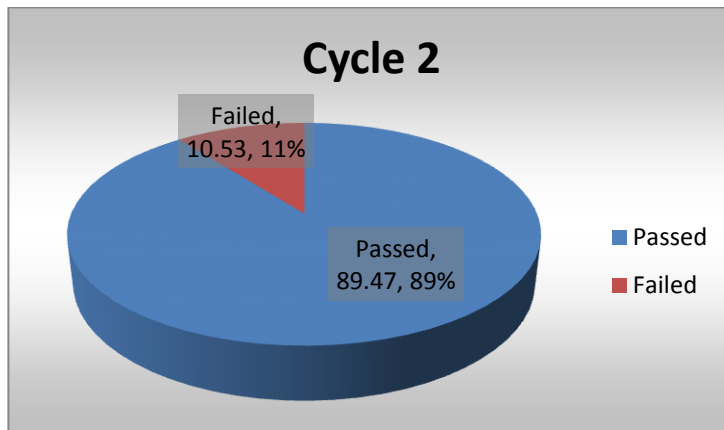
Students' reading achievement of VIII-E class on the first cycle activities showed the results 76.7 of class mean scores. Students who passed in the first cycle were 24 students with 63% percentage of completeness. Students who have not accomplish were 14 students with 37% percentage of completeness .The diagram of students' completeness study percentage in post-test as follows.

Diagram 2: Students' Completeness Study Percentage at Cycle I



Students' reading outcomes of VIII-E class on Cycle II activities showed the results 81.3% of students' class mean score. Students who passed Cycle II were 34 students with 89% percentage of completeness. The students who have not passed were 4 students with 11% percentage of completeness. The diagram of students' completeness study percentage in post-test is as follows.

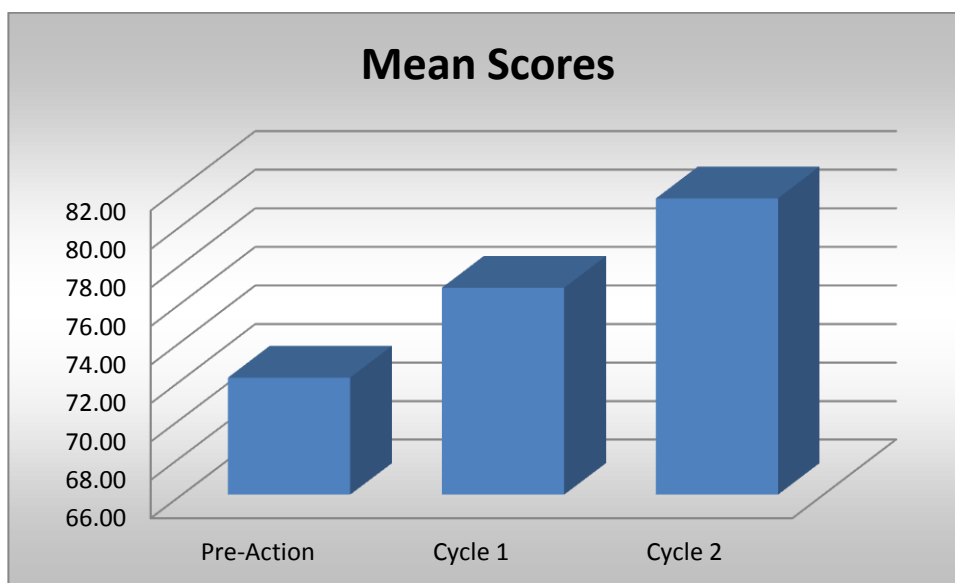
Diagram 3: Students' Completeness Study Percentage at Cycle II



As the results on pre-action, Cycle I and Cycle II have increased. At pre-Action stage the mean scores only 72.1 while the cycle II increased to 81.3.

The Increasing of students' reading skill mean scores of reading a recount text can be seen in the following figure.

Diagram 4: The Increase of Students' Mean Scores of Reading a Recount Text from Pre-Action, Cycle I to Cycle II



The diagram above showed an increase of mean scores on reading of recount text. Implementation of the action in the Cycle I has resulted an increase of reading skills scores. The mean scores of Pre-Action (pretest) that performed before the Cycle I was 72.1 with the lowest scores 50 and highest scores 90, in the Cycle I students' mean score increased to 76.6 with the lowest scores 60 and highest scores 93. Although there has been improvement in the students' reading skills, but 14 students have not reached a minimum requirement grade in SMP Raden Fatah Cimanggu, which is 70. Appropriateness of reading skill in the Cycle I was still low become one of the reasons the researcher conducted the Cycle II.

The application of interactive learning media in Cycle II with recount text material, the Students' mean scores of Cycle II increased from 75.1 in the cycle I increased to 76.6 in the Cycle II. The highest score of students in the Cycle II was 93 and the lowest score was 60. The number of students who achieved success criteria on the second cycle were 34 students, while students who have not reached the minimum requirement grade were 4 students.

Table 9: Students' Mean Score

Pre-Test	Post-Test
72,1	81,3

The result of the pre-test and the post-test above showed the difference between the results of pre-test. The mean of the pretest was 72, 1. Meanwhile, the

mean of the cycle I was 76, 6 and Cycle II was 81, 3. It meant that the mean of the pre-test improved from 72.1 to 81, 3 in the Cycle II. The mean was gotten from the 38 students. From the result above, it could be concluded that *Interactive Multimedia* improved the students' reading skill in class VIIIE in SMP Raden Fatah Cimanggu.

The results of the student's tasks, at this pre-action stage do not resolve all the questions given by the researcher. When the approach were done , by conducting the interview upon completion during school session turns out, they are less serious in doing the test. From 5 given questions, only a few of them were successful and even then not all true. The researcher then gave a briefing to be more active in reading, and told them that test scores in the next meeting will be included in the daily tests scores.

In Cycle I, the results of these students' test scores showed that there was an increasing significantly. They managed to complete all the 5 questions. But on cycle II were decreased. After looking at students' tasks, researcher concluded that an error occurred in Cycle II was classifying the statement from the events on the recount text.

The researcher provided guidance to students to always learn to read. And specifically to students who have not comply the KKM, U07 (see Appendix F, Table scores). The researcher with the teacher provided guidance particularly, by calling the two students to the teacher's office. The teacher give advice to always study hard and practicing reading diligently, as well as researcher, gave support to always study hard and do not be shy to ask when there was an unknown thing. U07 scored 50 on pre-action stage, 53 in the Cycle I, and 60 in the Cycle II (see Appendix F, Table scores).

Overall the data showed that the implementation of this action research has been successful in improving reading skills in VIII-E class of SMP Raden Fatah Cimanggu. It is characterized by an increase of reading scores, both at the end of Cycle I of or Cycle II activity. Students' difficulties can be resolved with the use of interactive multimedia.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusion

Based on the result and discussion of the research, the conclusion can be finally derived. It can be concluded that, 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. Students are expected to help each other in preparing to learn by studying the activity sheet and explaining the problems to one another, but when students are playing the game or the task that are assigned to the students should not help each other, in order to make sure that there has been an individual responsibility.

The use of interactive learning media in reading can also improve the learning outcome. It can be seen from the results of the study showing an increase in students' reading skills, which is shown by the students' mean score of reading test results from Cycle I to pre-action activity increased from 72.1 into 76.6. The number of students who achieved a completeness study in the pre-action stage are 24 students. In Cycle I students' mean score increased to 76.6 with 24 students who passed the completeness score.

B. Implication

Based on the results of the study it is indicate that using interactive learning media can improve the students' reading skill. The implications derived from this study are as follows.

1. The use of interactive learning media to improve reading skills has the potential to be developed in SMP Raden Fatah Cimanggu.
2. The teachers can gain knowledge about the application of this classroom action research and provide an alternative in choosing learning strategies to improve reading skills.

C. Suggestion

Based on the conclusions and implications above, this study may propose suggestions. Suggestions that could be addressed are as follows.

1. For the English teachers of VIII grade in SMP Cimanggu Raden Fatah it is suggested that using interactive learning media in reading is a good alternative to teach and learn reading in order to make the learning process become more effective and independent.
2. For students, it is suggested that they need to keep improving their scores, the results achieved from the good reading skills need to be maintained and continually improved, and those who get low scores should continue to practice individually and groups.