Interactive Media on Students' Reading Comprehension of The 8th Grade at SMPN 1 Tanah Putih Tanjung Melawan

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ABSTRACT
This research was conducted based on students' problems in reading comprehension, such as some students had lack of vocabulary, a view students had difficulty to find out the information according to the text they learn and the students can not comprehend the words meaning appropriately. The main focus of this study was to investigate the effect of using Interactive Media on students' reading comprehension in recount text at 8th Grade SMPN 1 Tanah Putih Tanjung Melawan. The research design was pre-experimental with one group pre-test and post-test design. The sample of this research was eighth-grade students, totaling 30 students. Samples were taken using purposive sampling technique. In collecting data, the researcher uses a reading comprehension test to determine students' reading comprehension. In analyzing the data, the researcher used the paired sample t-test formula which was calculated using the SPSS version 28 application. The results of the data analysis showed that the significance value is lower than the significance level (0.098. < 0.05 and for effect size score was 0.77 using eta squared formula which indicated the interactive media has large effect.). It means that Ho is rejected and Ha is accepted, So it can be concluded that there is a significant effect in students' reading comprehension before and after being taught by interactive media.

KEYWORDS: Interactive Media, Reading Comprehension, ELT

1 INTRODUCTION

Reading comprehension is an important skill that helps students improve their ability to obtain information from various English language sources that require reading. English reading comprehension is one of the keys to academic success for students in schools and colleges (Lustyantie & Kasan, 2021). Students' reading comprehension is very important for the readers because they can improve their knowledge if they comprehend it well.

Reading is one step toward a more effective study. According to Asrifan & Vargheese (2020), reading many textbooks, articles, short stories, and novels can help us improve our memory, comprehension, and knowledge. Reading is an excellent way to expand our scientific and personal knowledge. We read for a variety of reasons, including gaining information and expanding our knowledge, critiquing a writer's writing style and ideas, and so on.

Students frequently study the sources relating to the content to be studied first to grasp it. Reading comprehension is also required for the reading process so that there are no misconceptions in comprehending what has been read. According to Simanjuntak (1998:4) in Asrifan & Vargheese (2020) "Reading comprehension is not just reading with a loud `voice, but reading is established to understand the meaning of the word, sentences, and paragraph sense relationship among ideas as it is. If a student just reads loudly but can not understand the content of the text, it means that he fails in comprehending the passage". Reading comprehension is considered crucial for students majoring in English in countries where English is studied as a foreign language, such as Indonesia. The English course is primarily concerned with text and recounts written in English, which students must read and comprehend to develop good reading comprehension.

SMPN 1 Tanjung Melawan is one of the junior high schools in Indonesia as an education center, this school established English as one of the compulsive subjects. Reading English standards, based on the curriculum 13 at junior high school the learning objectives of reading comprehension is to comprehend short functional text meaning and simple writings in the text types such as descriptive, recount, narrative, and procedures in daily context, as well as to gain scientific knowledge. In the process of teaching and learning, the teacher applied scientific approach and the media they used in the class such as pictures, english textbook. So, it makes the students become bored and lack interest because the media that they see just picture in the English textbook and from these processes only several of the students' achievements have already passed the minimum score for English subject.

According to information acquired through interviews with English teachers at the school, there were some issues with students' reading comprehension in the eighth grade. The first issue is that a few students faced with a lack of vocabulary. Second, most of the students had difficulty to find out the main idea in the text. Third, a few of students had difficulty gaining the factual information in the text. Fourth, some of the students identify the references inappropriately. Fifth, most of students confused in making the appropriate inferences. The researcher discovered the following symptoms while researching this problem such as: some students do not fully comprehend recount text in english subject, some students are unable to identify the main idea in the paragraph text, some students are unable to locate the topic in the text paragraph, some students are unable to obtain information from the text. Based on the mentioned argument, the researcher attempts to adopt an interactive media in teaching.

A media can assist students since it is a more effective learning strategy for students than learning without it. Students learn more effectively when they are taught using a media. Based on Zulaidah Salsidu et al., (2018) states that interactive multimedia elements are simple to learn and understand, they are the greatest and most successful approach to providing information.
Mayer (2009) states that Multimedia instruction is defined as the presentation of material using both words and pictures to promote learning. By words, it means that the information is presented verbally, such as through printed or spoken text. By pictures, it means that the information is presented in a visual format, such as illustrations, graphs, photos, or maps, or dynamic graphics such as animations or video. Learning media can also make the learning process more varied and innovative, increasing student activity and creativity and thus student learning achievement (Ningsih, Y.F., & Yuliyanti, W.

2021). Multimedia is the combination of multiple types of media on a single medium within the same information unit (Elviana et al., 2020).

2   METHODOLOGY

This research focuses on quantitative research. The researcher in quantitative research identifies a research problem based on trends in the field or the need to explain why something occurs. Describing a trend means that a study can answer the research problem by establishing the overall tendency of responses from individuals and noting how this tendency varies among people. (Creswell,2012)

The study was conducted as a pre-experimental design with one group pre-test and post test. This design associated one group as pre-test (O1), exposes to treatment (X), and post-test (O2).

The objectives of the research was to investigate the implementation   and significant effect of Interactive Media on students' reading comprehension at 8th grade SMPN 1 Tanah Putih Tanjung Melawan. In this research, there are two variables. The students' reading comprehension was a dependent variable, while interactive media was an independent variable.

3   RESULT AND DISCUSSION

a. Descriptive Analysis

Table 1. Descriptive Statistics of the Pre-Test

	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	30	55.00	75.00	63.8333	**5.67562**
Valid N (listwise)	30				

Based on the table 1, it can be seen that the mean score of students' reading comprehension in pre-test was 63.83 and the standard deviation was 5.675.

Table 2. Descriptive Statistics of the Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
POSTTEST	30	60.00	85.00	76.00	**5.63242**
Valid N (listwise)	30				

Based on the table 2, it can be seen that the mean score of students' reading comprehension in post-test was 76 and the standard deviation was 5.632

b. Statistical Analysis

To demonstrate the pre-test and post-test effects in the implementation of interactive media on students' reading comprehension, the researcher employed paired sample t-tests

as specified by SPSS version 28. A population is employed for the paired sample t-test before and after treatment. The output from statistical data analysis is displayed in the table below:

Table 3. The Result of Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	63.8333	30	5.67562	**1.03622**
	POSTTEST	76.0000	30	5.63242	**1.02833**

The mean before the treatment was administered was 63.83 with a standard deviation of 5.67562, and the mean after the treatment was administered was 76.00 with a standard deviation of 5.63242. This information is based on the table 3.

Table 4. The Result of paired Sample Correlation

				Significance	
		N	Correlation	One-Sided p	**Two-Sided p**
Pair 1	PRETEST & POSTTEST	30	.307	.049	**.098**

Based on the table 4, it showed the correlation between the two scores of the pre-test and post-test. The correlation score of the pre-test and post-test was 0.307 and the significance value was It shows that the significant value was smaller than the significant level (0.098. < 0.05), which means that Ho was rejected and Ha was accepted. So, it can be concluded that there was a significant difference score between pre test and post-test scores.

Table 5. The result of Paired Sample T-test

		Paired Diffrences								
					95% Confidence Interval of he Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	One-sided up	Two-sided up
Pair 1	PRETEST-POSTTEST	-12.16667	6.65444	1.21493	-14.65148	-9.68186	-10.014	29	<.001	<.001

According to the table 5, the mean of the pretest and post-test was 12.166, the standard deviation was 6.654, and the mean standard error was 1.2149. The lower difference was 14.651, and the upper difference was 9.681. The t-test result was 10.014 with a df of 29, and the significant value was 0.001.

c. Hypothesis Testing

There are two ways to interpret the data that has been obtained:
1. Using the test score t in comparison to the results of the test and the table:
   a. If the value in Sig. (2-tailed) < 0.05, Ho is rejected and Ha is accepted if the value of tobtained > ttable.
   b. Ho is approved and Ha is refused if the value of tobtained > ttable.

From the output above, it was found that the sig. 2 tailed value was 0.001. It can be stated that 0.001<0.05. it means that null hypothesis (Ho) is Rejected, while the alternative hypothesis (Ha) is accepted. This means that there is a significant difference in the reading comprehension of students who are taught after using Interactive Media.

To identify the level of the effect of the implementation interactive media on students' reading comprehension at 8th grade SMPN 1 Tanah Putih Tanjung Melawan, it was calculated by using eta squared formula :

$$Eta\ Squared = \frac{t^2}{t^2 + (N-1)}$$

$$Eta\ Squared = \frac{10.014\,^2}{10.014\,^2 + (30-1)}$$

$$Eta\ Squared = \frac{101.54}{101.54 + 29}$$

$$Eta\ Squared = \frac{101.54}{130.54}$$

$$Eta\ Squared = 0.77$$

Based on the result above, it was clear that the effect size was 0.77. the guidelines proposed by pallant (2016) for intepreting the value are : 0.01 is small effect, 0.06 is moderate effect, and 0.14 large effect on students reading comprehension. It means that the implementation of Interactive Media has large effect on students' reading comprehension.

4   DISCUSSION

In this research, the results of the data findings showd that there is a significant effect in students' reading comprehension by the implementation of Interactive Media. It can be seen from the data analysis above.

Besides, Suryani et al. (2022) The conclusion that the media can be used to build the ability to design creative, original, and entertaining learning can be made from the research findings on the development of PowerPoint animation-based interactive media on English subjects in the self-introduction material. Zahara & Jupri (2022) Reading comprehension among students can be enhanced by the use of interactive learning resources in Microsoft PowerPoint. When using this interactive PowerPoint during learning, students respond enthusiastically. The interactive slide show helps students pay closer attention to the information the teacher is presenting..

So, the implementation of Interactive media on students' reading comprehension is one of the media that can be used in the english classroom especially for reading comprehension.

5   CONCLUSION

The purpose of this study was to determine whether or not the implentation of Interactive Media had significant effects on the 8th grade at SMPN 1 Tanah Putih Tanjung Melawan reading comprehension. According on what was discussed, shown, and evaluated in the previous chapter, the researcher shows the following conclusions:

1. The students' reading comprehension text before taught with interactive media at 8th grade of SMPN 1 Tanah Putih Tanjung Melawan. The mean score in the pre-test was 63.83.
2. The students' reading comprehension text after taught with interactive media at 8th grade of SMPN 1 Tanah Putih Tanjung Melawan. The mean score in the post-test was 76.
3. The result of hypothesis testing conclude that it was found the sig. 2 tailed value was 0.001. It can be stated that 0.001<0.05. the alternative hypothesis (Ha) is accepted. This means that there is a significant difference in the reading comprehension of students who are taught after using Interactive Media.
4. According to the calculation of the effect size by the implementation of Interactive Media on students's reading comprehension was 0.77 which indicates that has large effect on students' reading comprehension at 8th grade SMPN 1 Tanah Putih Tanjung Melawan.

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