The Effectiveness of Using Multimedia in Improving the Students' Reading Comprehension in English Text

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Abstract

The purpose of the study was to determine the effectiveness of the use of multimedia, namely PowerPoint Presentation (PPT) to improve the reading comprehension of students of the Elementary Teacher Study Program (PGSD)in learning Bahasa Inggris 2 course in the even semester of the 2020/2021 school year. Researchers chose one class with a total of 30 students using the purposive sampling technique. In this study, the data collection procedure used tests as the research instrument. The results showed an increase in the average score obtained by students where the mean score of students in the pre-test was 55.6, which increased significantly by 24.1 points to 79.7. and the t-test value is greater than the t-table value. In this study, PPTs are effective in improving the reading ability of PGSD students. PPTs increased students' vocabulary and understanding of the general structure of narrative and descriptive texts. PPTs are also efficient in teaching simple past and present tenses.

Keyword: English text, multimedia, PPT, reading comprehension,

Introduction

Reading is a communication tool in written language in the form of text. Reading is the most powerful way to get information about various aspects of life. For students whose English is a foreign language, reading is a vital skill that helps them learn English. In other words, reading is a critical skill. Mickulecky& Jeffries (2004) say reading is crucial because it can develop students' general language skills in English; encourage students to think in English, expand

students' English vocabulary, improve their writing skills, and this can be an acceptable way to get new ideas, facts, and experiences. Based on this perception, reading ability is considered as something that can help students to enrich their understanding of English.

Understanding the reading will help the reader understand the message implied by the author. Reading skill is one of the receptive skills of English, according to Harmer (2003). However, the four language skills are closely related to each other. The ability to read texts in English is significant as a bridge for understanding textbooks. If students do not know the content of the passages then they will be difficulties understanding the text. Each type of text has its structure. If students are familiar with the text genre, students can easily understand a text. (Alderson, 2002 in Chawang, 2008).

Learning media is one of the main aspects of teaching English. Various kinds of media are found in teaching English, such as photos, slide projectors, audio, cassettes, maps, etcetera. Media help the students to be easy to understand the lesson, and they help the instructor to have an attractive class. Teaching media are often developed along with technological developments, in which the media does not only include visual or audio but also becomes a mixture of visual, audio, animation, and text. The type of media here is called multimedia that can be audio, video, animation, and text.

Multimedia technology brings a new dimension to the learning experience because it makes an easy presentation of concepts. Learners may understand quickly when words are complemented by pictures and animations Ogunbote and Adesoye (2006:2). Omagbemi (2004:3) supports this statement by arguing that access to multimedia can stimulate improvement, and create a conducive learning environment and make learning more meaningful and sensitive to local and unique needs.

Based on the analysis of the problem and the benefits of using multimedia in learning, this research focuses on multimedia use in learning Bahasa Inggris 2 courses at the Elementary School Teacher Study Program (PGSD). This research also intended to have a real contribution to the vision and mission of Tadulako University to encourage the use of multimedia which is part of ICT in the classroom and to answer the challenges of the 21st century or Industrial Revolution 4.0.

Reading Comprehension

Moreillon (2007) argues that reading is an interaction method that requires a lot of experience and practice. Patel & Jain (2008) added that reading comprehension requires understanding context, vocabulary, structure, and grammatical concepts. Thus, the reader needs to consider the components used in the text when reading comprehension. Reading comprehension is a multi-component operation, very complex, according to Klingner, Vaughn, & Boardman (2007), which includes multiple experiences of readers and what they bring to the text that is relevant to the text itself. Snow (2002) also defines

reading comprehension as a process of simultaneously extracting and constructing meaning through interaction and participation with written language consists of three elements: the reader, the text, and the activity or intention to read. Readers need prior knowledge of the texts they are reading to develop their understanding of reading.

Reutzel and Cooter (2007) suggest that the ultimate goal of reading is to learn. According to Reutzeland Cooter, students must make questions and answers while reading while understanding the text. They suggest that questions and answers during reading are practical for students in critical reading. The experts further observed that students might have a comprehensive understanding of the text, and they will be critical readers by asking themselves and reading.

Student understanding, according to Rapp, Van den Broek, McMaster, Kendeou, &Espin (2007) includes important abilities that help students to find key ideas, and maintain their interest before, during, and after reading. Rapps et al. consider that understanding is necessary to support students learn reading skills at a higher level. They found that reading ability to more accurately builds students' logic to understand the meaning of the text.

Multimedia

The term "media" is etymologically derived from the Latin "medius" Sadiman, Rahardjo, Haryono, &Harjito (2009) define media as a communication mediator or companion to the receiver from the sender. Media is a resource that allows teachers to provide knowledge so that contact between teachers and students can innovatively take place. Media that can be used by English teachers in their learning include films, television, diagrams, printed materials, computer programming.

PowerPoint is a kind of presentation software that allows you to display color text and images with simple sound and animation (Fisher, 2003). Powerpoint is the most popular because it comes with packages from Microsoft. Powerpoint can be used on a Macintosh program or a Windows PC. The file is easy to create and can be emailed as an attachment. Powerpoints can also be posted or downloaded from websites and converted to HTML Web Pages. PowerPoint presentations are not only tradable and interchangeable, they can also be adapted to specific classroom environments.

According to Fenn (2008), Powerpoint is a proper method for providing class material and convincing students to learn. PowerPoint is used to help professors and students in the teaching process. It is easy for students to learn English so that the classroom environment is conducive. PowerPoint offers a new method of learning to read for students. When using photos, powerpoints arouse students' interest. Students pay more of their attention to pictures, maps, tables, etcetera. The font size in PowerPoint is enlarged and emphasized to help us learn words, orthography, and so on.

Methodology

This research study used a quasi-experimental design with one group pre-test post-test design. The population of this study was all students who took the English 2 course program in the Even semester of the 2020/2021 academic year consisted of four parallel classes. One class will be the research sample which is the class taught by the researcher. In this study, the data collection procedure using tests. This test will include a pre-test and a post-test. This test consists of 30 questions divided into multiple-choice questions, T/F questions, and essay questions. Students must take the test individually.

Finding and Discussion

This research was conducted in the even semester of the 2020/2021 academic year on 30 students of the Elementary School Teacher Education Study Program who were in semester 4. The results obtained are as follows

Table 4.1. Mean Scores

Test	Mean score
Pretest	55.6
Postest	79.7

Table 4.2 standard deviation

Test	Standard deviation
Pretest	7,32
Postest	5,36

Table 4.4 The test significant

Variable	T-test	t-table
Pre-test dan post-test	14,86	2,042

From the above results, it is indicated that the mean score has a significant increase from 55.6 for the pretest, while the individual mean score

for the post-test was 79.7. This means that the average score obtained by students has increased by 24.1 points. So that the use of Power Point Presentation (PPT) can be effective in improving the understanding ability of PGSD students in reading English texts. From the table above, it shows that the t-test value is greater than the t-table value, which means that the use of multimedia (PowerPoint Presentation) is effective in improving the ability to read English texts for semester IV students of PGSD who took Bahasa Inggris 2 courses on the even semester in the academic year 2020/ 2021.

Discussion

This research was conducted for 8 face-to-face meetings consisting of one pre-test conducted at the beginning of the meeting before students accepted being taught using Multimedia (PowerPoint Presentation), 6 face-to-face learning using Multimedia (PowerPoint Presentation), and once post-test conducted at the end of the study. This research was conducted in the middle of the even semester of the 2020/2021 academic year with the research sample being a class taught by researchers, totaling 30 people.

The pretest result was 55.6 and increased by 24.1 to 79.7 which was significant. This research was conducted online because it was still a pandemic period and it was not allowed to hold face-to-face meetings. By using PowerPoint Presentation (PPT) students can use it to improve their reading ability anywhere and anytime, so students have flexibility. They can repeat the material as they wish. The reading texts taught to focus on two genres of reading, namely narrative and descriptive text. In studying this reading text, students are not only taught to recognize the generic structure of narrative and descriptive texts, but they also learn the linguistic features used in both types of reading.

The most striking difference in studying narrative texts in English is the use of verb forms which are very different from narrative texts in Indonesian. In Indonesian, to show activities that were carried out in the past only use the auxiliary word of time, while in English the verb has shown that activity was carried out in the past. First-form and second-form verbs in English often make it difficult for English learners to remember them. Because there are forms of verbs that only need to be added -ed but some are not patterned. Using this PPT also helps PGSD students to learn more about the use of past tenses, including the use of the second form of verbs.

Then in studying descriptive texts, students are indirectly taught to increase their vocabulary in the form of nouns and adjectives. Nouns in English if they are in the plural form sometimes confuse students because some have different plural forms from the singular. Some of the English nouns when they are plural only add the letter *s,* but some cannot add the letter *s.* For example, in the word child in English, the singular form is *child,* but the plural is *children.*

In addition to studying the *part of speech*, students clearly learn to understand the contents of the reading, especially to obtain detailed reading

information such as the main idea. By using PPT, researchers make it easier for students by using hyperlinks to questions with readings. So that students do not need to open the previous slides to find answers.

The hypothesis through the t-test showed a significant strengthening of the pretest and posttest mean score results which indicated that the use of multimedia PowerPoint Presentation was effective in improving the ability to read English texts of the fourth-semester PGSD students who were the sample of this study.

Conclusion

Based on the results of this study, it is known that PowerPoint Presentations are effective in improving the ability to understand English reading of PGSD students in the fourth semester in the 2020/2021 academic year. The pretest means the score is 55.6, which increased significantly by 24.1 points to 79.7. and also the t-test value is greater than the t-value table. The use of PPT in the study not only improve the reading skills of students PGSD but is also able to increase vocabulary stock and understanding of the structure of generic text narrative and descriptive as well as the use of *tenses* sentence *simple past* and *simple present* PowerPoint Presentation (PPT) is also used in applications Quizzes, so researchers suggested that lecturers and students can access this application.

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