CHAPTER 1
INTRODUCTION

1.1 Research Background

English is one of the international languages that must be mastered by students nowadays. Seeing the need for mastering English, school have an important role as a place to equip, train and accustom students to speak English. In learning English, it is expected to be able to master four skills namely writing skills, reading, listening, and speaking. Reading-writing is one of the important skills in addition to the other language skills. Harmer (2001) stated that reading and writing are important to be taught for the students. Referring to Harmer reading gives much exposure and provides good models for writing. Besides, reading can affect students' writing especially their writing reinforcement, language development, learning style, and writing itself.

Adapted from Nadya (2019) In Junior High School, students' reading-writing ability was relatively poor because they do not understand the meaning of words or information contained in the text they read. They still had difficulty in finding the main idea of the text in reading-writing skills because they lack vocabulary mastery and rarely apply it in everyday life. It also made them difficult to acquire knowledge and gather information from the text .

The students of SMPN 1 Batang also had the same problem in the teaching-learning process of reading-writing. They did not understand the meaning of words or information contained in the text. They still had difficulty in finding the main idea of the text, express the ideas in writing, difficulty choosing the correct vocabulary, and still had grammatical errors in their writing. That happened because they were lack textbooks/ material and vocabulary mastery, also rarely apply it in everyday life. Moreover, students were passive in learning activities since the teaching and learning technique was still used in textbooks and student worksheets (LKS). One of the reading-writing materials considered as difficult by

students is recount text due to the learning outcome of students in SMP Negeri 1 Batang. Moreover, in a pandemic condition where face-to-face learning turns online, the school did not provide a supporting medium that was used to attract students' interest in reading-writing. Teachers still use textbooks and Student Worksheets (LKS) in the teaching and learning process. In the process of teaching and learning for reading-writing skills, the teacher dominates the process by planning lessons, giving explanations about the material, and helping students by giving advice. The teacher still tends to be the center of attention of students.

Even though in a pandemic condition where face-to-face learning turns online, the teacher has not used the media optimally especially on the gadget. According to the result of research, teacher use a gadget just to give students assignments or homework then students try to finish their assignments or homework with the help of the internet. Unfortunately, the teacher never use a certain application or software as a medium of learning. The teacher are expected to use applications on students' gadgets to optimal learning reading skills. In junior high school students often use gadgets in their daily lives. Mostly, they are addicted to gadgets. They use their gadget to search for apps, games, and other digital content. Unfortunately, this addiction has some disadvantages for students. They will be busy with their gadget instead of a study or do their assignment. On the other hand, it can give students some advantages if they utilize their gadgets to learning some skills, deepen and broaden the material they get.

Therefore, to avoid the disadvantages of gadget addiction, the teacher can combine the learning method with interactive media of learning material in the gadget while learning process. It can increase students' motivation, creativity, desire to learn and play an active role in learning. According to Kemp & Smillie (1986), while using media in the learning process, it can be contributed in; the

delivery message will more, the learning process is more interesting, the learning process is more efficient, quality of learning process can be increase, it can increase the positive behavior of students and teacher is more professionalized too.

The utilization of media also influences student achievement since they can receive more messages both visual or verbal easier so that it can motivate students to increase the learning process. The use of effective learning media is also different from the quality of education and ways of teaching from a teacher. One of learning media which can be used by teacher to increase effectiveness in learning process is interactive multimedia. Interactive multimedia is one of media that can use gadget in the form of digital application. Digital applications contribute significantly to the implementation of didactic principles and the achievement of educational goals (Shi, 2013).

The advantages from interactive multimedia are the content materials is more various and appropriate with students learning ability, so students get more interest with that. In the learning process, interactive multimedia is any package of materials that includes some combination of texts, graphics, moving images, animation, video, or audio. It is enhance a user's experience since offers users the ability to browse, navigate and analyze these materials through various searching and indexing features, as well as the capacity to annotate or personalize these materials.

The use of media has become important for the teacher to teach reading-wrting. The expert states that teaching aids are having various devices and materials, which rely upon on eyes to inform. Webster also states that the students may get bored and not interested in following the lesson and the result will not be satisfactory if the teacher without using a technique and teaching aid that is suitable to the students' level during the lessons (Webster in Wulanjani: 2009). Students prefer to learn something that facilitated by animation than facilitated by other representation (Naqvi et al., 2013). It means that interactive multimedia which

consists of animation plays an important role in teaching and learning the language, especially for teaching reading to Junior High School students.

Therefore, the researcher is choosing interactive multimedia as an application program on gadgets to attract the interest of students' reading skills and also they can learn anywhere and anytime. In creating interactive multimedia the researcher use *Hannafin and Peck* Model. The type of interactive multimedia is an application that consists of moving animation, pictures, and texts. It is suitable with the characteristic of Junior High School Students who are having unstable expressions and emotional reactions, curious about new things, interest in colorful picture and animation. It will increase student motivation in reading-writing skills and make students be able to understand the text. The lack of reading-writing skills by students causes researchers to be interested in raising topics about Developing an Interactive Multimedia to Teach grade 8th Reading-Writing Skill.

1.2 Research Questions

1. What are the learning needs of students to learn reading-writing skills?
2. How does the design of interactive multimedia look like?
3. How is the appropriateness the design of media towards the student needs in their reading-writing skill

1.3 Research Objectives

This research is generally aimed at developing interactive multimedia breakdown into three variables as follows :

1. To analyze the participant needs on their reading-writing skill
2. To develop interactive multimedia as an application
3. To describe the appropriateness the design of media towards the student needs in their reading-witing skill

1.4 Scope of the Research

This research was conducted to determine the impact of interactive multimedia in reading-writing skills on junior high school grade 8 in one of junior

high school which located in Batang, Central Java during the school year 2021/2022. The researcher use RND method based on *Hannafin and Peck* model. The researcher used an interactive multimedia as an application while the research is conducted.

1.5 Research Benefits

The result of this research will present contribution to English Teaching Learning are

1. Theoretically: (a). The result of this research can be used as references for those who want to conduct a research in English teaching learning process, (b) The result of the research can be input in English learning processes in teaching reading- writing skill.

2. Practically benefit :

(a). For the teacher: They can improve the student reading- writing skill, and the result can improve knowledge to teacher as the educator. This research result used as reference for the teacher about his performance, so that the teacher can improve his performance in teaching during teaching learning process especially in reading –writing skills. The result of the study help English teachers to improve their skill in teaching reading-writing skills techniques. It give contribution to the success on teaching learning English at second. grade in Academic Year 2021/2022 related to the students in learning reading-writing skill;

(b). For the students: For the students, the students are able to improve their ability on reading-writing skills and more active in the teaching learning process.

(c). For the school: For the school, this research result can be used as resources in improving teachers performance, especially in teaching reading-writing skill techniques.

(d). Other researchers: this result can be a reference for other researchers in conducting research and might be developed better.

1.6 Product Specification

Referring to the research objectives written before, this research has been create an interactive multimedia as an application for students of junior high school. This IM could be useful for them as a guideline in improving students' reading-writing skills. The content was based on the students need where the application is very effective and efficient. This application contained of recount text topic which includes some units as follows: material, exercises, game and gramar on it.

1.7 Definition of Terms

The researcher considered that it was important to define some terms used in this research, and these are the definitions of some terms in this research, as follows:

1.   Reading → an activity that we do to get information. Through this activity, students are required to capture ideas and find the detailed information.

2.   Writing → an activity that can express idea and feeling in written by students own creation. Through this activity, students are required to understand how to write the structure sentences, grammar and the meaning written.

3.   Interactive Multimedia →In this study, Interactive Multimedia as an Application is a media consists of material suitable for students in junior high school to attract interest in learning and increase their ability to reading skills. It is can be used for offline and online learning.

In addition, Heinich (1996) states that interactive multimedia is an instructional delivery system in the material presented that aims to make active responses with responses that affect the speed and sequence of presentations.

4.   Junior High School students →In this study it can be interpreted as a young learner who has unstable expressions and emotional reactions, hyperactive, curious with new thing, interest with colorful picture and sounds.

The expert stated that: Junior High School is students that starts at 12 years old, which has the 'period of formal operation'. At this age, what develops in students is the ability to think symbolically and be able to understand something

meaningfully. The implication in learning, that learning will be meaningful if the input (subject matter) is in accordance with the interests and talents of students. Learning will succeed if the syllabus compilers and teachers are able to adjust the level of difficulty and variation of input with the expectations and characteristics of students so that their motivation for learning is at the maximum level.

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