

CHAPTER II

LITERATURE REVIEW

The discussion in this chapter relates to multimedia, reading skills, as well as an overview of the research framework and hypothesis.

A. The Nature of Multimedia

1. Multimedia

According to Sanjaya (2012:219) "Learning through multimedia uses various media such as text, images (photos), animation, film (video), audio and so on which are used simultaneously". Meanwhile, Robin and Linda in Darmawan (2011:32) state that "Multimedia is a tool that can create dynamic and interactive presentations that combine text, graphics, animation, audio and video".

Hosteder further in Darmawan (2011:32) states that: Multimedia can be seen as the use of computers to create and combine text, graphics, audio and moving images (video and animation) by combining links and tools that

allow users to do something. navigate, interact, create, and communicate.

According to Vaughan, multimedia is a combination of text, art, sound, images, animation and video delivered by computer that is digitally manipulated and can be delivered or controlled interactively. There are three types of multimedia, namely:

a. Interactive multimedia

Users can control what and when multimedia elements will be sent or displayed.

b. Hyperactive multimedia

This type of multimedia has a structure of related elements

2. Components Multimedia

Multimedia and electronic devices in learning are very influential in improving the quality of learning. Multimedia provides changes in the communication process, for example in terms of sending and receiving information because of the interactive elements and

components in multimedia so that in the learning process all students' senses can be activated.

According to Munir (2012), Multimedia has 6 elements or components, namely text, graphics, images, video, animation, audio, and interactivity. Text is a combination of letters that form sentences to explain some information or subject matter that can be understood by readers; graphics are presentations in the form of images that are suitable for students who are oriented to visual objects (visual oriented); images are conveying information in the form of visual objects in various forms; video is a presentation in the form of moving visuals that provides a simulation or depicts the reality of an event; animation is a collaboration between text, graphics, and audio into a moving object; audio is the presentation of information in the form of sound, music, narration and so on in digital form; Interactivity is one of the elements displayed as a whole by a computer device.

According to Rusman, Kurniawan, & Riyana (2012:72), it can be understood that there are 4 important components of multimedia, namely: (1) the existence of a computer that coordinates what is seen and heard by interacting with us. (2) There are links that connect us to information. (3) There are navigation tools that guide us in exploring interconnected information networks. (4) Multimedia provides a place for us to collect, process and communicate our information and ideas. In this way, the multimedia component combines all students' senses to support success in the learning process. From this description, multimedia learning technology summarizes various media in one software in the form of interactive learning media.

3. Characteristics of Multimedia

The characteristics of multimedia can be seen from its use for educational purposes. We can see the advantages it has compared to other media. According to Munir (2013: 24-25) the characteristics of multimedia for

learning purposes are (a) Multimedia in computer-based education and (b) Multimedia integrates various media (text, images, sound, video and animation) in one digital program . (c) Multimedia provides an interactive process and provides easy feedback. (d) Multimedia gives students freedom in determining lesson material. (e) Multimedia makes it easier to control systematic learning.

In the context of multimedia learning, there is a clear difference because it is able to provide various characteristics and principles so that learning can be said to use multimedia if it contains certain multimedia learning characteristics. These characteristics can be seen from the presentation that is displayed, namely by combining all media in the learning process. The media combination in question is the combination of computer media, video, audio, images, text and animation into one link in one interactive digital presentation device. Thus multimedia can activate all five senses of students.

According to Darmawan (2012:55), the characteristics of learning multimedia include: (a) Contains representative material in visual, audio and audiovisual form. (b) Various media in their use. (c) Has the power of color language and object language resolution. (d) Different types of learning. (e) Learning and reinforcement responses vary. (f) Develop self-evaluation principles in measuring learning processes and outcomes. (g) Can be used classically or individually. (h) Can be used offline or online.

Based on the characteristics of multimedia learning mentioned above, multimedia learning must be interactive, therefore an educator must have an understanding that multimedia must be rich in interactive processes and is expected to be able to interpret multimedia learning correctly.

As one component of the learning system, the selection and use of learning multimedia must pay attention to the characteristics of learning multimedia:

other components such as objectives, materials, strategies and also learning evaluation.

- a. Having more than one convergent media, for example combining audio and visual elements.
- b. Being interactive, in-depth definitions have the ability to accommodate student responses.
- c. It is independent, in the sense of providing convenience and completeness of content in such a way that users can use it without the guidance of others. In addition to fulfilling these three characteristics, learning multimedia must also fulfill the following functions:

- 1) Able to amplify response to users as quickly and frequently as possible.
- 2) Able to provide opportunities for students to control their own learning pace.
- 3) Pay attention that students follow a coherent and controlled sequence.

- 4) Able to provide opportunities for participation from users in the form of answers, forms of answers, selection, decision making, trials, and others.

4. Multimedia Excellence

Multimedia has several advantages when compared to other media such as books, audio, video or television. The most notable advantage is interactivity. Bates argues that among other interactivity media, multimedia or computer-based media is the most real (overt). In comparison, television media also provides interactivity, just covert interactivity. The advantage of multimedia in interactivity is that this media is inherently capable of forcing users to interact with theory both physically and mentally. Interactions vary from the simplest to the most complex. The interaction is simple, for example the user has to press the keyboard or click with the mouse to move between pages (displays) or enter answers to an exercise and the computer responds with

the correct answer through feedback. Complex interactions include activities in simple simulations where the user can change certain variables or complex simulations where the user moves the joystick to imitate the movement of moving an airplane.

Furthermore, Fenrich concluded that the advantages of learning multimedia include:

- a. Students can learn according to their abilities, readiness, and desires. This means that the user controls the learning process.
- b. Learners learn by a patient tutor (computer) who adjusts to the abilities of the students themselves.
- c. Educated participants will be encouraged to pursue knowledge and get instant feedback.

5. Benefits of Multimedia in The Learning Process

Multimedia is a solution to improve the learning process. Multimedia provides a new nuance in learning because it combines all the functions of students' senses to understand the lesson. The use of multimedia in learning,

especially the use of interactive learning multimedia by educators, although it is not a necessity to always use it. However, it should be used for learning.

According to Munir (2013: 150-151), the benefits of multimedia in learning include: (a) Explaining material or learning objects that are abstract (not real) to become concrete (real). (b) Provide real or direct experience. (c) Studying learning material repeatedly. (d) Allows for the equality of opinion and the correct perception of the material or learning object. (e) Attract students' attention. (f) Helping students learn individually, in groups, or classically. (g) Learning material is remembered longer and is easy to repeat quickly and precisely. (h) Facilitating and accelerating educators in presenting learning materials in the learning process. (i) Overcoming the limitations of space, time, and senses.

According to Darmawan (2012: 55-56) suggests that "Interactive learning can increase student learning with high motivation because multimedia displays text,

images, sound, and animation". From the several quotes above, it is explained that multimedia has more benefits than other media. As in the previous explanation, multimedia can better activate students' sensory functions. Multimedia-based learning can reach students who have different characteristics and ways of learning so that the learning process in the classroom becomes interactive. In addition, the use of multimedia-based learning facilitates feedback between educators and students in the learning process because it can reach all the five senses and increase student interest in learning. This multimedia learning can help students learn individually, in groups or classically without being limited by space and time.

Multimedia can be defined and combined text, images, video, audio, and animated media in one computer-based program. The benefits of multimedia learning according to Sharon E Smaldino, (2011: 137), namely:

- a) Multimedia allows teachers to control the pace and sequence of learning for students.
- b) Students' needs can be accommodated by teachers, and learning can take place at the right pace.
- c) The computer's ability to take notes makes it easier for teachers to use repetition theory until students understand the material being studied.
- d) Computers and multimedia can cover an ever-expanding base of knowledge related to explosive information. Multimedia is able to manage various forms of information such as text, images, audio, and animation and can be used to explain the material being studied to students.
- e) Computers and multimedia provide diverse experiences in learning, and multimedia can also be used with various strategies used by teachers. Multimedia is useful for helping teachers in the teaching and learning process, especially in managing theory and providing understanding to students.

Where for students, multimedia has benefits in conveying information, seen from the opinion that multimedia is able to manage various forms of information such as text, images, video and animation. Especially for abstract material, multimedia is able to present theory in the form of text, video, audio, images and animation, making it easier for students to understand the theory.

Suhardjo (2006:89) explains that an effective teaching and learning process requires using appropriate strategies, methods and learning media. In the learning process, the main teaching gets attention in the students' learning process. Teachers need to pay attention to the use of learning methods and media that will be used in the teaching and learning process. In this lesson the teacher will provide learning media in the form of multimedia and follow the learning steps in accordance with the lesson plans that have been made and integrated with multimedia.

B. The Concept of Reading Comprehension

1. Definition of Reading

Reading is one of the skills in English that allows people to obtain information from what they read, and information from a text requires a thinking process to achieve understanding. But some people think that reading some articles or textbooks is easy but reading with understanding is more difficult. Reading skills are very important for students such as; students can obtain information from what they read, students can increase their knowledge, students can expand their way of thinking by reading any text (Nunan, 2003). Therefore, students must have reading skills to add information and enrich their knowledge.

Reading is an important skill. Through reading students can get new ideas, obtain needed information, can support their ideas, help complete assignments, and increase their motivation to know the whole world, not only as an important skill for students in their life but also

as an important skill for them. student in his life. important aspect in the national final exam. Students know the importance of reading but for many students, reading is a tedious job, especially in reading English because they think English is complicated, they cannot understand the meaning of the text, and in Indonesia English is a foreign language.

The definition of reading has been put forward variously by several experts. McNamara (2009) states that reading comprehension is the foundation for students' overall academic success in school. Reading is an extraordinary achievement when seen from the many levels and components that must be mastered. Without reading comprehension skills and motivation to learn to read, students' academic progress will be limited. Metacognitively aware readers can monitor their comprehension while reading, applying, and maneuvering their repertoire of strategies to address any gaps when

deriving meaning from the text, thus facilitating comprehension.

2. The Purpose of Reading

The purpose of reading influences the way people read. Reading serves a variety of academic purposes. Grellet (2010) suggests seven purposes of reading, namely reading to find out facts and details, reading for key concepts, reading to arrange or organize, reading to conclude, reading to categorize, reading to assess, and reading to compare. Some of the objectives mentioned above are quite detailed. The main purpose of reading is to get detailed information, including content, and understand the meaning of the text.

Tarigan (2008) argues that reading has various purposes. The first is aimed at fun and enjoyment. The best justification for reading anything is probably this. Content has been selected by readers with enjoyment in mind. However, this is rarely the reason why students should read for their courses at university. Second,

students can utilize reading in everyday life. This is possible because students gain knowledge through reading. The third goal of the reader is to get a general idea. The goal is to get an overall impression of the content, assess applicability, usefulness, and timeliness, and learn how the author approached the subject.

Searching for information is the fourth reason for reading. Sometimes readers are aware of what they want but aren't sure where to look. For example, they may be looking for information about a particular person or event, a particular statement, or evidence to support an argument. Finally, readers may need to study many books or sources if they are trying to obtain a limited amount of information. In this situation, students will read to focus on the information they need.

According to Grabe and Stoller (2002), the purpose of reading is:

1) Read for general understanding

Reading for general understanding is the most basic goal of reading. Reading for general comprehension was also found to be more complex than is generally assumed. Reading for general comprehension when performed by fluent and skilled readers, requires very rapid and automatic word processing, strong skills in forming general meaning representations of main ideas, and efficient coordination of many processes in very limited time. Because of the demands on processing efficiency, reading for general understanding is more difficult to master than reading for learning.

2) Reading for simple information

Reading for information is a common reading skill. Readers only read the surface to find simple information without having to think about the material in depth. In reading to search, the reader usually scans the text looking for specific information or specific

words. So, it can be said that reading to search is useful for readers to find and know the information needed by scanning and skimming the text.

3) Read to learn from texts

Reading to learn usually occurs in academic and professional contexts where a person needs to learn large amounts of information from a text. The ability is required to: Remember the main idea as well as some details that elaborate on the main and supporting ideas in the text, Recognize and build a rhetorical framework that organizes the information in the text, and Connect the text with the reader's knowledge base. Reading to learn is usually done at a reading speed that is somewhat slower than reading comprehension in general. Moreover, this makes interference demands stronger than general comprehension to relate text information to background knowledge.

- 4) Reading to integrate information, writing and criticizing texts

Reading to integrate information requires additional decisions about the importance of complementary, mutually supporting, or conflicting information and possible restructuring of the rhetorical framework to accommodate information from multiple sources. This skill inevitably requires critical evaluation of the information read so that the reader can decide what information to integrate and how to integrate it for the reader's purposes.

3. Kinds of Reading

Brown (2008) states that there are two types of reading performance in the classroom, namely oral reading and silent reading. Oral reading is preferred at the initial level. At the beginning and intermediate levels, oral reading can serve as an evaluative check on processing skills, double as a pronunciation check, and serve to add extra student participation, whereas silent reading is better

at the advanced level. Silent reading can be subcategorized into intensive and extensive reading.

Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading requires students' attention to grammatical form, discourse markers, and other surface structure details to understand literal meaning, implications, and rhetorical relationships, whereas extensive reading is done to achieve a general understanding of texts that are usually rather long. In other words, extensive reading applies to texts longer than one page, up to and including professional articles, essays, technical reports, short stories, and books. Most extensive reading is done outside of class time (Brown, 2008).

4. Definition of Reading Comprehension

Grellet (2010) also states that reading is one of the four important skills that must be learned during language learning, and is perhaps the most difficult ability to teach among the four abilities (reading, listening, speaking, and

writing). The application of a skill that develops for various reasons is reading comprehension. Zasrianita (2017) added that reading comprehension refers to the act of understanding a text by integrating the reader's previous knowledge with new information from the text. Reading involves understanding the meaning of the text as well as the words in the text. So, when teaching reading comprehension, teachers must use effective techniques to help students understand the material.

Comprehension is a developmental skill in providing ideas that begin at the word level and continue to attach meaning to the overall selection of readings. According to Sended (2010), word comprehension refers to the ability to go beyond words, to understand the ideas conveyed in the entire text. Reading comprehension is the process of extracting meaning from text. Therefore, the aim is to gain a thorough understanding of what is explained in the text, not deriving meaning from individual words or sentences.

Reading comprehension is a type of reading that tries to understand literary standards or norms (literal standards), critical evaluation, written drama (print theater), and fictional patterns, according to Grellet (2010) if someone has certain skills, then he can be understood. stated that they understood the reading well. According to Rizal (2017), it is better if the reading produced by the teacher can also be built better with more sophisticated media such as CDs and the Internet so that students do not get bored with only one source.

Based on this description, the aim of teaching reading comprehension is to read in detail by emphasizing the introduction of main ideas, understanding words and sentences, developing vocabulary, and understanding the contents of the discourse as a whole. Apart from that, students are also expected to be able to retell what they have read and answer questions related to the content of the reading.

1. Comprehension Skills

Comprehension has identical meaning with understanding. It is power to acquire meaning in a book and also the writer's idea. The ability of readers to comprehend the author's message is influenced by their prior knowledge of the issue presented in the text. Hornby (1995: 235) explain that comprehension is means and has excessive aimed in improving or testing one's understands of a language whether written or spoken. Not only is comprehension required for students' reading tasks, but it is also used to assess each student's competence in the classroom.

Tarigan (2008: 3) says that characteristic of comprehension skills are considered in higher. The aspects of comprehension skills they are comprehend the simple meaning, comprehending significance or meaning, evaluation or assessment, flexibility of reading speed.

a. Comprehending the simple meaning

Students should understand the lexical, grammatical, and rhetorical aspects of the language they are studying in order to comprehend a work.

b. Comprehending significance or meaning

The reader or learner should be aware of the writer's goals in the text, such as learning, gathering information, entertainment, reflection, or religious practice. The motivation for reading is inextricably linked to the purpose of reading. Students will become more conscious of what to focus on in the material they read if you talk to them about the many purpose for reading.

c. Evaluation or assessment

When reading text, students should be aware of the content as well as the format. As a result, evaluation and assessment are required to determine the pupils' capacity to comprehend the content and format the text.

d. Flexibility of reading speed

The term “flexibility of reading pace” refers to the ability of students to regulate their time when reading a material. It is determined by the position and state in which they find themselves at the time.

2. Skills in Reading Comprehension

Reading comprehension is very important in reading process. Comprehension requires the reader to identify explicit stated information in text. According to Cadweell (2008:26) say that there is reading is important for academic success, the reading skill can help the read and teacher and who establish reading skill for the student.

Meanwhile collaborated that there are four types of reading skill. They are scanning, scanning, extensive reading , an intensive reading. The explanations are as the follows:

a. Scanning

Scanning is making a quick overview of a passage looking for specific information. It commonly occurs where using telephone book,

reading the classified, ordering from a menu, and so forth.

b. Skimming

Skimming use the same approach, expect that instead of concentrating of specific information, we are looking from main idea or general gist of a passage.

c. Extensive reading

Intensive reading is reading for main idea of a large amount of text. In extensive the students encourage by teacher to choose for themselves that they read for pleasure and general language improvement outside the class, the student should read materials appropriate for their level. Original fiction and non-fiction books, so that increases reader motivation.

A major element in the way we process text, this processing is what we shall no consider, 1) Top-down processing we draw on our in telling we have acquired to understand the text, or get a rough idea of the pattern of writer's argument, in order to make a reasoned guess at the next step. 2) The bottom-up approach, in the bottom-up processing, the read

builds up a meaning from the black markers on the page, recognizing letters and words, working out sentence structure.

d. Intensive reading

- 1) Comprehension (intensive reading can aim understanding a particular text)
- 2) Regular and irregular sound-spelling relation (this can be done though the teaching of phonics, though teaching spelling rules, and though reading aloud).
- 3) Vocabulary (learners' attention can be draw to useful words, and underlying meaning and use of these words can be explain).
- 4) Grammar (learners can practice interpreting what pronouns refer to in the text).
- 5) Cohesion (learners can practice interpreting what pronouns refer to in the text).
- 6) Information structure (certain texts contain certain kinds of information).

- 7) Genre feature (the vocabulary, grammatical features, cohesive recaptures and information all contribute to the communication effect of a text).
- 8) Strategy (intensive reading can be used to help learners develop useful reading strategies).

In conclusion, reading comprehension is the process of get meaning through the interaction between the reader and the writer. During the process, the reader used his or her prior knowledge and combines it with the new information on the text.

3. Process of Reading Comprehension

Hudson (2007:3) and Brown (2001:298) say that there are three types of reading process they are:

- a. Bottom up

Reading is viewed as phonemic units in bottom up processing. By scanning from letter to letter, the readers generate meaning. It is carried on by recognizing the words as they are passed from one

person to the next. Associating between phrases, clauses, and sentences broadens the process.

b. Top down process

The readers make some text predictions at the start of the process. Following that, samples will be taken to confirm or disprove the predictions. These are the steps in process of translating text into meaning. The readers make some corrections to the predictions at the end of the procedure.

c. Interactive process

The interplay between the information in a text and the readers' existing knowledge is referred to as interactive processing. This procedure combines the bottom up and top down processing methods previously used. In the interactive process, readers detect word while also anticipating suggested information to create meaning.

4. Levels of Reading Comprehension

Smith (1969) and Carnine (1990) say that there are levels of reading comprehension they are:

a. Level of reading comprehension according to Smith (1969) are:

- 1) Literal comprehension; that is the skill of getting primary direct literal meaning of word, idea, or sentence in context.
- 2) Interpretation; that is to identify ideal and meaning that are not explicitly stated in the written text.
- 3) Critical reading; that is to evaluate what is read, and examines critically the thought of the writer.
- 4) Creative reading; that is to apply ideas from the text to new situations and to recombine author's ideas with other ideas to form new concepts or to expand old ones.

b. Level of reading comprehension Carnine (1990) are:

- 1) Comprehension skill for the primary level consists of:

a) Literal comprehension; that is to receive information stated in a passage.

b) Sequencing comprehension; that is to understand several from a passage according to when they happened.

c) Summarization; that is to receive information stated in a passage.

2) Comprehension skill for the intermediate level consist of:

a) Inferential comprehension; that is to reveal relationship between two objects or averts (stated on not stated).

b) Critical reading; that is to identify the author's conclusion to determine what evidence is presented, and to identify family argument.

c) Comprehension skill for the advanced level that is the appreciation of the author's work.

5. Types of Reading Comprehension

Types of reading can be classified based on certain criteria. Judging from the scope of reading material read, reading can be classified into two types, namely extensive reading and intensive reading. According to Grellet (2010), extensive reading means reading widely. The object includes as much text as possible in as little time as possible. This extensive reading includes survey reading, skimming, scanning, and shallow reading.

Fiprinita (2013) defines survey reading as a type of reading activity to find out a general overview of the content and scope of the reading material to be read. For example, reviewing the title, author's name, table of contents, subchapters, or list of reference books used. Skimming is a reading style where the eyes move quickly to read and focus on the content of the text to find and obtain information quickly. Reading text quickly to get the most important information is called scanning. In the scanning process, readers only need to read certain parts

of the text to obtain the necessary information. They don't need to read the whole document. Lastly, superficial reading is reading that is essential for shallow or not very deep understanding.

In addition to extensive reading, there is also intensive reading. Intensive reading is a reading activity that is carried out carefully, namely reading one or several choices of existing material to grow and hone critical reading skills. Intensive reading is divided into four, namely thorough reading, comprehension reading, critical reading, and idea reading (Tarigan, 2008). The types of intensive reading can be described as follows.

Careful reading is a careful reading activity that aims to understand in detail the ideas contained in the reading text or see the writing organization used by the author. According to Tarigan (2008), careful reading is as important as skimming, often reading activities need to be done carefully, read carefully, and find the relationship of each paragraph.

Critical reading is a type of reading that is done wisely, full of consideration, depth, evaluative and analytical, and not just looking for mistakes. Reading ideas is a type of reading activity that aims to find, obtain, and utilize the ideas contained in the reading. Reading ideas is a reading activity that aims to find answers to the following questions from a reading, namely why the title or topic is good, what problems are discussed or described in the reading, and what the characters learn and do (Tarigan, 2008).

6. Teaching Reading Comprehension

In reading strategies, there are strategies namely predicting, skimming, scanning, concluding, guessing new words, and self-monitoring (Harvey and Gouvids, 2000 as cited in Daunis and Lams, 2007).

a. Predict

Predicting means predicting what is in the text, predicting involves thinking about what might happen next in the text. Predictions are applied by readers

using images, title text, and the reader's personal experiences. but to determine whether the reader correctly predicts the use of the text and the reader confirms or disproves the predictions in favor of the text.

b. Skimming

Skimming is a way for readers to read quickly which aims to get an overview or general description and essence of a text. Skimming is used by readers who want to get certain information in a way that does not miss the reading they are looking for. In the skimming technique: Use a quick glance across the page, pay attention to the title, read the opening and concluding sentences, and read the first and last sentences of paragraphs to find the main idea.

c. Scanning

Scanning is a speed reading technique by scanning the information you are looking for without reading the entire text. This technique is often used

when readers only want to find specific information for speed reading without seeing or reading the entire text, usually by looking at the title of the text, table of contents, and so on. Most readers know the information or answers they are looking for, so readers will concentrate on specific answers. In this way, we can say that scanning is an intervention of speed reading to find certain information.

d. Inference

Prezler (2006) says that "inference is an educated guess based on evidence, namely in terms of reading; students use their prior knowledge to make inferences about the text". Inference is often referred to as what you "read between the lines" meaning the author wants the reader to immediately come to the same conclusion the author has made. Conclusion is the conclusion that the reader draws about the unsaid passage based on what the writer said.

e. Guess the Meaning of New Words

One of the most difficult problems that becomes an obstacle for students in reading comprehension is foreign/new words or a lack of vocabulary. The ability to guess meaning from context is a useful skill to practice and try to improve. As stated by Langan (1986), there are many things that can help students, such as: (1) guessing the meaning of the text that surrounds them (2) how words are formed (3) students' background knowledge about subjects.

f. Self Monitoring

Students must be responsible for their behavior, and able to make changes, so the student has taken a step to monitor themselves and review their performance. Self-monitoring also functions as an assessment of students' academic and behavior in improving their academic performance and behavior in a better direction (Webber et al., 1993)

g. Summarizing

Oxford (2006) defines "summarizing as a brief description of the main ideas or points of a matter without any details. Tips for teaching comprehension strategies: Make connections. Students make personal connections from text with: something in their own life (text to self), another text (text to text), or something that happens in the world (text to world). (2) Predicting, students use information in the form of graphics, text and experience to anticipate what they will read/see/hear and actively adjust understanding when reading/seeing/listening. (3) Asking, students ask and answer questions that clarify meaning and increase deeper understanding of the text. (4) Monitoring, students stop and think about the text and know what to do when meaning is disturbed. (5) Visualization, students create mental images of the text they read/see/hear. (6) Summarizing, Students

identify and collect the most important ideas and restate them in their own words.

Based on this theory, reading is one of the skills in English that allows people to get information from what they read, and information from a text requires a thinking process to achieve understanding.

However, some people think that reading some articles or textbooks is easy but reading with comprehension is more difficult. Reading skills are very important for students because; students can gain information from what they read, students can increase their knowledge, students can expand their way of thinking by reading any text. Reading indicators are:

- 1) Finding the Main Idea
- 2) Finding Specific Information
- 3) Making Inferences
- 4) Looking for References and Understanding

Vocabulary

C. Previous Study

This previous work is comparable to a thesis. The first study entitled *The Effect of Internet Browsing on Students' Reading Ability* was conducted by HermasariOktavianiLfti. The purpose of this research is to find out whether students' reading ability can be significantly affected by internet usage. All third semester English Department students became the study population. 23 students of class C were selected as a sample using purposive sampling. This study used a one group pre-test and post-test design and implemented 3 steps: pre-test, 4 times treatment, and post-test. In addition, to collect data the researcher uses multiple choice tests as a form of instrument. Therefore, in analyzing the data, researchers used the normality test and t test. The results of this study indicate that internet use has a large impact on reading ability. This is supported by statistical analysis which shows that this figure is lower than the t-list. T-count has a value of -2.04, while the T-list has a value of 2.00. It can be written -2.04 2.00 with a significance level = 0.05 and degrees of freedom

= $(n-1) = (23-1) = 22$. The research results show that the research hypothesis is reasonable. Students' reading skills may be greatly influenced by internet use. Therefore, apart from using digital media to teach reading, educators can also use it to help students become better readers. Therefore, teachers must be tech-savvy by monitoring how students use the internet and computers.

Previous studies and researchers both have similarities, namely both examine students' reading skills, which differs only in research methods, namely previous researchers used quantitative methods while researchers used quasi-experimental methods.

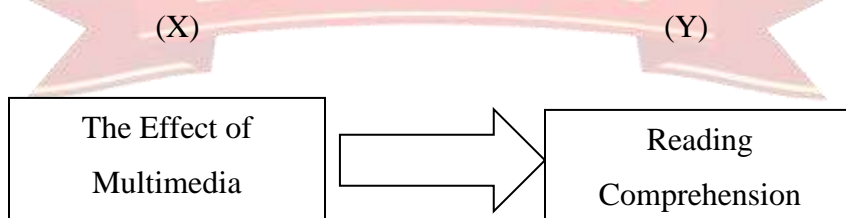
The second study is based on MerveDeveciDemir and ZakiyeMugeTavil's 2020 article entitled The Influence of Technology-Based Materials on Vocational School Students' Listening Skills. There is a belief that technology-based materials offer rich input for learning and that listening is an important component in everyday conversation and the educational process. To better understand how technology-

based learning materials impact students' listening skills in EFL classrooms, this research will look at the issue and gather perspectives from students and teachers. A mixed methods research strategy was used for the current investigation. 168 advanced English learners attending vocational high schools in Turkey participated in quantitative data collection using pre- and post-test findings. Qualitative data was obtained from semi-structured interviews conducted at the end of the implementation to determine teachers' and students' perceptions of the use of technology-based materials. To find out how teachers and students feel about the use of technology-based resources, semi-structured interviews were conducted after implementation. With the help of SPSS 25, statistical analysis was carried out on quantitative data, and content analysis was used to assess qualitative data. These findings indicate that the development of listening skills is assisted by technology-based materials and textbook-based materials. Quantitative results indicated that technology-based resources were slightly more successful

than textbook-based resources. In addition, this survey shows that the majority of respondents value technology-based learning materials more than textbook-based materials and are motivated to use them in the classroom.

Between this researcher and the researchers mentioned above, there are several similarities and differences. The similarities are that both use technology to improve abilities, while the difference is that previous studies used mixed methods research methods and also improved listening comprehension, while researchers used quasi-experiments as a research method and focused more on improving reading comprehension. This earlier work is comparable to a thesis.

D. Conceptual framework



Reading is one indicator of learning English.

Unfortunately, sometimes many students are not interested in

reading, so the teacher must be able to present learning in such a way as to be interesting and relevant to learning needs. Learning to read is difficult if teachers still use conventional methods. This only makes students feel bored, lazy and ultimately leads to low learning achievement. One method in teaching reading that can be used is by using learning media that can influence students' reading comprehension

So this research aims to determine the effect of multimedia on students' reading comprehension. The advantage of this method is that it can help students understand reading comprehension.

E. Research Hypothesis

This research formulates the following hypothesis:

Ha: There is an influence of multimedia on the reading comprehension of students at SMP Negeri 18 Bengkulu City.

Ho: There is no influence of multimedia on the reading comprehension of students at SMP Negeri 18 Bengkulu City.

