The Implementation of Multiple Media in Improving Reading Comprehension Skill in the University Students

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Abstract. Most nations in the globe have recognized English as an international language. Consequently, English must be used in internationally both spoken and written communication. The people who live in the country which English to be the foreign language or even the second language has to learn it. In order, they can communicate with all people in the world globally. The teaching English as a foreign language in Indonesia has the objective to improve students' capacity in acquiring the language itself. Among four language skills; reading one of the skill to be learned because by understanding the text, it can help the students to comprehend the knowledge of science and technology. Reading is also the "gate" to acquire science and technology. Through reading the text, the students will gain a lot of knowledge related to their field. Regarding the importance of the students in comprehension of the text, then, the objective of this paper is to give the contribution idea to improve the students reading comprehension skills for university students by using multiple media and creating the effective teaching-learning process in the higher education institutions. The final results of this study showed that the implementation of multiple media improve the students’ ability in comprehending the English text because the student feel enjoys the teaching and learning of reading. It is hoped that the use of various creative multiple media will use not only in reading classroom but also in other subjects of English learning.

1. Introduction

Most countries in this universe agree that English as an International language. As a consequent, English has to be used in international both spoken and written communication. The people who live in the country which English to be the foreign language or even the second has to learn it. In order, they can communicate with all people in the world globally. The Indonesia government, establish that English must be taught to all the Indonesian people, especially for the young generation’s students. The teaching of EFL in Indonesia is developing from time to time. English is being taught from elementary to university level, English is becoming the compulsory subject taught in the secondary until the high education level.

In the teaching of English in Indonesia, the teachers have to teach all the language skills, including speaking, reading, listening, and writing. Furthermore, all the language skills have the same position in acquiring the language. The students have to master all the language skills without any exception. Concerning with the language skills, listening has the first stages in learning the language, after listening to the language, the learners will imitate the sound, and it will make the learner easier to produce the words, after the learners producing the words, they will try to write something based on what they heard and spoke. This skill called as writing skill. Whereas, the students will get the difficulty in writing if...
they never read any sources related to the topic they write.

Based on the above explanation, we can say that reading also has an important role for the students in acquiring the language. The entire scholars have to comprehend the reading text in the order they can easy to understanding the knowledge. Reading is the key to open the world of knowledge, especially in science and technology. The text of reading is the way for the writer to communicate with the reader. By reading a lot of books we will understand a lot of knowledge. Whereas, on the other side, there still some difficulty from the students in understanding English as a foreign language. The phenomena of students’ difficulties in reading comprehension have appeared in the reading class. The students always get difficulties in answering the teacher question related to the text being given. It happened because they are not familiar with the meaning of each word used in the text, and also they do not understand with the main point in the reading text. The students seem unmotivated in studying the text in English, they just following the class without any motivation to understand the content of the reading material. As a result, the students score for reading comprehension subject still unexpected, even though the answer to the reading test question already stated in the text implicitly and explicitly.

The students’ difficulty of reading comprehension might be also from the way the teacher in the process of teaching and learning. Usually, English teachers teach their students by using the available textbook and media. The teacher does not use sufficient material and media for teaching. In the teaching of reading comprehension, the teacher only focuses on the comprehension of the text, without improving the way of teaching. The lack of media also influences the students’ ability in comprehending the English text. The use of the old media makes the atmosphere of teaching-learning process unvaried. However, such learning materials which are really suitable for students’ demands are not always accessible. So, in this case, the teachers’ way of teaching does not help the students to be aware of comprehending the text implicitly and explicitly. To overcome the difficulties of students in reading comprehension subject the writer try to propose the use of multiple media in improving the students reading skills. The definition of reading comprehension can be in line with [1] pointed out that the unique focus on reading receives teaching in the foreign language. There are at least two significant explanations for this to them. First, many foreign language learners have often read as one of their most significant objectives. Second, multiple pedagogical purposes served by written texts assist the reader to obtain this unique focus.

Although there were several numbers of meanings of reading, it is not so easy to explain it just in a single sentence. For instance, [2] described reading as "... the capacity to draw significance from the printed page and properly interpret this data". Moreover, [3] asked why people read and he lists the things that he reads in an ordinary day. According to the list, he argues that he reads different things with different aims; so he uses different strategies for different tasks. For example, read a label on a bottle of wine does not require the same strategies as reading academic texts.

After we know the definition of reading, it will be more important that we have to know the reading process. Based on [4] states that a reader uses a variety of clues to understand what the writer implies or suggests, the reader can see beyond the literal significance of the phrases. Schema, which is defined as background knowledge that enables the reader to make predictions for more successful interactions, plays a vital role in that interpretation since successful interpretation depends largely on shared schemes.

According to [5], the reading method implies an active cognitive system working on printed material to understand the text. He says that the writer attempts to activate background and linguistic expertise to generate significance during the writing process, and then the reader's job is to activate linguistic understanding and background to restore the expected significance of the writer. Then the reader should go beyond the printed material to get the intended significance of the writer.

He [6] stated two opinions on reading have been discussed. The first perspective recognizes reading as "... matching sounds to letters," while the second view defines it as a mystery that "no one understands how reading operates." He suggests that "readers of all written languages "get" sounds from the printed page." He defines a writer as one who encodes sound significance. It does not matter whether encoding is oral or silent; encoding then is carried on from sound to orthography. He describes a reader as one who first decodes from orthography to sound (oral or silent) and later on from sound to meaning.

Furthermore, [7] discussed the development of reading models and examines the role given to the reader in these models. According to her, the reader's position altered in the 1980s and 1990s. The reading skill was received as a passive skill in early accounts, then the role of the reader changed and was "...typically described as 'extracting' meaning from a text". Lately, reading has started to be
described as interactive rather than simply being active. Wallace defines the bottom-up model reader as passive, the top-down model reader as active, and the interactive model reader as interactive.

Samuels and Kamil (1988) in [8] pointed out that the history of reading research starts with the paper on eye movements. However, they claim that until the mid-1950s and 1960s, no serious attempts were observed to build any explicit models of reading. The authors maintain that the development of reading models accelerated after the 1960s.

There are 3 stages of metaphorical models of reading include bottom-up, top-down, and interactive processes [2]. Moreover, in this paper we will explain the detail of the process:

a. **Bottom-Up Models**

According to [2], the reader goes through a mechanical model by creating a piece-by-piece mental interpretation of the information in the text, [9] described where the connection between the reader and the text contains little or no inference from the reader’s own background information. Anderson states that, in this piece-by-piece mental translation process, the reader is expected to recognize letters at first, and then acknowledge the words, and in the end, the reader gets the meaning planned by the writer by linking the words that the reader identified earlier. In other words, the bottom-up process of reading is described as a serial model where the reader starts the printed term acknowledges graphic stimuli, decodes them to sound, acknowledges phrases and decodes meanings [10].

b. **Top-Down Models**

Contrary to bottom-up models, in top-down models, the reader is expected to bring the background knowledge to the text. [2] stressed that top-down models suppose that reading is mainly guided by reader objectives and expectations, which is why top-down models characterize the reader as someone a set of expectations about text information and samples enough text data to confirm or dismiss those expectations. Top-down approaches emphasize the importance of schemata, and the reader’s contribution, to the incoming text [11]. Schema theory deals with what readers bring to the text they read and schema plays an important role in bottom-up processes. Schema theory attempts to describe the efficiency of prior knowledge. It is thought that prior knowledge of the readers affects their comprehension of the text. Alderson defines schemata as interlocking mental structures representing readers’ knowledge. Besides, the constraints of top-down models involve meaning prediction by using context clues and combining them with background knowledge. However, this model is valid for skillful and fluent readers who are autonomous at reading, so the model does not work well with less proficient readers.

c. **Interactive Models**

The criticism of bottom-up and top-down models resulted in the researchers to create a fresh strategy: the interactive model. Interactive models combine aspects of bottom-up and top-down models [11]. In interactive models, the reader needs to be fast in order to recognize the letters. This is similar to what the readers do in top-down models in order to skim a text for the main idea. The word recognition should not only be quick but also effective.

The difference between top-down and bottom-up models is exemplified by [4]. The former is described as looking at a forest or looking down on something from above, while the latter is described as studying the individual trees in a forest or trying to understand where a person is by being in the middle of something. [2] stated that many researchers attempt to contrast the two approaches and try to persuade others whether the true starting point for the reading process is bottom-up or top-down. They state [12] comment in which reading as a bottom-up process is seen the reader's perception of graphemes, words, sentences, paragraphs and so on; and on the other hand as a top-down process, the reader has a scheme or general idea before starting to read derived from previous experience.

After knowing the definition of reading and the reading process, then we can define the important process of reading activities based on some theorist that should be known by all the teachers and lecturers as the consideration for teaching-learning processes. Since schema theory requires schema activation or background knowledge support before starting to read in order to understand the text better, reading activities (especially pre-reading activities) play a vital role in schema theory reading. In [8] stated that reading actions attempt to avoid failure in order to support the reader's understanding of the text. The reading activities are divided into pre-reading, whilst- reading and post-reading activities [12].

Here is the explanation of sub reading activities:

a. **Pre-Reading Activities**
Schema theory study offers powerful proof of the efficacy of pre-reading operations that include both giving the outline for reading the text and learning cultural important ideas. According to [5], pre-reading activities motivate readers to read the text and when they are motivated-ready for reading activity-they finish the exercise better and with less effort and are willing to engage in the exercise as they have gained trust. He proposes that language educators-like other course teachers-should encourage learners to assess what they are reading. Pre-reading activities may assist the teacher to promote it.

b. While-Reading Activities

In literature by [3] [13] discussed scanning and skimming activities. According to [13], skimming and scanning are believed to be the most valuable reading strategies. Through skimming, a reader is capable to expect the purpose of the texts and gets the writer's message. In this way, readers are asked to predict the whole text, though they do not read all of it. On the other hand, he proposes that readers scan to get specific information in a text, such as names, dates, etc. Similarly, [10] suggested skimming is a metacognitive ability used by excellent readers. Then, skimming allows readers to read for general understanding. Scanning and skimming work better if they are supported with evaluation activities [8].

c. Post-Reading Activities

According to [5], post-reading activities help readers to refine any ambiguous meaning where the focus is on the significance not the grammatical or lexical aspects of the text. [12] discussed summarize as a kind of post-reading activity where readers are requested to summarize the material in one or two sentences. This post-reading activity can also be given in the mother tongue. The readers interpret the text and demonstrate the connection between the issues and their responses by using actions such as summarizing, questioning and answering and drawing conclusions, and by thinking aloud, discussing and summarizing, it is feasible to capture the missing components of the mental image.

Based on the recent theorist of L2 reading process, the reading principles and reading activities can collaborate with the media of teaching, in this case, we try to suggest multiple media as the media for teaching reading comprehension for the university students. The teacher has too familiar with the development of technology. In using the multiple media, the teacher has to know the combination of using authentic material such as visual, audiovisual, and printed material as the media for teaching reading. It expected to help the students to solve their difficulties in comprehending the text.

The important thing that the teacher has to know is the type of reading. There is two types of reading comprehension: extensive reading and intensive reading. While in extensive reading the teacher gives the students the chance to explore themselves. They have to read not only in the class but also at home. The students have to read suitable material related to their need. The main purpose in extensive reading is the students are aware of their progress of language competence, their ability in acquiring the material being read, get the independence in studying the language, and also the students will be acquiring the cultural background well. Therefore, in intensive reading, the students will read the material which is selecting by the teacher, and they read it in the classroom. Intensive reading is related to the short text that discussing in the classroom. The students only know about the syntactical procedure, the mechanism, discourse, some vocabulary, and linguistic problem. Those two kinds of the reading type here are very possible to use with Multiple Media as the media for helping the students in understanding the meaning inside the text.

Focusing on the teaching of reading comprehension to the university students, the teacher should develop content based on the requirements of the learners. The teachers also need to be conscious of the school atmosphere. The use of multiple media can be used in the classroom to assist learners to enjoy the reading class. The appropriate material or source of the text can really help to fulfill the student's needs. By collaborating printed material and non-printed material it will make the students enjoy learning. In connection with the meaning of literacy, which is now broadened to include both print and non-print texts [14], the emerging modern technology has made teachers aware that information reaches us very fast in many different forms of modality. Such a reading class, when implemented with multiple media forms, would provide students with experiences to find information through multiple modalities: visual, audiovisual, and print so that they become media literate.

The students and the teacher can use the printed material related to the text being taught in the class as one of the ways to stimulate learners in reading the text. Whereas, the use of visual media also important to make the learner's brain are ready to accept the material in the reading text. The teacher and the students also can use the online picture as the media to teaching reading comprehension.
students who have enough background knowledge about the text being read will get easy to understand the text's implicit and explicit significance.

The elaboration of multiple media and reading comprehension can be implemented in all level of university students. The use of video, online picture, picture (printed material), or even the teacher can use a song like the way to help the students in comprehending reading text. The various kind of literature is called as multiple media.

The reading strategies are also one of the most significant elements that must be considered by the teacher. Cunningham and Allington (1994) in [15] suggested needed strategies to be used by readers. These are: Calling up significant background knowledge; expecting what will be learned and what will occur; making mental pictures; self-monitoring and self-correction; using a fixed strategy such as re-reading or asking for assistance; choosing the most important ideas and events and seeing how they are connected; drawing conclusions and making implications; deciding "what you think"(belief); comparing and contrasting what you are reading and what you already comprehend; finding unknown phrases ; summarizing what has been read.

Teaching reading comprehension to the students of the university should become more effective in order to make the students learn better, and teachers can explore ways to enhance their teaching practice, depending on the nature of the topic, the number of learners and the school equipment, distinct techniques are used by teachers in the classroom. The teachers have to understand and implementing the teaching method and the reading strategies in the classroom. By knowing the nature of the students and the student's needs, the teacher can propose the ideal teaching-learning for reading comprehension.

2. Method

This study is classroom action research. The participants of this study were 35-second semester students majoring in English at Kanjuruhan University, Malang. The research design was implemented to know the improvement of the students’ reading ability and difficulties in reading comprehension class. The measuring instruments employed in this study consisted of a reading test and questionnaire. The implementation of media was conducted in seven meetings in which each meeting consisted of 100 minutes. The first meeting was employed to investigate the problems dealing with reading course faced by the students. Meanwhile, the other five meetings were utilized to implement the use of media in the teaching of reading. Then the last meeting was intended to provide the lecturer’s comments to find out the students' opinion about the implementation of multiple media through questionnaire and interview.

3. Finding

The findings of this research held based on the result of the implementation of multiple media such as video, pictures, powerpoint slides which conducted in the six meetings. The study was implemented in 6 meetings only in teaching and learning. The result of interview with the students about the process of teaching and learning. The interview is intended to obtain the difficulties of understanding the content of the text given by the lecturer. To support the result of interview, the researchers also conduct the direct observation inside the class. In the beginning, the researchers have collected the teaching materials especially for reading text which appropriate to the student ability and compile the material for the 2nd-semester students. The fix reading text materials used in the classroom for teaching reading comprehension. The researchers also provide relevant media related to the text being discussed. The combination of media used in the classroom for teaching reading brings the classroom atmosphere more alive. The result of this research is based on the implementation of multiple media for teaching reading comprehension in order to help students solve their problems in reading class, especially in understanding the content of the text.

In this study, the observation obtained generally activities teaching-learning of implementing multiple media was not recorded in detail. In the first meeting, the researchers were introducing reading materials to the students. The next meeting, the lecturer was implemented the media (video) to support and help the students understanding the content of the text entitled “Benefit of Vitamin”. In the implementation of multiple media in the teaching-learning process showed that the interaction among students and researchers also conducted in a good situation. The teaching-learning process in the classroom only provides some instructions and explanations from the lecturer. The results of this study also supported by the result of questionnaire. The interaction happened among the students and researchers at the beginning of meeting and at the end of meeting while the researchers provide an
assignment. The results of questionnaire show that 80% from 35 students argue that they agree with the use of multiple media such as video, picture, and powerpoint slides in the teaching and learning process. They feel enjoy the class and understand the content of reading text easily. The last meeting, the researchers found different phenomenon in implementing multiple media. The students and researchers are actively involved in the classroom interaction in term of providing an assignment, sharing information and direct interaction in order to solve and discuss some problem in teaching learning process. In the last session, the researchers also presented the first post-test by 60 minutes and conducted informal interview to gain the students’ opinion related to the difficulties in the teaching and learning process. The result showed that the students get easily in understanding the content of the text because they have enough background knowledge in relation to the text being discussed. The final results of the study show that the score of students’ post-test was 8.5 indicated that the students are able to understand the materials completely.

The questionnaire showed that some phenomenon appears during implementing multiple media in the teaching of reading. First, the noise was the students’ difficulties in using various media during the reading teaching-learning process. It makes the researchers unable to control the condition. Otherwise, at the beginning the students also found difficulties to use this media and waste the time during the learning. Third, the students get difficulties in term of lacking English skill. It is quite difficult for them to comprehend the vocabulary used in the text. They need more additional tool to help them such as a dictionary.

The researchers also collected the response from the students. The positive response shows that 25% students are interested in this method, 75% students said the use of multiple media extremely appropriate for reading comprehension class, 42% students said this strategy was delighted, and 83.3% students agreed that this method implemented in the future. Otherwise, the negative response also occurs where 10% students give their response that the method was not interesting and not attractive, while the students focus on the media only and still confused with the content of the text.

4. Discussion

The finding of this study explains that the use of multiple media including video, picture, and ppt, especially for teaching reading, make the students easier to understand the content of the text. It shows that the use of multiple media makes the students easier to acquire the English text, and it can be said that this media is more effective than the other media. The students found the new experience in the teaching and learning process.

Based on the finding of this study, the students also had different ideas, but in general, they expressed positive perceptions. When the teacher-researcher was introducing multiple media in the teaching of reading, the students looked motivated to understand more not only the content but also the media. The use of various media in the teaching-learning process motivates the students to learn more since the process of teaching-learning becomes more interesting. The students feel relaxes in studying the reading materials not only discussed the contents of the materials but also doing the instruction of the teacher. The materials for teaching reading comprehension are more suitable for the students’ needs and more authentic. It also based on the curriculum. The development of the materials and curriculum are based on the students’ need, the situation, the students’ environments, and the students’ level of proficiency.

From the finding of the research, it can be explained that the implementation of multiple media could improve the students’ ability, especially for understanding reading text. This could be viewed from the result of the analysis of process and product implemented throughout the research. The reading test was administrated by the researchers at the end of the study. The materials of the test were taken from the English text provided by the teacher.

The use of teaching-learning using multiple media differs from traditional approaches to teaching English for students. It can be considered by the teacher to use the various media and materials through the online or offline as an alternative way to improve the teaching-learning process because this strategy can make the students interested to write, read, and speak. When the students practice all the component of the language skill together, it will enable the students to memorize and implement all the information they get longer than the students only see it. The use of multiple media also motivates the students to learn and understand the text freely and easily. They get new background knowledge to make them easier in understanding the content of the text. By providing multiple media and various activities, the students will not feel bored anymore in the reading class.
5. Conclusion

In conclusion, teaching reading comprehension in university students needs various methods and media. The teacher and the students can use the internet as the media for teaching and learning reading comprehension. The use of appropriate media can also help the students in building their good comprehension of reading text. The use of multiple media also can help the students in comprehending the text. Reading activities have an effect on reading comprehension. Pre-reading activities make it possible to give background knowledge about the text if readers’ schemata do not match the writer’s and they can also activate readers’ schemata before reading if they share the same background knowledge with the writer. Pre-reading activities also motivate readers to read the text. Meanwhile, in while-reading comprehension contribute the readers in understanding the text, since they allow readers to get the writer's message through skimming and getting the specific information through scanning [13]. And in the last stages of reading activities is post-reading which give the reader chance to clarify any unclear meaning form the reading text, and the use of multiple media can be implemented in the pre-reading activities, as a tool to stimulate and motivate the students in reading the text, then we can continue to use the multiple media in while-reading activity. The use of multiple media in while-reading activity can help the students' comprehension of the content of the text. Furthermore, reading activities also give an impact on reading comprehension and they can make up the lack of component of reading the text. Finally, I can suggest that for teaching reading comprehension for the university students, the teachers should be conscious of the requirements of the learners and also wisely in choosing the appropriate media for teaching reading to the students. The teaching reading by using multiple media can engage the students to learn meaningful and authentic activities because the reading activity starts with the "real purpose" of reading.

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