

CHAPTER 1 INTRODUCTION

1.1 Background

Teaching has provided me with numerous advantages. It's as if education unveils a previously unknown capability for learning and development in both students and teachers. Students are often less interested in reading than they were before the introduction of digital devices. As a teacher, I want to nurture a love of reading in my students and help them become better readers. To overcome this issue, I utilized some of the most sophisticated technologies available today to enhance the student reading experience. These tools take an interactive approach to reading, incorporating a range of games and interactive components to enhance reading enjoyment and customization. This article examines the "Teaching Assistance" project at SD Katolik Yos Sudarso, an Indonesian primary school. The effort investigated how these cutting-edge technological tools may be utilized to assist children who were not interested in reading. I utilized apps such as Educaplay to demonstrate how technology could enhance the reading experience. The project's outcomes are fairly good since students were exposed to fascinating digital content that made reading pleasant and easy to understand.

According to A. Barber & Klauda (2020), making students want to read can help them become better readers in school. Elementary school administrators should understand how to get children excited about reading so that they can perform well in various subjects (Barber & Klauda, 2020). They also emphasize the beneficial impact of technology on reading engagement. Interactive multimedia tools can do things like:

- a. Make reading more enjoyable by incorporating games and interactive elements.
- b. Improve understanding: Interactive tools assist students in visualizing and remembering concepts

- c. Personalize learning: Teachers can utilize technology to match how each student likes to learn.
- d. Promote teamwork: Using these technologies, students can collaborate on reading material and share their opinions.

Teachers now have a variety of tools at their command to make reading more engaging in the classroom.

1.2 The Objective of the Internship

To Enhance Intern teaching skills through hands-on classroom experience at SDK Yos Sudarso Kepanjen, while addressing challenges in student engagement, attention, and English reading comprehension through innovative game-based learning platforms. The primary objective for the three months I spent in the PKL Program at SDK Yos Sudarso Kepanjen was to increase students' reading comprehension in order to stimulate their interest in reading and pay attention in class, particularly during English courses. I aim to overcome some of the obstacles I encounter, like students' declining interest in reading, their inability to pay attention when a teacher is lecturing, a lack of English-language reading materials in English as well as making teaching methods more interesting. To make learning more engaging I want to use game-based educational platforms like Educa-play and Word-wall to mix creative and instructional teaching tactics with the goal of making learning enjoyable. By collaborating with my Pamong teacher, the 5th grade elementary school students I taught were able to participate in English learning with enthusiasm.

In addition to teaching competence, this PKL program focuses on developing the intern's interpersonal skills, such as effective communication between interns and students at the school, problem-solving in the workplace, and encouraging student involvement in the classroom to encourage 5th grade students to ask questions about concepts they are not familiar with or about vocabulary they are not reading or hearing.

1.3 The Significance

For English Letters Study Program:

- a. **Teacher Development:** The relevance of teacher development in English letter study programs stems from the emphasis on the mutually beneficial component of learning, in which teachers grow personally and professionally through the teaching process.
- b. **Practical Applications:** The internship demonstrates how technology may be meaningfully and effectively integrated into English language learning.
- c. **Bridging the gap between school and work:** Through this internship program, Ma Chung's English Letters department can make classroom instruction relevant to schoolwork.

For Student:

- a. **Acquiring New Skills:** This internship facilitates students' acquisition of new abilities through both classroom instruction and hands-on training.
- b. **Improving English:** One of the program's main goals is to help students get better at the language. They are better able to communicate and function in a society where employment requires fluency in English as a result.
- c. **Job Readiness:** This curriculum prepares students for employment following graduation.
- d. **Solving Problems:** This program exposes students to genuine obstacles that improve their problem-solving and critical-thinking skills.

For Related Institute:

- a. Teachers can increase students' enjoyment and engagement with reading by utilizing interactive multimedia resources like computer games, films, and interactive e-books. This may spark a desire to read more frequently and a rekindled interest in reading.

- b. Students who find traditional reading methods difficult or tedious may find this very helpful.
- c. As students gain comfort and confidence in their reading, they are more likely to read independently.

1.4 Operational Definitions of the Key Terms

1. Multimedia teaching tools

Technology is widespread in today's society and is transforming every aspect of our lives, including education. According to Abdulrahman & Faruk (2020), effective teaching materials, such as interactive whiteboards and movies, stimulate student interest and improve comprehension in the classroom (Abdulrahman & Faruk, 2020). It's crucial to practice speaking with others when learning a foreign language, such as English. Making the classroom a real English atmosphere can be challenging for teachers, though. This is where technological tools, such as movies, can be quite beneficial

2. Reading Comprehension

According to Snow (2010), reading comprehension refers to the ability to understand and process written words. She emphasizes that the goal of this reading ability is to assist students build skills in comprehending information from a variety of sources, including books, articles, and internet (Snow, 2010). It involves a variety of activities, including reading the material and answering questions requiring a thorough comprehension of its topic. For example, when reading a fairy tale, students not only identify the main character, but also evaluate the reading experience. It includes emotional and psychological reactions to reading, as well as emotions of satisfaction with the reading experience. When a person is reading, they can keep their focus and have a profound knowledge of the text, for example a student who enjoys science fiction stories may experience emotional and

psychological involvement while reading a novel in that genre (Lee & Conradi Smith, 2021). This helps readers to fully immerse themselves in the story and eagerly follow its progression.

3. Reading Engagement

According to Guthrie & Wigfield (2012), reading engagement can help students enhance their comprehension, stay focused while reading, feel joyful and content with the reading experience, and build a stronger interest in reading (Guthrie & Wigfield, 2012). It also helps students form an emotional and psychological bond with the stuff they read. Thus, it is critical to recognize that reading engagement is more than just understanding the words on the page; it is also about feeling and participating in the complete reading experience.

4. Reading Fluency

Based on Rasinski's (2009) opinion on teaching reading fluently, he defines fluent reading as the ability to read accurately, quickly, and without pausing or straining to understand what they're reading. Gaining fluency in reading is essential to improving as a reader (Rasinski, 2009).

5. Reading Motivation

Reading motivation refers to a person's desire or drive to read. Reading motivation can stem from a number of important factors for example, a student who is deeply interested in history may be inspired to study historical books as a result of his curiosity and interest (Protacio, 2012). In addition, reading motivation might stem from scholastic goals, such as increasing reading abilities in order to succeed in school. Furthermore, the desire to learn

or entertain themselves might motivate students to read articles, blogs, comic books, and novels that are relevant to their interests and requirements. When a person is motivated to read, they will actively seek out and engage in various sorts of reading. This helps to improve reading skills and expand knowledge and enrich students' overall literacy experience.