CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is very important in improving one's insight. The importance of reading interest in education has a positive impact on learning a language. Reading plays a vital role in both intellectual and personal growth, as it is one of the primary means through which individuals acquire knowledge and information. With the rapid advancement of science and especially digital technology, an increasing amount of information is now stored in technological platforms. At all levels of education, reading competence is regarded as a fundamental objective. By engaging in reading, individuals can explore diverse topics, enhance their understanding of the world, and gain broader perspectives. In today's digital era, students—particularly in Indonesia—are heavily reliant on their smartphones in everyday life. In this context, teaching and learning are expected to fully leverage digital media (Oktaviani & Desiarti, 2019). Engaging with diverse reading sources enhances critical thinking by exposing learners to various perspectives and ideas, enabling them to assess information, recognize well-founded arguments, and strengthen their analytical abilities. Critical reading skills are one type of reading aptitude. Students who have critical reading ability will be better equipped to analyze, synthesize, and assess what they read because this ability is cognitive and has high academic relevance

(Yamasaki et al., 2021). Regular reading provides exposure to diverse vocabulary, writing styles, and sentence structures, thereby enhancing language proficiency and broadening vocabulary. This, in turn, significantly contributes to the development of effective communication skills. Reading is widely acknowledged as a fundamental skill that supports both personal and professional growth. Developing reading habits from an early age offers long-term benefits across multiple aspects of an individual's life.

Reading can be viewed as a cognitive process similar to problem-solving, in which the reader is required to comprehend, interpret, and analyze the information presented. To achieve a deep understanding of the material, readers must grasp the underlying concepts, ideas, and specific details by employing strategies associated with problem-solving. Additionally, reading involves the ability to draw logical conclusions from the gathered information, which demands synthesizing various elements into a coherent understanding. A strong interest in reading is positively linked to improved learning outcomes, as students who are more engaged in reading tend to perform better academically. Conversely, low interest in reading is often associated with poorer academic performance. Students' academic success heavily relies on their internal motivation and enthusiasm for what they are learning (Yunitasari & Hanifah, 2020).

Reading helps with vocabulary acquisition as well since reading and vocabulary have a reciprocal and mutually beneficial relationship. One common lens through which to assess this relationship's influence is its dual

direction (Hu, 2005). Beyond fostering vocabulary acquisition, reading positions vocabulary as a critical prerequisite for effective reading comprehension. Therefore, vocabulary development should be considered both a contributing factor to and a result of reading proficiency.

Reading comprehension refers to the ability to derive both explicit and implicit meanings from a text by utilizing an understanding of sentence structure, constructing mental imagery, and applying interpretation skills. Regardless of whether an individual resides in an Eastern or Western context, reading comprehension is essential for broadening one's knowledge, achieving professional goals, enhancing language proficiency, and engaging effectively in written communication. One fundamental linguistic competence that can influence both the accuracy and fluency of reading is grammatical knowledge. Moreover, comprehension at the discourse level may further contribute to overall reading understanding (Zheng et al., 2023).

A strong reading culture is a key indicator of a nation's advancing civilization. Countries with high literacy levels are more likely to excel in science, technology, and the arts. Citizens in such nations are better equipped to innovate, contribute to development, and address various societal challenges. Under these circumstances, it is necessary to establish a literacy culture from the ground up using the same techniques that help people transition from an oral to a literacy culture. This may be achieved by

first assessing the community's current situation before deciding on the best course of action (Rabiah, 2020).

Nevertheless, due to Indonesia's cultural heritage rooted in oral traditions and storytelling—forms of communication that rely heavily on spoken language—reading remains a significant challenge for many Indonesian students. The practices of reading and writing have only been established in the country for a relatively short time, spanning just a few centuries. During this period, oral-based media such as radio and television have emerged and competed with literacy practices. This shift has contributed a decline in the development of reading habits, allowing oral traditions to regain dominance. As a result, the advancement of a strong literacy culture in Indonesia has been considerably hindered.

In addition, a 2009 study conducted by the Organization for Economic Cooperation and Development (OECD), as cited by Pranowo (2018), revealed that Indonesia ranked lowest in reading culture among 52 East Asian countries. Another concerning statistic comes from the 2012 UNESCO reading index, which showed Indonesia with a score of only 0.001—indicating that only one in every 1,000 Indonesians demonstrates a strong reading habit (N. Pranowo & Herujiyanto, 2015). This situation is deeply troubling and raises significant concerns.

Conversely, the contemporary oral tradition is still expanding, and the literate culture, which has not caught on, is beginning to disappear. Now that they understand the value of education, Indonesians need to work to

encourage reading among their people. Both internal and external factors contribute to the low reading culture. Internal factors influencing reading behavior include motivation, interest, habits, emotional state, reading strategies, prior knowledge, and cognitive ability. In contrast, external influences encompass text complexity, socioeconomic background, the context and timing of reading, as well as the prevailing influence of oral culture (N. Pranowo & Herujiyanto, 2015).

The underdevelopment of reading habits in society—shaped by several factors, including the widespread perception that reading is dull—limits access to information, particularly for students with disabilities. In Indonesia, learners with impairments, especially those who are deaf or mute, encounter difficulties in reading English, as their learning often depends on visual input and sign language. Existing teaching methods remain insufficient and are further hampered by a lack of inclusive learning materials, restricting their educational opportunities and access to vital information. English reading instruction must be adapted to meet their specific needs in order to promote educational equity and active participation in society. Fostering a culture that values reading is essential for improving the quality of human resources and enhancing adaptability to global developments that impact many aspects of life. However, reading is still often perceived as a way to merely pass the time, rather than as a purposeful and meaningful activity—indicating that it remains more of a fleeting trend than a deeply rooted habit (Permatasari, 2015).

SDN 2 Bengkala, located in Bali, has been an inclusive school since 2007 and is known for accommodating deaf and mute students. The school adopts an innovative inclusive learning model featuring a co-teaching approach, one teacher delivers instruction in Indonesian, while the other interprets the material using sign language. This dual-teacher strategy ensures that deaf students can access the curriculum effectively while fostering meaningful social interaction among all students. Currently, the school accommodates six deaf students across grades one to six. Students in lower grades (one to three) study in separate inclusive classes, while those in higher grades (four to six) learn alongside their peers. Importantly, the same curriculum is applied to both *Kolok* (mute) and *non-Kolok* students. When classes are integrated, instruction is delivered simultaneously in spoken language and sign language, promoting mutual understanding and communication skills among all students. As a school that implements inclusive education, the challenges in the teaching and learning process are not only related to the delivery of materials, but also in providing learning media that are in accordance with the characteristics and needs of students. One of the problems faced is the low interest in reading of deaf students, especially in learning English.

This low interest in reading is caused by several factors, including the lack of interesting learning media that are in accordance with the visual learning style of deaf students, as well as the dominance of conventional learning methods that have not fully accommodated their needs. The

learning media used so far tend to be textual and not interactive, making it difficult for deaf students to understand and access information optimally.

In addition, the limited research that focuses on English learning strategies for deaf students, especially in the context of increasing reading interest through technology-based media, adds to the challenges in developing an effective learning approach. This creates a gap between student needs and the facilities and learning methods available. Considering these conditions, innovation in learning media is needed that can increase the reading interest and understanding of deaf students' ability to understand English material. Interactive video media that combines visual elements, text, and sign language is considered to have the potential to answer this need and encourage the creation of a more inclusive and enjoyable learning process at SDN 2 Bengkala.

The low level of reading interest among students suggests that the educational system has not yet effectively fostered their reading competence and motivation. Interestingly, despite Indonesia having approximately 1,095 annual study hours—significantly more than Japan's 712 hours—the disparity in reading interest and achievement indicates that time spent in school does not necessarily equate to quality learning outcomes (Endah et al., 2018). Reading English texts presents significant challenges for Indonesian students with disabilities, particularly those who are deaf and mute. These difficulties are largely due to the scarcity of adapted learning materials, the predominance of spoken language in instructional practices,

the complexity of English grammar and vocabulary, and the limited availability of qualified teachers proficient in sign language. Overcoming these barriers necessitates a comprehensive strategy that includes the development of inclusive curricula, the integration of assistive technologies, targeted teacher training in inclusive pedagogies, and the creation of classroom environments that embrace and celebrate student diversity.

The results of Chadijah et al., (2023) highlight the significance of engaging learning materials as a key factor in fostering greater reading interest among students. Their research examines the relationship between the reading interest of 12th grade students and the frequency of device usage, suggesting that an overreliance on digital devices without a balanced engagement in reading activities may lead to a decline in reading interest. However, a major limitation of this study lies in its focus solely on regular students, thereby excluding students with special needs. This narrow scope restricts the generalizability of the findings to more diverse and inclusive student populations. In particular, the study does not sufficiently address how students with disabilities, such as the deaf and mute, engage with technology to support their reading development—representing a notable gap in the literature.

In response to this, the current study seeks to develop an interactive video enriched with both visual and audio features tailored to the unique learning needs of deaf and mute students. The integration of these elements aims to enhance information accessibility, boost students' motivation to

learn, and ultimately contribute to improving their overall quality of life. There is a clear need for educational media that effectively bridge the learning gaps faced by deaf students, particularly in fostering their interest in reading English texts. One promising approach is the creation of interactive videos that incorporate visually compelling content alongside adaptive audio and language components aligned with the learning styles of deaf learners. Therefore, this research centers on the development of such interactive video media to promote reading interest among deaf students at SDN 2 Bengkala—an inclusive elementary school that serves students with a variety of special educational needs.

Based on the challenges faced by deaf students in reading and the proven benefits of using instructional media, this study aims to develop interactive videos to enhance the reading abilities of deaf students. The motivation for this research arises from the recognition that deaf and mute learners face unique difficulties when engaging with English texts. The context of this study is centered on SDN 2 Bengkala, a school known for its commitment to inclusive education. As an inclusive institution since 2007, SDN 2 Bengkala provides a relevant and meaningful setting for exploring innovative approaches to support students with special needs. According to RRI (2024), The Community Service Student Creativity Program Team (PKM-PM) from Ganesha Education University (Undiksha) with PKM-PM entitled "SiKober Program (Introduction of Sign Language Assisted by Mobile Comics to Increase Sign Language Literacy) held mentoring

activities for Inclusive Students at SD Negeri 2 Bengkala. Based on this, there is a lack of resources that may successfully increase their interest in reading, and traditional learning materials might not be able to meet their demands. This project intends to utilize visual and aural cues by integrating video into learning materials, providing a more inclusive and engaging way to help deaf and mute children's language development and interest in reading. The ultimate goal is to bridge this gap, fostering a positive learning experience that addresses the specific requirements of this student demographic.

1.2   Problem Identification

The primary issue raised in this study is the low reading interest and lack of enthusiasm for reading among sixth-grade students at SDN 2 Bengkala. Many students show minimal engagement with reading materials, especially English texts, which negatively impacts their academic and linguistic development. Furthermore, improving reading interest and fostering a love for reading poses an even greater challenge for students with disabilities, particularly those with hearing and speech impairments. Due to communication barriers, these students face additional obstacles in developing reading skills.

At SDN 2 Bengkala, an inclusive school that accommodates both regular students and students with hearing and speech impairments *(Kolok students)*, the teaching and learning process requires specific adaptations. While the school employs two teachers in each classroom—one teaching

verbally and the other translating into sign language—students with disabilities still struggle with reading comprehension, especially in English. The lack of interactive and inclusive reading materials tailored to their needs makes it difficult for them to engage with texts effectively. The existing learning methods rely heavily on traditional teaching techniques, which may not fully accommodate students with special needs, thus limiting their ability to develop strong literacy skills.

From a global perspective, previous studies have highlighted similar challenges faced by students with disabilities in acquiring literacy skills. Ahmad & Khasawneh (2023) emphasized the importance of interactive multimedia in improving reading comprehension among students with special needs, particularly those with intellectual disabilities. Their study found that text-to-speech, visual animations, and interactive features significantly enhance reading engagement. Similarly, Nonci et al., (2022) found that visual media, such as pictures and videos, play a crucial role in improving literacy skills among deaf students. However, despite these findings, many educational institutions worldwide still lack sufficient resources to integrate such media effectively into their teaching practices.

Given these challenges, there is an urgent need to develop multimodal learning materials that accommodate diverse learning styles and meet the unique needs of students with disabilities. These materials should ensure equitable access to educational opportunities, facilitate literacy

development in an inclusive classroom environment at SDN 2 Bengkala, and align with global best practices in special education.

1.3 Limitations of the Study

Several limitations should be acknowledged in this study. First, the scope of this research is limited to the development of interactive video media as a learning tool to enhance reading comprehension for sixth-grade students in an inclusive classroom at SDN 2 Bengkala. The interactive video is designed to incorporate sign language, subtitles, animations, and visual elements to support students, especially those with hearing and speech impairments, in understanding English reading materials more effectively.

Second, this research focuses on narrative texts as the primary reading material. The selected reading materials include short stories that use the past tense including The Profile of Pancasila, as this tense is commonly found in narrative texts and is essential for students to master. These texts were chosen according to the class 6 module, where these texts are sequential events, and engaging nature, which can increase students' motivation and facilitate comprehension. However, the study does not explore the effectiveness of interactive videos for other types of texts, such as expository or descriptive texts, which may require different instructional approaches.

Third, this study follows the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) as its development framework. However, the research only reaches the evaluation phase in

terms of practicality, meaning that further testing regarding the effectiveness and impact of the interactive video on students' long-term reading comprehension skills is beyond the scope of this study.

Lastly, this study is conducted only at SDN 2 Bengkala, which has a unique inclusive classroom setting. The findings and developed media may not be directly applicable to other schools with different inclusive learning models or students with different disabilities. Therefore, further research is needed to adapt and test this interactive video in different educational contexts to evaluate its broader applicability. By acknowledging these limitations, this study aims to provide valuable insights into the use of interactive video media in inclusive classrooms and serve as a foundation for further, more in-depth research on multimodal learning for students with special needs.

1.4 Research Problem

a. What kinds of English reading media are needed by inclusive students?

b. How is the design of the interactive videos of inclusive class students?

c. How is the content validity of the interactive videos of inclusive class students?

d. How is the practicality of the interactive videos of inclusive class students?

1.5 Purpose of the Study

a. To identify the kinds of English reading media needed by inclusive students.

b. To identify the design of the interactive videos of inclusive class students.

c. To identify the content validity of the interactive videos of inclusive class students.

d. To identify the practicality of the interactive videos of inclusive class students.

1.6 Significance of the Study

From the results of the study, the researcher expects it will be beneficial theoretically and practically, as follows:

1.6.1 Theoretical Significance:

It is anticipated that the findings of this study be used to create reading materials that will significantly advance our understanding of the associated ideas that support inclusive reading. As a result, the method of teaching and learning has to be tailored and individualized. It's challenging to teach students with special needs in ordinary courses; you need to have sufficient pedagogical skills and an awareness of these students, including the ability to create specialized learning resources and tools.

1.6.2 Practical Significance:

a. For Institution

Because the utilization of multimode learning materials guarantees that educational resources are available and interesting to everyone, fostering a more inclusive and fair learning

environment, this research can be beneficial to educational institutions. Additionally, the creation of these resources is consistent with the institution's mission to use technology to enhance instruction and promote technical literacy, both of which are becoming more and more crucial in today's society. The creation of multimode learning resources also advances the goal of the school, which is to generate well-rounded people. These resources not only boost kids' enthusiasm for reading but also foster teamwork, critical thinking, and creativity.

b. For Teachers

The development of multimode learning materials for English language teaching to increase students' interest in reading in inclusive classes has important practical significance for educators. This initiative is poised to bring positive changes in teaching methods and outcomes, thereby making the teaching process more effective. The development of this material is also in line with the role of teachers as facilitators of inclusive education. By utilizing multimode resources, teachers can create an environment where each student feels valued and supported in their learning journey.

c. For Students

The development of multimode learning materials for English language teaching to increase students' interest in reading

in inclusive classes is very important for students. This initiative is designed to make the English learning experience more enjoyable, accessible, and tailored to individual needs, providing several beneficial practices for students.

d. For Researches

Researchers will find considerable practical value in the study and creation of multimode learning materials for English language instruction to boost students' interest in reading in inclusive classrooms. This project offers several useful implications for more scholarly research while advancing instructional tactics and our understanding of successful pedagogical techniques. Practical implications of this research include the establishment of an evidence-based teaching methodology. Researchers can shed light on the best modalities and approaches by examining how multimode learning materials affect students' motivation in reading in inclusive settings. When creating an inclusive curriculum, educators may use this knowledge as a helpful resource to assist guide their selections.