How Interactive Fiction Affect Students' Reading Interests?: A Case Study on Satria Reno Reading Skills

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ABSTRACT

The objectives of this research are to change the student's perception regarding the lack of interest in learning reading through Interactive Fiction. The sample of this research was taken from 1 high school student as a participant, currently in his twelfth grade at SMAN 7 South Tangerang, in the academic year 2023/2024 The data were gathered by using checklist observations and semi-structured interviews to collect the data in this research and were analyzed by qualitative research method with a descriptive qualitative research design. The findings showed that the student preferred Interactive Fiction as a learning medium to overcome his lack of interest in learning reading. In conclusion, the student has given a positive impression by using Interactive Fiction in the learning process.

Keywords: Interactive Fiction, Reading Interest, Reading skills

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengubah persepsi siswa mengenai kurangnya minat belajar membaca melalui Fiksi Interaktif. Sampel penelitian ini diambil dari 1 siswa SMA sebagai partisipan, yang saat ini duduk di bangku kelas dua belas di SMAN 7 Tangerang Selatan, pada tahun ajaran 2023/2024. Data dikumpulkan dengan menggunakan observasi checklist dan wawancara semi terstruktur untuk mengumpulkan data. data dalam penelitian ini dan dianalisis dengan metode penelitian kualitatif dengan desain penelitian deskriptif kualitatif. Temuan menunjukkan bahwa siswa lebih memilih Fiksi Interaktif sebagai media pembelajaran untuk mengatasi kurangnya minatnya dalam belajar membaca. Kesimpulannya, siswa telah memberikan kesan positif dengan menggunakan Fiksi Interaktif dalam proses pembelajaran.

Kata Kunci: *Fiksi Interaktif, Minat Membaca, Keterampilan Membaca*

INTRODUCTION

Language cannot be far from foreign language as its own classification. Language is more like a bridge for communication and cultural exchanges between people from all over the world. Therefore, by using language as a tool, might can see the vast space of the world. In addition, language is not limited to education. Every department in the world can clearly see that English has a strong influence on English. Vivian (2016:1) Language is at the center of human life. We use it to express our love or our hates, to achieve our goals and further our careers, to gain artistic satisfaction or simple pleasure, to pray or to blaspheme. Through language we plan our lives and remember our past; we exchange ideas and experiences; we form our social and individual identities. Language is the most unique thing about human beings. As the Roman orator Cicero said in 55BC, 'The one thing in which we are especially superior to beasts is that we speak to each other'.

DiCerbo et al., (2014:18) Language is at the heart of teaching and learning. It is the medium through which concepts and skills are learned and assessed, social relationships and identities are formed, and increasingly deeper and more complex disciplinary understandings are constructed over time. In addition, as academic content becomes more abstract and complex, language structures become increasingly sophisticated and challenging. The ways in which teachers, texts, and assessments use language to convey and test disciplinary knowledge determine in large part the content students learn.

Rowe & Snow (2020:12) Language develops in context. Young children learn the languages and language varieties they are exposed to, and the quantity and quality of their early social interactions with language shape their language learning trajectories. It is accepted that both the environment and the human child's biological capacities contribute to the language development process. Yet uncovering the specific features of the environment and capabilities of the child that interact to result in language learning across early development is not a simple task. While much research in developmental psychology has focused on determining the contribution of individual features of the environment, there is increasing recognition that clusters of correlated features differentiated along multiple dimensions—may work jointly to shape the course of English language learning.

Recently, English has become a necessity and possesses benefits for people who learn and apply it to their daily lives. Along with the rapid development in Indonesia, English slowly has become a basic requirement as a benchmark for competence, both at the education level and to a higher specific level. Therefore, many schools in Indonesia have stabilized the implementation of English learning from an early age.

Elaish et al., (2019:1) Communication in English is recognized as an essential competency in the twenty-first century as it has increasingly become an essential second language as well as the language of international communication. In the meantime, owing to the importance of the English language in non-native English countries, using modern tools to support learners in learning English has become critical. Therefore, many learners around the world have started learning English, and some use it more often than their native language. Furthermore, most countries have recognized its importance and power in developing education, and have addressed this as the primary aspect of their planning and strategy.

In High School, the teaching and learning process of English contains four macro skills that are taught to students, there are: listening, writing, speaking, and reading. These are the basic skills that students teach and learn. Reading is one of the receptive language skills in learning English. It is said to be receptive because reading is a language activity that aims to obtain or understand information from reading material. In the learning process, reading includes activities using visual sensory impressions and interpretation results together with background experiences to construct meaning. Building meaning from reading is an active process in reading. Readers not only absorb meaning by taking from the words seen with their

eyes, but they also have to interact with the text through the information that is in the background knowledge that the reader has.

Reading comprehension studies are designed to determine students' capacity for understanding various readings. Ratings are targeted at learning targets: regularly with the help of students, exploring at school and home, explicitly studying Interactive fiction stories/literary works, and learning to reach and use facts. For each of these objectives, learn four methods of information: looking for points explicitly, drawing conclusions, outlining and integrating thoughts and facts, filling in and viewing the content of the material, the use language, and textual elements.

Butterfuss & Kendeou (2018:2) Reading comprehension is one of the most complex and important cognitive activities humans perform. Given its importance and complexity, researchers have sought to understand reading comprehension via the development and specification of a multitude of models and frameworks that account for various processes and mechanisms of reading. Generally, reading comprehension refers to the construction of a mental representation of what the text is about. Although most models of reading comprehension converge on this general idea, the processes and assumptions by which readers construct such representations differ across models and frameworks.

Wigfield (2016:26) Proficient reading comprehension is crucial for success in every academic domain, particularly in courses focused on reading and literature. As students advance in their education, they are expected to read and write across disciplines with increasing skill, flexibility, and insight. Because reading materials become increasingly demanding in later childhood and adolescence, readers must be fluent in decoding and recognizing words, continually expand their vocabularies and knowledge base, and learn to use elaborate cognitive strategies to make inferences and analyze text critically.

Kocisky et al., (2018:14) Natural language understanding seeks to create models that read and comprehend text. A common strategy for assessing the language understanding capabilities of comprehension models is to demonstrate that they can answer questions about documents they read, akin to how reading comprehension is tested in children when they are learning to read. After reading a document, a reader usually cannot reproduce strategies or guess based on global salience.

Sabatin (2013:23) However, students face particular problems in learning to read English. Firstly, in reading text, students do not know the meanings of several words since they do not have good cultural background knowledge of the literary. So, they have difficulties in comprehending the text. Manan (2018:14) Students are hard to consider specific text details, such as; the main idea, specified description, vocabulary in context, reference, and inference. Wigfield (2016:2) Many students failed to comprehend the narrative text because they are lack cultural background knowledge. Many children struggle with reading early in their education and continue to have difficulty through their school years. The National Assessment of Educational Progress (NAEP) found that only 36% of fourth-grade and 34% of eighth-grade students were at or above proficiency (defined by NAEP as solid academic performance) for reading performance. Furthermore, 31% of fourth-grade and 24% of eighth-grade students were below basic reading level (they had mastered only partially the prerequisite knowledge and skills needed for successful academic performance). These statistics are troubling, particularly because reading below grade level in third grade is among the strongest predictors of dropping out of school later.

The research results cited indicate that students who are not successful usually do not know effective methods in dealing with learning tasks. Realize that effective reading strategies will benefit both students and teachers. Learners can use effective strategies incorrectly, as long as these strategies help them improve reading comprehension. For example, students may mistakenly believe they have to read every word and every detail to

collect the main information from the text. They may be sloth to guess the meaning of foreign words from a reading context.

Indonesia is one of the EFL countries. The latest curriculum policy (K13 curriculum) in Indonesia stated that: English Language Teaching (ELT) in Indonesia had changed from the local subject to become a priority subject starting from elementary school. The curriculum policy also stated that: the new policy of ELT could apply to any institution that is able to implement the policy. On the contrary, any institution that yet couldn't implement it should integrate it into other subjects and/or extracurriculars by involving the community, school committees, student volunteers, and/or parental guidance. The main focus of the English courses experienced by these students is vocabulary, language structure, reading comprehension, and translation skills. Reading is one of the four English skills that complicate students most often. The case that is often encountered by students when facing this course is in gaining as much information as possible in a very short period of time. As a result, students becoming lack interest in reading. Moreover, when students are suddenly exposed to advanced material at the university level or at work, they will face many difficulties before they develop their basic reading skills.

This case is close to the writer's teaching experience in one of his participants, Satria Reno Ananta Widiastono, a 17th of age secondary EFL student who has his 5th semester this year. He was born and raised in a good educational background circle. Apparently, he has good English, mainly in his speaking ability, and his grammatical writing. Yet, he had a condition in his reading ability. The main reason is that he found a lot of words in the reading material and he needed to comprehend the specific meaning from the whole read in a short period of time. The other cause he implied, was that when he read, he also found many languages that were unfamiliar to him and still yet to get used to it. For a specific reason, typically hard for him to understand the moral value, primarily if the moral value is expressed implicitly. This condition led him to lack interest in reading English.

Many studies have investigated the use of online reading strategies such as Zailani Jusoh and Liza Abdullah (2016:20), İsmail Firat Altay and Ayşe Altay (2017:16), Jookyoung Jung (2020:15) but rarely discussed the students' interest in learning reading, particularly for EFL students. Because of the previous research, both abroad and domestic have not studied the problem yet. Therefore, the writer was interested in conducting a case study to build up students' reading interest by using Interactive Fiction as a reading strategy during the learning process.

Batchelor et al. (2021:3) The Interactive Fiction strategy aims to improve students' reading skills. It could be considered a good reader to be an active participant during a transaction with a text. Interactive Fiction increases student engagement by placing students in the text and improves close reading skills by requiring attention to detail to make the next move. It also increases autonomy and enhances logical and critical-thinking skills. Games also help spur reluctant readers' attention because of the interactiveness of the story, and IF aids striving readers by incorporating auditory and visual elements alongside the text-based game. Jain et al., (2019:4) In a text-based game, also called interactive fiction (IF), an agent interacts with its environment through a natural language interface. Actions consist of short textual commands, while observations are paragraphs describing the outcome of these actions. Atkinson et al., (2018:2) Recently, interactive fiction has emerged as an important challenge for AI techniques in great part because the genre combines natural language with sequential decision-making. Flynn & Hardman, (2019:21) Many of the principles that apply to interactive fiction using information technology undoubtedly apply to physical books, for example, the personalization principle just discussed is an intrinsic feature within interactive books, and they also allow for the use of pedagogical agents through characters presented. Physical books have different characteristics to online resources, however, for example in

their physical manipulability (e.g., in moving backwards and forwards in a narrative) and in how students relate to books over online learning environments.

In conclusion, Interactive Fiction hopefully might have a key role in building up students' interest in learning reading, moreover in literacy, and also might sharpen students' skills in the reading process. With these strategies, students can specifically help understand, evaluate, and make decisions in interpreting reading materials with the goals that have been achieved in the learning and thinking process. The writer was interested in investigating the students' interest by using Interactive Fiction as a reading strategy during the learning process, mainly when there is still limited research in Indonesia that utilized Educational Interactive Fiction as a learning method, particularly at the High School level.

METHODOLOGY

This study will be conducted in the participant's house near South Serpong, South Tangerang, Banten, which is in his 12grade in the 5th semester, in the academic year 2023/2024 when this study was taken. The time to do this study is around July 2023 within one day in a week.

This study uses a qualitative research design with a case study approach. Cresswell (2013:20) The qualitative research method is an inquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. qualitative research is an emergent, inductive, interpretive, and naturalistic approach to the study of people, cases, phenomena, social situations, and processes in their natural settings to reveal in descriptive terms the meanings that people attach to their experiences of the world.

Kim et al., (2017:8) Descriptive Qualitative studies are the least "theoretical" of all of the qualitative approaches to research. In addition, qualitative descriptive studies are the least encumbered studies, compared to other qualitative approaches, by a pre-existing theoretical or philosophical commitment. For example, phenomenology, grounded theory, and ethnography are based on specific methodological frameworks that emerged from specific disciplinary traditions. By comparison, qualitative descriptive studies tend to draw from naturalistic inquiry, which purports a commitment to studying something in its natural state to the extent that is possible within the context of the research arena. Thus, there is no pre-selection of study variables, no manipulation of variables, and no prior commitment to any one theoretical view of a target phenomenon. Although qualitative descriptive studies are different from other qualitative research designs, qualitative descriptive studies may have some of the overtones of the other approaches. In other words, a qualitative descriptive study may have grounded theory overtones, because it used constant comparative analysis when examining the data. However, a qualitative descriptive study is not grounded theory, because it does not produce a theory from the data that were generated.

Morrison et al., (2014:11) Case study is understanding a case, certain people, or situations in depth. Crowe et al., (2011:2) Case study is a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context. It is an established research design that is used extensively in a wide variety of disciplines, particularly in the social sciences. Case studies can be defined in a variety of ways, the central tenet being the need to explore an event or phenomenon in depth and in its natural context.

Hyett et al., (2014:13) As a study design, case study is defined by an interest in individual cases rather than the methods of inquiry used. The selection of methods is informed by researcher and case intuition and makes use of naturally occurring sources of knowledge, such as people or observations of interactions that occur in the physical space.

Case study research design is a research design by examines a problem through a case consisting of a single unit. This single unit can mean one person, or population group affected

by a problem. The case study is the most suitable method for the investigative phase of a study because it puts forward surveys and historical processes as a way of explaining causality.

The writer selected a sample of respondents from the population andmanaged the standardized questionnaire to them used to gather information on a population. The aim of this study is to find data about students' motivation; and whether they used extrinsic motivation in learning reading English. This research has two different variables namely variable X and variable Y. The variable X of this research is Online Interactive Fiction as a learning strategy, and the variable Y of this research is a participant, named Satria Reno Ananta Widiastono as a secondary EFL student.

FINDINGS AND DISCUSSION

Findings

In this qualitative study, descriptive qualitative analysis was used. Checklist observation and semi-structured interviews served as the research's primary data collection methods. This study concentrated on the student's enthusiasm for reading instruction and how interactive fiction affected their reading abilities.

The purpose of the observation and interviews was to learn about the students' difficulties learning to read, their motivation, and their capacity to comprehend learning to read. According to Cresswell (2013:64), students can be said to comprehend reading if they have no problems mastering a single sentence or a whole paragraph, as well as understanding how to understand the meaning of the text. The findings from checklist observation and semi-structured interviews are as follows:

Table 1. Data Result of Checklist Observation

No.	Aspects are observed	The result of the observation	
		Yes	No
1.	The teacher's technique in teachingreading is only by textbook before using Interactive Fiction	✓	
2.	Students lack interest in learning reading before using Interactive Fiction	✓	
3.	Students have difficulties in comprehending reading text before using Interactive Fiction	✓	
4.	Students have difficulties in mastering vocabulary before using Interactive Fiction	✓	
5.	Using Interactive Fiction as a medium in learning reading		✓
6.	Using Interactive Fiction to build up student interest in learning reading	✓	

Based on the observations in the table above, points 6 were observed concerning the teaching practice for build-up student interest in learning reading by face-to-face in-game learning using Interactive Fiction as a medium at student house, Tangerang Selatan. The checklist observation was observed about the teaching techniquesusing Interactive Fiction to build-up student interest, and mastering learning reading comprehension. The checklist observations are described; a) The teacher's technique in teaching reading is only by a textbook before using Interactive Fiction. Based on the interview with the student, the writer found that the teacher teaches learning reading by a textbook, by asking students to reading per paragraph, continue with underlining the difficult sentence, then the students should discuss with groups

and write the meaning of the sentence given by the teacher on their notes. After that, the students should elaborate on the discussion and memorize the new vocabulary; b) The student lack interest in learning reading before using Interactive Fiction. Based on the interview with the student, the writer found that the student lacked interest in learning reading because he is having a monotonous learning reading in the classroom that caused him to lack interest in mastering the learning reading; c) The student has difficulties comprehending reading text before using Interactive Fiction. Based on an interview with the student, the writer found that the student is having difficulties in comprehending what is the meaning of reading text, mainly, because the student has met many vocabularies that he has never seen before; d) The student has difficulties in mastering vocabulary before using Interactive Fiction. Based on an interview with the student, the writer found that the student had difficulties in mastering vocabulary, mainly the various new vocabulary he has never known; 7) Using Interactive Fiction as medium in learning reading. Based on an interview with the student, the writer found that the teacher has never used Interactive Fiction as medium in learning reading.

Using Interactive Fiction to build up student's interest in learning reading. Based on an interview with the student, the student found that after using Interactive Fiction as medium in learning reading, the student is more willing to learn reading comprehension. The student's perception about reading has changed, due to the interesting medium that he ever used. The student became eager to use Interactive Fiction consistently, mainly when he found Interactive Fiction is a game that was developed to make learning reading more joyful. The student also found the feature auto-elaborates the meaning of the specific complex vocabularies and sentences which can make it more accessible to define the specific meaning.

Table 2. The Questions for Semi-Structured Interview

Topic	Sub-topic	Question
Teaching reading using Interactive Fiction	Teaching techniques	What kind of learning system is practiced in this school during the current semester?
	Medium	What medium that teachers use for learning reading? What are the suitable medium that teachers used in learning reading? What are students' perceptions to learning reading with Interactive Fiction in learning reading?
	Students' interest	How are the students interested in learning readingwithout Interactive Fiction? How are the students' abilities incomprehending the meaning of the reading text or a sentence?
	Student's comprehension in learning reading	How are students' abilities in mastering various new vocabularies?

Based on the following table, the writer conducted the interview in July, 1st 2023 at the student house, Tangerang Selatan. Here are the following answers from the student:

What kind of learning system is practiced in this school during the current semester?
Student: During the current semester, the learning system in this school is back to using system learning textbooks, it's obviously different from when the learning system was utilizing online learning when the last pandemic. In the last semester, when the pandemic was still ongoing, the teacher delivered the material online, and then, gave the assignment using Google Classroom. Sometimes the teacher shares the learning material in PDF file when online learning. But in the current semester, the teacher usually uses textbooks that have been

provided by the school. At the meeting every week, the student studies 1 chapter in the textbook that has been provided. For reading lessons, it is not uncommon for teachers to use the grouping method to solve a complex problem in reading. To hone students' skills in learning reading, teachers usually provide handouts that have been designed by the teacher. At certain meetings, teachers usually use PowerPoint connected to a projector as a learning medium. At the end of the lesson, the teacher usually gives material to each group for presentation on the next week.

Based on the answers provided by the participant, during the current semester, the school used the usual textbook learning system in learning reading. This system is the latest curriculum recommendation.

What medium that teachers used for learning reading?

Student: At certain meetings, teachers usually use PowerPoint connected to a projector as a learning medium. At the end of the lesson, the teacher usually gives material to each group for presentation the next week. In learning reading, the teacher also uses Google Form as a platform, assisted by the explanation from the teacher using PPT, and shares it on the students ' phones so the students can discuss the topic that is already given by the teacher. Sometimes, the teacher teaches by her explanation and asks students to do the task from the book.

Based on the answer above, the teacher usually used Google Form as a medium in learning reading. Sometimes the teacher teaches using PPT, in learning. The platform and the medium were assisted by the explanation from the teacher. The teacher utilizes the medium in learning reading to measure the student's understanding by giving some tasks and doing discussions.

What are the suitable medium that teachers used on learning reading?

Student: Personally, I think that the medium used by teachers in teaching reading is monotonous. When I was in junior high school, I also studied English using similar medium, although not as intensively as when I was in high school. For me, Google Forms and PowerPoint, I think they are still quite suitable for teaching medium. However, for textbooks, in my opinion, I don't like teaching medium in the form of textbooks because they are quite boring. I want to use medium that can make learning reading more enjoyable for me, such as software that is designed for learning reading. Unfortunately, so far, I still use the same medium. Nevertheless, I have to follow the available learning process, to get good grades.

Based on the answer from student, the writer concludes that he needs interesting medium for the learning process rather than listening to the explanation from the teacher, or using a textbook as a learning medium. The student said he prefers to learn using new medium, so the learning process will be more interesting.
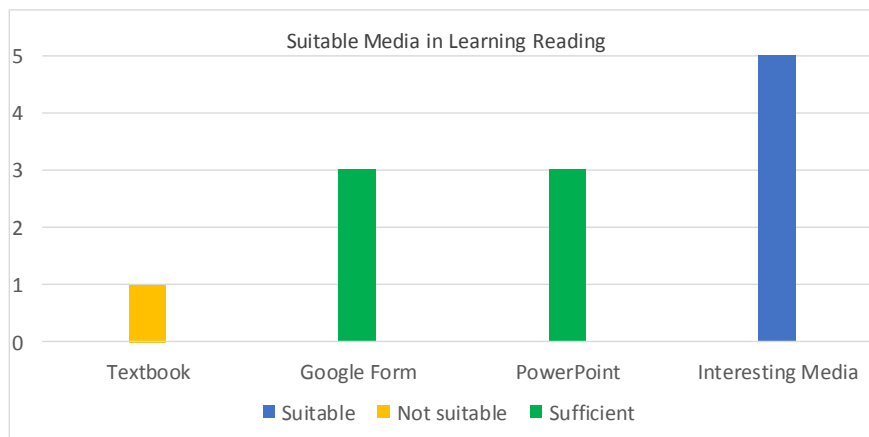

Chart 1. Suitable Medium in Learning Reading

Here is the chart of the suitable learning medium for the student. The medium suitability level for students ranges from 1 to 5. The higher the range, the higher the suitability of learning medium for the student. From the chart above, the writer found that Student perceptions regarding the use of textbooks as learning medium are considered less attractive. Google Forms and PowerPoint are considered sufficient to pay students' interest as learning medium. For the latter, in the form of new interesting medium, the range is considered high for attracting students' interest in learning reading. This means that the student prefers to choose the new interesting medium that he never tried before, rather than the monotonous medium that is already provided by the school.

What are students' perceptions to learning reading with Interactive Fiction in learning reading?

Student: After I searched out what Interactive Fiction is, I think this medium is interesting to try and apply in learning to read, because Interactive Fiction is software that simulates an environment where players use text commands to control characters and influence the environment. Thus, we can feel indirectly the emotions conveyed by a narrative. Works in this form can be understood as literary narratives, either in the form of interactive narratives or interactive narratives. Because this software uses a lot of unique features, as well as lots of entertaining narrative texts that have a gradual level of language complexities, I could learn the complexity of a text gradually too.

Based on the student's point of view, learning to read using Interactive Fiction provides a new perspective, not only because it is a new learning medium, but what the medium can provide in learning to read students. The role of Interactive Fiction as a learning medium might change the perspective in student learning reading which at first looks boring and monotonous, becomes an attractive learning.

At this point, the student has a good perspective on learning reading using Interactive Fiction. Since the student feels quite bored because the last learning medium provided by the school is monotonous, he lacks interest in learning reading. However, he cannot be picky when it is something to have a good score in the classroom. It cannot be denied, that using learning medium such as textbooks causes extra effort for the student to comprehend the meaning in some text. However, after using the role of Interactive Fiction software as a learning medium, students can explore various narrations that have a gradual level of vocabulary complexity. In this case, students can interpret a text reading from easy to difficult stages according to the storyline contained in the game. Those points can increase students' interest in learning reading. Here are the charts that compare and describe the student's perspective about learning reading using Interactive Fiction:
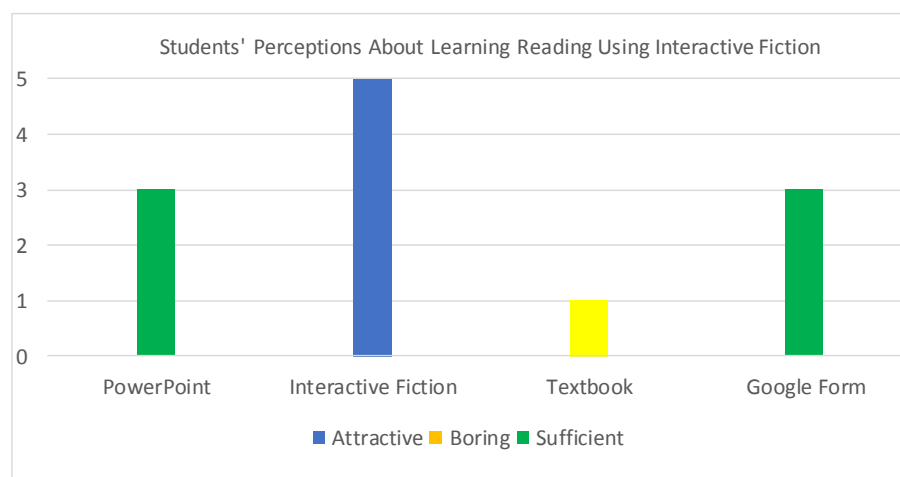

Chart 2. Students' Perspective About Learning Reading Using Interactive Fiction

Here is the chart of the comparison between the attractive and in-attractive learning medium for the student. The interest in medium level for students ranges from 1 to 5. The higher the range, the more interest in learning medium for the student. From the chart above, the writer found that the student has the highest interest level in Interactive Fiction as a learning medium. This indicates that Interactive Fiction has cultivated student interest by using it as learning medium. On the contrary, students got the most in-attractive learning medium in textbooks. This means that student interest is low. For Google Forms and PowerPoint, the student hit sufficient interest by using them as learning medium.

How are the student interested in learning readingwithout Interactive Fiction?

Student: If I have to use Google Forms or PPT as a medium for teaching reading, I think that's good enough. It's just that my interest in learning will also decrease if at every meeting I use the same medium, especially Google Forms and PPT are very familiar models for students. Moreover, teaching materials that have been designed using these medium I have often studied before. Likewise for the use of textbooks as reading learning medium. I think this medium is the one that is used most often in any school, whether the textbook is already provided by the school, or one designed by the teacher using other sources. If my focus is on studying grammar, I agree to use a textbook. But, for reading subject, I need a new perspective, so that my insights broaden regarding reading subject which actually have a system that can attract students' interest, so it doesn't feel saturated during the learning process.

The answer from the student shows that he has less interest in learning vocabulary only by Google Forms or PPT, and even more textbooks. He prefers to learn using different medium, such as attractive medium that can build up his reading interest more. From his answer, the writer concludes that teaching reading only using Google Forms and PPT is quite sufficient for him. Utilizing textbooks is not suitable for him.

How are the student's abilities incomprehending the meaning of the reading text or a sentence?

Student: At first, I needed adjustments on how to use the software in the form of a game, and I didn't need much time to adjust it. This is because the game settings are not too complicated and the rules in playing are not too complex. I only need to read and respond to each statement or question through 2 to 3 options to respond. The response option I choose will ultimately determine the various endings in the game's storyline. At the beginning of the story, I found a calm, unhurried storyline so it was not difficult for me to understand and respond to a narrative. In the middle of the story, the level of complexity of a text starts to get a bit complicated. The thing that makes me happy is that at the same time, the storyline also starts to get more serious or even a bit tense. At this point, I feel I have to be more careful in giving a response to a text in a certain narrative so that I can get the ending I predict. The climax is when I'm almost at the end of the story. I found quite a lot of text that I didn't quite understand, but again, because the game provides many response options for a text, I can speculate that the text will have something to do with the response I choose. As a result, the available response options are enough to help me understand the meaning of this complicated text. Although I believe my understanding is not entirely accurate.

Based on the answer from student, the writer concludes that the student has a decent comprehension in comprehending a text. In the process of understanding the advanced level, indeed students need a lot of practice. Nevertheless, he has a strong sense of predicting the meaning of a more complex text. Of course, this is assisted by the role of a response choice option feature that does not impose a right or wrong system. However, making a decision to give 1 out of 3 responses to a difficult text requires good reasoning. This is evidenced by students who are willing to speculate about interpreting a complicated reading by making solid decisions.

How are the student's abilities in mastering various new vocabularies?

Student: Through the game, I found various vocabulary that I never knew before. I think I could only figure out about 30% of the vocabulary that I had previously mastered in the game. However, because this game has auto-elaborated the meaning of a specific vocabulary feature, I can find out what that vocabulary means. Usually, in a text, there will be 1 or 2 complex vocabularies, and these vocabularies have been underlined so that players only need to click on a vocabulary, and a notification will appear in the form of an explanation of the meaning of the vocabulary. This really helped me to learn more about various kinds of vocabulary that I had never learned before. After using Interactive Fiction as a medium for learning reading, I think my vocabulary skills increased by amount 10%, and that really helped me. With the auto-elaborate Vocabulary feature in the game, I can more easily memorize and understand certain vocabulary.

Based on the answer from student, the writer concludes that the student found a lot of new vocabulary that he had never learned before. This is based on students knowing about 30% of vocabulary in games that they have learned at school before. In this game, there is an auto-elaborated specific vocabulary feature that can help students learn and master new vocabulary. At this point, students can increase the vocabulary contained in the game. This has an impact on increasing student vocabulary which reaches 10%, and it is very good when used consistently. Here is the chart to summarize the data below:
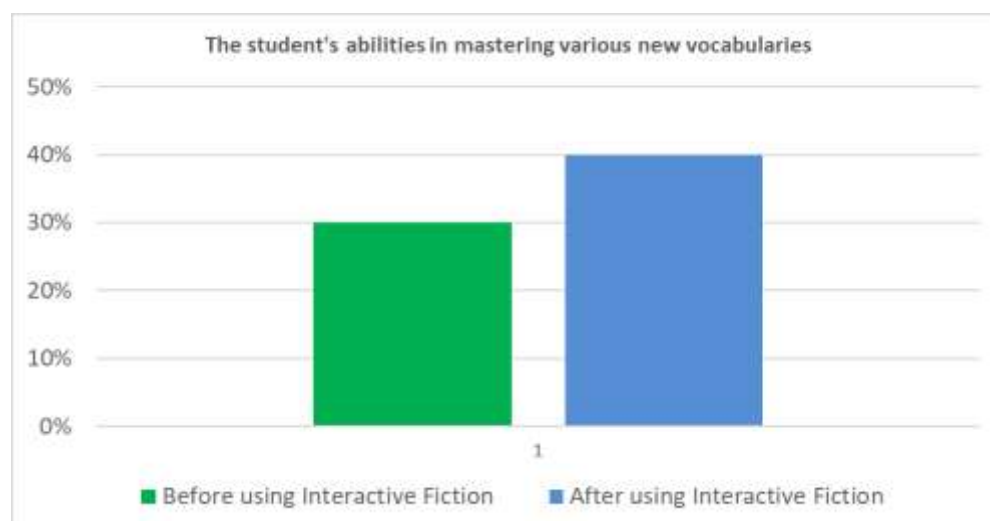

Chart 3. Students' Abilities in Mastering Various New Vocabularies

Discussion

Checklist Observation

From the checklist observation, the writer found the teacher's technique in teaching reading is only by text book before using Interactive Fiction. The teacher taught reading by asking students to reading per paragraph, continue with underlining the difficult sentence, then the students should discuss with groups and write the meaning of the sentence given by the teacher on their notes. After that, the students should elaborate on the discussion and memorize the new vocabulary. In the observation session, the researcher found that students have difficulties in memorizing vocabulary because they seem not interesting in memorizing the new words.

The student having lack of interest in learning reading. The writer found that the student lacked interest in learning reading because he is having a monotonous learning reading in the classroom that caused him to lack interest in mastering the learning reading. The student also

having comprehending reading text.

After using Interactive Fiction as a learning medium, the writer found that the student is more willing to learn reading. The student's perception about reading has changed, due to the interesting medium that he ever used. The student became eager to use Interactive Fiction consistently, mainly when he found Interactive Fiction is a game that was developed to make learning reading more joyful. This checklist observation answers the writer's focus on the problem of the student's lack interest in learning reading.

Semi-structured Interviews

In this semi-structured interview, the researcher will interpret the answers from the 6 participants of this research: Based on the student's answers, learning reading using Interactive Fiction learning medium is much better than just using a textbook, especially if Interactive Fiction has many versions other than narrative text. He is not interested in learning reading only by using textbooks, PPTs, or G-forms that have been provided by teachers at school. This is because it is monotonous, which students have often done since middle school. Researchers concluded that teaching learning reading using medium in the form of textbooks, PPT, or G-form is not suitable for them and they will lose interest in learning reading if the medium and teaching techniques provided are not attractive for learning. An interesting Interactive Fiction for learning reading is a game in the form of a visual novel with an engaging narrative. After studying, understanding reading and mastering various new vocabulary, using Interactive Fiction, students can understand a reading text clearly, and can master new vocabulary that they have never encountered before. Mastery of vocabulary using interactive fiction is a foundation for understanding a reading text thoroughly.

Throughout observation, the writer found that it took one month, specifically 3 meeting in a week. During learning, the participants' interest growth increased decently. The process is described as follow:

a) At the first meeting, the author focused on an introduction about what Interactive Fiction is for the student, how to operate it, and what its purposes. The author explained Interactive Fiction by using a laptop that projected onto a TV, by going directly to the Google page www.mission-us.org. The website address is a website for Interactive Fiction in the Visual Novel genre with an open-world theme. A little note, Interactive Fiction is software in the form of a narrative game that has been developed since the 60s to 70s and is still developing up to the present. The sub-genres also vary, starting from RPG, Action RPG, Text Adventure, Text-based, Choice-based, Visual Novel, Open World Visual Novel, Point-and-Click, and much more. However, because most Interactive Fiction focuses on the casual game genre, developments for types that are more educational tend to be less. For this reason, the author uses the web developer www.mission-us.org as a type of Interactive Fiction that focuses on education, especially English. After the writer explains what Interactive Fiction is to students about what Interactive Fiction is in general along with how to operate it, the writer directs students to choose one of the many stories to be played. Students choose a story entitled "The City of Immigrants". The story has 5 chapters and 1 epilogue. The author directs students to download and install the story with the account provided. The device used for this software is the student's laptop. The writer and the students determine the duration of play per meeting for 1 x 60 minutes. The first impression of students after trying to play is curiosity. At this first meeting, students indicated their first impression with more curiosity regarding Interactive Fiction as a learning medium. The author observes that the first thing students do is study each character in the game. In the game entitled The City of Immigrants, it is rather delicate to determine the role of protagonist-antagonist for each character. On the other hand, like games in common, it is simple to specify the main character, because the focus of the story is on the life of the main character itself. In chapter 1 of the game, students learn the structure of writing in the game. Students feel that the writing structure is easy to

understand, which students still understand because the game still has chapter 1. However, students find some foreign vocabulary that students have never learned before. The vocabulary is in the form of "Koscher", "Rabbi", "Synagogue", "Shabbos", and many more. Later, the student learns that the main character is a Jewish immigrant from Russia. In terms of playing, students are more interested in exploring every corner of the map, and discovering certain places along with vocabulary that students have never learned before through dialogue between characters. Because students rarely play games, the initial impression given tends to be positive. Students have an opinion of interest in the text provided by the game. This is because the "immigrant city" theme given in the game creates a lot of vocabulary that students have never learned before. At the end of chapter 1, the student learned a lot of new vocabulary that he have never learned before. There are several foreign languages that have been absorbed into English which do not eliminate the substance of the original language. In chapter 1, students draw the conclusion that City of Immigrants provides a good attraction in terms of language, they provide a lot of absorbed vocabulary that people rarely know. However, on the other hand, students are still not completely interested in the storyline given. Students assess that the storyline given is somewhat mainstream, where the plot is a bottom-to-top storyline. Students expected it would be more amusing if the narrative text played more with the reader's emotions.

b) At the second meeting, the student plans to complete 2 chapters at once, which are the 2nd and 3rd chapters. In this chapter, the student begins to discover the many complications experienced by the main character, Sonya. The complications found by the student started from the financial situation of Sonya's immigrant family to the career she was pursuing. Student finds that each complication has a storyline that can play on the reader's emotions. At that moment, the student becoming more interested in continuing in more depth with the story presented by City of Immigrants. Take for example the family financial problems experienced by Sonya. As an immigrant from Russia, it is certainly not easy to survive in a big, developing city like New York. Sonya, where she is the main character, has to take on various types of work that she can take on without burdening her education, whether it's being a seamstress, or starting a family business with her brother Isaac. In this conflict, the student finds a lot of dialogue between characters which will influence the ending at the end of chapter 5 along with the epilogue. The students study each response given by each dialogue between characters and decide objectively which text choice the main character will respond to. One of the various text choices will direct the main character in determining what kind of ending he wants. For example, Sonya's career for example. In this complication, the student prefers to shape Sonya as a businesswoman by starting a family business together with her brother, Isaac. At this point, the student does not choose Sonya to be an artist from their drama school, or just to be a date for a male character named Zev. At this meeting, because the City of Immigrant game has provided many kinds of complications, the student read more dialogue between characters based on text response choices carefully and objectively, because for each text response, the student can only choose one text response and later they will affect the ending that will occur. At the end of chapter 3, the students concluded that the writing structure had begun to become complex, and they discovered various complications experienced by Sonya, the main character. However, this does not make the student feel bored, because the game provides many text response options to respond to dialogue between characters, so the student thinks that they are more interested in continuing to play this Interactive Fiction game.

c) At the 3rd meeting, the student continued the game in chapters 4 and 5. In chapter 4, students again learned a lot of new vocabulary in the game. Like the previous 3 chapters, chapter 4 also has lots of dialogue along with text response options. However, in this chapter, the game returns to a normal storyline, there are no complications in chapter 3. Student's responses in chapter 4 tend to be neutral, where he really understanding the

purpose of this game. Student's opinion that although this chapter is not able to trigger the reader's emotions, so far there are quite a lot of things that can be learned, starting from learning various forms of reading and new vocabulary, to understanding the meaning of a reading text in the form of dialogue. Continues in chapter 5. In this chapter students discover the climax complication, where the main character, Sonya, attends a labor demonstration in New York City. The setting is at the beginning of the 20th century, where New York is experiencing a massive work strike by workers due to workers' income being considered minimal with long working hours. Here, the student understanding the main character's goal to migrate to New York City to have a better career, to bring his parents out of Russia and settle in New York. In the end, Sonya had to fight for workers' rights until she could no longer become a professional seamstress. However, Sonya has a backup business with a family business that she had previously invested in. This is the text response option that students chose in the previous chapter. At the end of chapter 5, students find that the main character, Sonya, has become a successful businessman with his family, many years have passed, and Sonya has finally settled in New York City with her parents. Sonya and her brother Isaac run a home accessories business which has many branches and competitors. At this 3rd meeting, the student drew conclusions regarding the Interactive Fiction that they had played during the last 3 meetings. First, the student knowing that, with the right medium, learning to read can be more enjoyable. Perspective, most students consider that reading is a subject that is confusing, boring, saturated, because only understanding texts cannot stimulate interest in learning. This perspective can be changed, if only by using the right medium, such as Interactive Fiction. Lastly, even though City of Immigrants has a plot that can be easily predicted, students can still learn various forms of text writing structures in the game, students are aware of the purpose of the game.

Apart from its focus on attracting students' interest in learning reading, the game also has a focus. in training students to learn reading itself, by providing various writing structures in the form of dialogue and text response options that have been provided. At this meeting, the writer observed students' progress in learning reading using Interactive Fiction as a learning medium. The writer observed that in chapters 4-5, students became more interested in studying reading, this was proven by students' criticality in choosing text responses in dialogue to create the desired ending to the story. Students can understand various forms of writing structures in a reading and learn vocabulary that they never knew existed before.

CONCLUSION

Based on the findings and discussion, it was obtained some conclusions as follow, teacher's teaching technique in teaching reading is only by textbooks, PPT, and sometimes Google Form before using Interactive Fiction. Students had lacking interest in learning reading by using monotonous medium. Students also had difficulties in learning reading. Their difficulties are not only in comprehending the reading in text, but also in understanding text structure, and reading structure. After using Interactive Fiction, the students seem gain more interest in learning reading, and the student perception has changed to become more fun and critical. Teacher's teaching techniques were by the explanation and instruction from the teacher, and then students should discuss it by a group discussion. Based on answers from the student, he prefers using Interactive Fiction as a learning medium comfortably, rather than only by using a textbook or anything monotonous. After learning reading by using Interactive Fiction, the student had more interest in learning reading than before. His perception all changed due to the joyful of using Interactive Fiction to learn reading. The answers from the questions above show that the student have a decent improvement in understanding reading text. Based on the answers provided by the student about his ability to comprehending reading text is become

solid, due to a lot reading and making decision to response the dialog with so many options responses text.

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