IMPROVING STUDENTS’ READING COMPREHENSION USING POWERPOINT PRESENTATION
(A Classroom Action Research to the VII Grade Students of SMP N 2 Karangmalang in Academic Year 2014/2015)

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ABSTRAK

Tujuan dari kajian ini adalah untuk (1) mengetahui apakah Powerpoint Presentation dapat meningkatkan pemahaman membaca siswa kelas 7 SMP N 2 Karangmalang pada tahun akademik 2014/2015, (2) mengetahui efektivitas dari Powerpoint Presentation dalam meningkat pemahaman membaca siswa kelas 7 SMP N 2 Karangmalang pada tahun akademik 2014/2015.


Hasil penelitian menunjukkan bahwa (1) Powerpoint Presentation yang digunakan sebagai media dapat meningkatkan pemahaman membaca siswa yang meliputi (a) siswa merasa mudah dalam memahami teks bahasa Inggris, (b) siswa lebih aktif dan antusias di dalam kelas, dan (c) siswa dapat mengidentifikasi gagasan pokok, informasi detil, makna kata, referensi dari membaca teks. (2) Powerpoint Presentation memberi banyak peningkatan dalam pemahaman membaca siswa. Powerpoint Presentation juga memiliki banyak keunggulan dalam proses belajar mengajar yaitu (1) atmosfer didalam kelas menjadi menarik, (2) siswa lebih aktif selama pelajaran, (3) kualitas proses belajar mengajar secara signifikan meningkat dan efektif, (4) siswa nyaman saat di kelas bahasa Inggris. Akhirnya, dapat disimpulkan bahwa Powerpoint Presentation sebagai media dapat digunakan untuk meningkatkan pemahaman membaca siswa di kelas 7 SMP N 2 Karangmalang pada tahun akademik 2014/2015.

Kata kunci: Pemahaman membaca, Powerpoint Presentation, Penelitian Tindakan Kelas.
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ABSTRACT

The aims of study are to: (1) To know whether Powerpoint Presentation can improve the reading comprehension of VII grade students of SMP N 2 Karangmalang in 2014/2015 academic year. (2) To know the effectiveness of Powerpoint Presentation to improve the reading comprehension of VII grade students of SMP N 2 Karangmalang in 2014/2015 academic year. This research was carried out at SMP N 2 Karangmalang. It was conducted in January to February 2015. The subject of the research was the students of class VII D of SMP N 2 Karangmalang in the academic year of 2014/2015. The numbers of the students’ in class VII D were 32 students. They consisted of 12 girls and 20 boys. The research method was Action Research. It was conducted in two Cycles. The procedure of this research consisted of identifying the problems, planning, implementing, observing, reflecting and revising the plan. There were two types of data in this research namely qualitative and quantitative data. Qualitative data were obtained by making interviews, observation, and documentation of all the activities in the process of teaching and learning. Quantitative data were obtained from the students’ scores of pre-test and post test. The result of the research shows that: (1) Powerpoint presentation used as media can improve the students reading comprehension. which includes: (a) the students got easy in comprehending English text, (b) the students more active and enthusiastic in the classroom and (c) the students could identify the main idea, detail information, meaning word, reference, of reading text. (2) Powerpoint presentation gives many improvement in students reading comprehension. Powerpoint presentation also has many advantages in teaching learning process: (1) The atmosphere in the classroom become interesting, (2) The students more active during the lesson, (3) The quality of the teaching learning process is significantly increases and effeteive, (4) The students enjoyed in joining the English class. Finally, it can be concluded that Powerpoint as a medium can be used to improve the students' reading comprehension at the seven grade students of SMP N 2 Karangmalang in the 2014/2015 academic year.

Key words: Reading Comprehension, Powerpoint Presentation, Classroom Action Research
INTRODUCTION

English is one of the great world languages. Most of people in this world use it in communication with people from different part of places in all over the world. Being international language, English is needed by most people in the world. Crystal (2003: 45) states that English is important as a means of international communication. The importance of English can be seen from the fact that most scientific books and technologies are written in English and many occupations require people who have an English competence. As stated by Mashabela in Crystal (2003:110), English is the medium of a great deal of the world’s in such areas as science and technology.

English in Indonesia is a foreign language. As a foreign language, English has four skills that has to be mastered by the students. They are speaking, reading, listening and writing. As the main part of English, reading has an important role in gathering and understanding English. According to Mikulecky and Jeffries (1961:1), reading is one of important ways to improve one’s of general language skills in English.

SMP Negeri 2 Karangmalang is one of SSN (Sekolah Standar Nasional) in Karangmalang, Sragen regency. Here, English is a subject in its curriculum. The VII grade students of SMP Negeri 2 Karangmalang, however, still have problems in teaching and learning process of English subject, especially in comprehending while reading. It can be seen from the score of the students. The minimum score or (KKM = Kriteria Ketuntatasan Minimum) for English is 70, but many students could not fulfill it.
Based on the interviewed from the teacher and the students, the factors of the problems are as follow:
The students often felt bored when they must read a text;
The teacher just used the same media (the textbook, workbook, and whiteboard) in the learning process;
The students’ were passive;
Some of students did pay any attention to the lesson (chatting with their friend).

To improve the students’ motivation in learning, a teacher must use interesting teaching media. Teaching media are concrete things that can be used by a teacher, for example picture, cassette, video, tape recorder, computer, magazine, etc. Powerpoint presentation is one of programs in computer. Powerpoint presentation are great resources among teachers because for the first time, teacher can sharing the lesson and lecture presentations. Teacher can incorporate photos, videos, and audio pieces in a single presentation. This is better because it is more efficient and allows students to experience information in a new way (Meem:2011). Recently, powerpoint is used to help teachers and the students in teaching learning process. The use of powerpoint can be an alternative to lead the teaching in classes. Powerpoint has so many features that allow us to do many things such as playing music, video, showing pictures, showing animation or combine them all. It also makes the students feel more fun in learning English, so the atmosphere of the class is more conducive.
RESEARCH METHOD

This research was conducted at SMP N 2 Karangmalang in 2014/2015 academic years. Its on Jl. Gambiran-Guworejo Karangmalang Sragen. This research was conducted to students in VII grade of SMP N 2 Karangmalang in 2014/2015 academic year from January until February 2015.

The subject of the research was the students of the seventh grade students of SMP N 2 Karangmalang in 2014/2015 Academic Year. In this research, the researcher took one class of the seventh grade students, it was class VII D.. This class consisted of 32 students (12 girls 20 boys). The researcher choose this class because from the fact and the result of pre-observation, the students’ response were passive during the lesson. It was because the teacher just used the textbook, workbook and whiteboard in learning process. Besides that, the teacher never used the media powerpoint presentation before and most of students have interest when the researcher told the students about the media powerpoint presentation for the teaching learning process. Powerpoint presentation help the teachers to create fun and creative teaching learning process which is enjoyed by the students.

The researcher used Classroom Action Research in this research. Kemmis (in Burns 1999: 30) writes in his definition about research that “Action research is a form of self-reflection enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices; (b) their understanding or these practices; and (c) the situations in which these practices are carried out”
In the classroom action research, the techniques of collecting the data were tests and non tests (observations, interview, document). Procedure of action research, the researcher took two cycleS. Each cycles used five steps, they are: identifying problems and planning, implementing the Action, observing, reflecting, revising the plan.

The researcher used two kinds of technique of analyzing the data. They were qualitative and quantitative: The data of qualitative is the data has an analytic descriptive nature, which document, interview, and observation. In Sugiyono (2009: 246), Miles and Huberman (1984) state that the data of qualitative data analysis activities performed interactively and performed continuously until completion. Activity in qualitative made up by: (1) **Data Reduction** : Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes. Data reduction process continues after field work, until a final report is complete; (2) **Data Display** : Display is an organized assembly of information that permits conclusion drawing and action talking. Looking at displays helps us to understand, what is happening and to do further analysis or action based on the understanding; (3) **Conclusion drawing/verification** : From the beginning of data collection, the classroom action research is beginning to decide what things mean, regularities, patterns, explanation, possible configuration, casual flows and propositions. The competent researcher holds these conclusions tightly, maintaining openness and skepticism, but the conclusion are still there, inchoate and vague at first, then increasingly explicit and grounded.
In quantitative made up by a counting and adding the numbers, in this case quantitative are taken of t-test. It is to answer the problem that claims whether there is significant difference between the students’ achievement before and after the action.

**THE RESULT OF THE STUDY**

The researcher conducted this research in class VII D of SMP N 2 Karangmalang. The research was done in January 19th until February 13th, 2015 with four times teaching and three times test. In one month, the researcher did the research in class VII D, SMP N 2 Karangmalang in 2014/2015 academic years. The number of students was 32 students. During the research, the researcher was
helped by Ms Sumiati S.Pd (the English teacher in VII D class) as the collaborator. The researcher used powerpoint presentation to improve the students’ reading comprehension.

In this research, the researcher conducted two cycles. The first cycle was held in four meetings, two meetings for conducting the pre-test and post test and two meetings for conducting the teaching-learning process. The second cycle consisted of three meetings, two meetings for conducting teaching-learning process and one meeting for conducting the last post-test. All meetings in teaching learning proses discussed about descriptive text.

Each cycle of the research consisted of series of types namely, identifying the problem, planning the action, implementing the action, observing the action, reflecting and revising the plan. Before implementing the research first cycle, the researcher was conducting a pre test. Pre test is to know the mean score of the students. The researcher also held post test in the end of every cycle. The reason of post test was to find out whether their reading comprehension improved or not.

After doing the first cycle, there were some strength and weakness as follows: .The strength of cycle 1: (a) The powerpoint presentation can improve mean of the students score from the 52,00 (pre test) to (62,75 ) post test score., (b) The powerpoint presentation can help the students easier to catch the researcher explanation, (c) The powerpoint presentation can improve the students interested to english lesson. The weakness of cycle 1: (a) The powerpoint presentation just helped when there was activity on the slide, (b) The students felt bored when the researcher gave the students worksheet and asked them to do
individual work, (c) The powerpoint presentation should be various to make the students interested.

From the research reflection of the observation above, it can be concluded that the result of cycle one was not maximal. So the researcher held second cycle to result the problem. There were some strength of second cycle, as follows, the class situation was more relax. It was because the researcher gave more various activity on the slide, so the students more interested and enthusiast. Besides that, the researcher also gave the time to discuss the students worksheet in group. It made the students feel enjoy, fun and no pressure in doing the exercises.

Besides the strength, the researcher also found the weakness of this cycle. The students can not see the powerpoint clearly, because their seat far from the slide. The researcher propose to use the print out of powerpoint to solve this problem.

DISCUSSION

Based on the result in Cycle II, the researcher discussed somepoints related to the implementation of the use of powerpoint presentation in teaching reading that has many contribution to the students’ interest to study English especially in reading. In addition, it also can be seen in the improvement of the students reading comprehension. The improvement of the students reading comprehension can be showed that the indicators of reading and the mean score of the students improve: (1) Main Idea: In cycle one, lots of students still found difficulties to identify main idea of the text. But, in cycle two some students began
to understand and knew how to find main idea of the text ; (2) **Meaning of word (synonim and antonym)** : In cycle one, some students still found difficulties in finding the synonim and antonym. But, in cycle two the students could find the synonim and antonym correctly ; (c) **Detailed information** : In cycle one, some students still found difficulties to identify detailed information the text. But, in cycle two the students could identify the detailed information of the text ; (d) **Reference** : In cycle one, some students still did not understand the reference on the text. They still found difficulties in finding the reference on the text. But, in cycle two the students could understand about finding the reference on the text.

Besides the improvement of the indicators of reading, the improvement of students reading comprehension can be seen from the mean score of the students. In the pre-test, the mean of the students’ score is 52,00. While in the post test I of cycle I the mean of the students’ score is 62,75. Then, the mean score of post test II was 75,44. It means that there is a improvement between the score of pre test, post-test I and post-test II.

Using powerpoint presentation in teaching reading brought many advantages to the students. They had more motivation in learning because they can understand the meaning of the text easily. They also active to do task while teaching learning process. The students also ask to the teacher when they found difficulties. Beside that, they can control the class condition from noise become quiet. They also enthusiast in teaching learning process and enjoy it.
Besides the advantages, using powerpoint presentation also has disadvantages. The powerpoint should be various to attract the students’ attention and make the students enjoy and fun. The power point should be created more slide, so need more time to explained the material.

Besides on the explanation above, it can be concluded that teaching reading using powerpoint presentation as the medium effective to improve the students’ reading comprehension, but need more time to do it.

CONCLUSION AND SUGESTION

Conclusion

The researcher concluded this research which purpose to improve reading comprehension by using powerpoint presentation. The researcher conducted it at the seventh grade students of SMP Negeri 2 Karangmalang. She conducted the research by doing some processes, such as: (1) identifying the problems; (2) implementing the action; (3) observing the action; and (4) reflecting. The researcher concluded her research as follows:

1. Powerpoint presentation used as media can improve the students reading comprehension. which includes: (a) the students got easy in comprehending English text, (b) the students more active and enthusiast in the classroom and (c) the students could identify the main idea, detail information, meaning word, reference, of reading text .This is showing by the increasing score of the students in pre-
test (52,00), in the 1st post-test (62,75), in the 2nd post-test (75,44).

2. Powerpoint presentation gives many improvement in students reading comprehension. Powerpoint presentation also has many advantages in teaching learning process: (1) The atmosphere in the classroom become interesting, (2) The students more active during the lesson, (3) The quality of the teaching learning process is significantly increases and effective, (4) The students enjoyed in joining the English class. Based on that explanation, the researcher conclude that powerpoint is effective to improve the students’ reading comprehension.

**Suggestion**

Based on the conclusion, the researcher would suggest:

1. To the teacher

   The teacher needs various media to help the students more interested, enjoy, and fun during the lesson. Besides that, the teacher should make a good condition in the class; it will make the students comfortable and enjoyable in the teaching learning process. The teachers can use Powerpoint in teaching English as a medium to make the students more interested in the lesson.

2. For the students

   a) The students are more motivated to learn English through practice and experience.
b) The students should be active and do not be shy to give questions to the teacher if they do not understand the lesson.

3. For the school

An institution of education is a formal place to disseminate knowledge and education. The institution wants to give the facilities that support the teaching learning process. The institution should give the teacher an opportunity about their new idea to improve the lesson. From the facilities and a new idea, the teaching learning process can run well.
BIBLIOGRAPHY


