

# Improving Students' Reading Comprehension Using Power Point Presentation

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**Abstract:** The purpose of this research was to find out and explain the using of power point presentation in improving students' reading comprehension of short functional texts and to find out and explain the factors that influences the changes of students' reading comprehension of short functional texts. Design of this research was classroom action research. The researcher used test as instrument that was reading texts. The result of analyzing data showed that the students' scores could increase the students' reading comprehension of short functional text. This improvement is influenced by several factors. The first factor is material. The choice of material which can invite the students' interaction is very important. The material of reading short functional text should be new, various and relevant with the students' reality life. Thus, it can make them interested in watching the material.

**Keyword:** Reading Comprehension and power point presentation

## 1. Introduction

Reading is one of useful skill that is taught in Junior High School. According to Sandard Kompetensi Kelulusan (SKL) in BSNP (Badan Standar Nasional Pendidikan) 2006, the students should be able to identify several indicators of reading comprehension, some of them are general information, specific information, and words meaning.

In curriculum Junior High School, there are three types of genre of the text that must be taught. They are transactional and interpersonal text, monologue text (descriptive, narrative, procedure, recount, and report text), and short functional text.

Based on the researcher's daily observation during teaching reading comprehension of short functional text, most of the students grade VIII.2 could not comprehend reading comprehension well, especially in short functional text. It was difficult for them to identify main idea of the text. Even though they were able to guess the meaning of the text with their mother tongue (the text which contains the pictures or sign) it was difficult for them to analyze the information of the text because of their limited vocabulary.

Besides, because in learning reading comprehension of short functional text used worksheet, the material of the texts were not colorful and the pictures were not clear. Furthermore, most of the material of the text did not suitable with the students' background knowledge such as the material which was seldom to be found in their environment. Thus, it was difficult for them to build their comprehension in their mind. There were two reasons why the teacher tended to use the worksheet. First, in worksheet has been concluded the core of material reading short functional text, it made the teacher easy to deliver the explanation. Second, a worksheet had provided the students' task, thus after explaining, the students could be directly doing the exercise as well easy for the teacher to check them..

2. From the problems above, the researcher assumed that there were several problems that caused the students' reading comprehension of short functional text. However, the use of simple media in teaching reading comprehension

of short functional text should more get attention because it was assumed that media could give the effect towards students' reading comprehension of short functional text especially in identifying general information, specific information, and word meaning.

Therefore, it was considered that by using an interactive medium appropriates in solving this problem. One of the interactive multimedia that can be used in teaching reading short functional text is power point presentation. There are several considerations why the researcher chose power point presentation as the solution in improving students' reading comprehension of short functional text. First, the material of reading comprehension of short functional text consists of pictures, graph, text, symbol which need interpretation in comprehending. Thus, it was expected the material can be illustrated by power point presentation as well as help the teacher deliver the material clearer and easy to be understood.

Second, the color and animated pictures of material reading comprehension of short functional text that is served in the slide of power point presentation is expected can activate the students' interest, participations, and interaction in learning. In other words, because the participant of this research is grade VIII of Junior High School, learning is like playing. Thus, by designing the interesting material, enjoyable activity during learning reading comprehension short functional text into slide of power point presentation such as sound, video, and animation, this media can support the teaching learning reading comprehension of short functional text.

### 1.1 What is Reading comprehension

Turner (1998:159) elaborates "reading is the effort of getting meaning or message that delivered by the writer to the reader". In other words, reading is a form of communication between the writer and the reader. During the communication, the writer tries to deliver the meaning to the reader. In short, reading comprehension is the ability to understand the message in the texts that is conveyed by the writer.

## 1.2 The Power Point Presentation

Ayer (2011:1) "power point is a type of presentation that allows one to show color texts and image with simple animation and sounds". This tool can be shown on a computer screen or using a projector with a large screen for the whole class who can view the same presentation at the same time. In addition, Ho (2011:1) points out that "power point has many features which make it useful classroom tool". It can save teachers' time because the material that is produced for power point presentation can be reused many times. In other words, the slide that teacher creates cannot get lost and can be used for following years. It is supported by Rusman (2012:159) which explains "power point presentation is a good application in presenting teaching material such as texts, graph, voice, video, and animation".

## 2 Methodology

This research was classroom action research. Classroom action research is supposed to conduct in order to see the improvement while teaching learning process by getting help from collaborator. Being analogue as the flowing of water in river and the stone, the flowing of water in river is as teaching learning process in the class, and the stone is as the strategy or treatment that teacher use as efforts of the improvement and increase the quality of teaching.

## 3 Findings and Discussion

Based on applying of media power point presentation that the researcher had conducted in the first and second cycle, it was found that the media of power point presentation could improve the students reading comprehension of short functional text. This applying of the media was able to activate the students' interesting in learning in the class, by activating their interesting would grow their attention, and by activating their attention would invite their comprehension. Because, it would be difficult to explain the lesson and ask them what should they do if they did not interesting and pay attention in reading comprehension of short functional text.

This improvement was proved by the result of the students' total score of reading comprehension of short functional text. In the first cycle, the students obtained the average 75.85 or 68.57% (24 students) who achieved the satisfied score. For the second cycle, the students reached the average 77.70 or 80% (28 students) who achieved the good mark. In other words, the score increased around 11.43% from the first cycle. Furthermore, the researcher also analyzed the reading comprehension of short functional text per indicator; they were general information, specific information, and words meaning.

For the first cycle, the average of the students' reading comprehension of short functional text for general information was 75.66 or 42.80%, it was about fifteen from thirty five students have understood the general information. The second indicator was specific information 77.90 or 45.70% or 16 students had answered correctly.

The last indicator was identified words meaning. The students got the mean score with 76.30 or 42.80% or 15 students had answered correctly.

## 4 Conclusions and Suggestions

After conducting the two cycles, it was found that the use of power point presentation can increase the students' reading comprehension of short functional text. This improvement is influenced by several factors. The first factor is material. The choice of material which can invite the students' interaction is very important. The material of reading short functional text should be new, various and relevant with the students' reality life. Thus, it can make them interested in watching the material.

The second factor is media. Nowadays, computer or laptop has become the daily need of human life. Thus, this tool can help the teacher deliver the explanation. Moreover, the material of short functional text will become easier to be understood by showing them in the slide of power point presentation.

The third and fourth factor is classroom activity and classroom management. The good class is not the class which is quiet from outside and no students' interaction. It does not mean that the teacher does not have the competence in teaching when his/her class is noisy. In contrary, the class becomes noisy because there is an interaction between the teacher and students as well there is a feedback from the students in responding their teacher's explanation. As the activity and management class in this research, there were many students who participated and involved in doing the activity of learning reading short functional text by using power point presentation.

The fifth factor is teaching strategy. This research used the three stage in doing the activity. The first stage is presentation; the researcher presented, explained, gave several examples on her best designing slide about reading short functional text in front of the class. The second stage is practice which the research gave the students chance to practice reading text of short functional text in group. The last stage is production which the researcher recognized whether the teacher's explanation and the students' practice could make them understand about reading short functional text well by doing their task individually.

The sixth factor is teacher's approach. It is important to recognize the students' characteristic before teaching reading in the class. This approach can help the teacher delivering the instruction. Some of them are guiding them while doing the practice stage and production stage. Thus, they could ask the question anytime.

The two new factors in this research is the students' motivation and the students' interaction. It was proved that by using the interesting media, suitable teaching strategy, and selective material could make the students be motivated as well be involved into process of reading short functional text. Because they have been motivated automatically there was an interaction in doing the activity while reading short functional text.

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