

**IMPROVING STUDENTS' READING COMPREHENSION OF SHORT  
FUNCTIONAL TEXTS BY USING POWER POINT PRESENTATION AT  
GRADE VIII.2 OF SMPN 2 PEKANBARU**

**THESIS**



**By**

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*Submitted as partial fulfillment of the requirement to obtain a Degree of Master in  
Education*

**ENGLISH EDUCATION SECTION  
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## ABSTRAK

**Indah Muzdalifah, 2014. Meningkatkan Pemahaman Membaca *Short Functional Texts* dengan Menggunakan *Power Point Presentation* pada Kelas VIII.2 SMPN 2 Pekanbaru. Tesis.Program Pascasarjana Universitas Negeri Padang.**

Pemahaman membaca merupakan keahlian yang bermanfaat diajarkan di SMP, berdasarkan pengamatan peneliti sehari – hari, banyak siswa yang sulit menentukan main idea short functional text. Hal ini berkaitan dengan beberapa sebab. Beberapa diantaranya, karena keterbatasan siswa dalam penguasaan kosakata, materi yang terdapat didalam lembar kegiatan siswa yang tidak sesuai dengan latar belakang pengetahuan siswa, kurangnya perhatian, partisipasi, dan interaksi siswa, serta kurangnya media yang digunakan oleh guru dalam mengajar pemahaman membaca short functional text. Sehingga, beberapa siswa mengalami kesulitan dalam memahami informasi umum, informasi khusus, dan makna kata teks fungsional pendek.

Penelitian ini adalah penelitian tindakan kelas. Tujuan penelitian ini adalah untuk menerangkan seberapa jauh penggunaan media power point presentation dapat meningkatkan pemahaman membaca short functional texts siswa dan menjelaskan factor – factor apa saja yang mempengaruhi peningkatan kemampuan membaca short functional texts siswa. Penelitian ini dilakukan dalam 2 siklus. Masing – masing siklus terdiri dari 4 kali pertemuan. Objek penelitian ini adalah siswa kelas VIII.2. Data dalam penelitian ini dikumpulkan melalui test, observasi, catatan lapangan, dan wawancara. Pada akhir siklus siswa di berikan tes, pada siklus pertama nilai rata – rata adalah 75.85 dan pada siklus kedua 77.7. Temuan dalam penelitian ini menunjukkan bahwa kemampuan membaca short functional texts siswa meningkat setelah menggunakan media power point presentation. Peningkatan tersebut dipengaruhi oleh beberapa factor, yaitu materi, media, aktifitas kelas, pengelolaan kelas, strategi mengajar, dan pendekatan guru motivasi siswa, dan interaksi siswa. Oleh karena itu dapat disimpulkan bahwa penggunaan media power point presentation dapat meningkatkan pemahaman membaca short functional texts siswa pada kelas VIII.2 SMPN 2 Pekanbaru.

## **ABSTRACT**

**Indah Muzdalifah, 2014. Improving Students' Reading Comprehension of Short Functional Texts by Using Power Point Presentation at Grade VIII.2 of SMPN 2 Pekanbaru. Thesis. Graduate Program of State University of Padang**

Reading comprehension is one of useful skill that is taught in Junior High School. Based on the researcher's daily observation, most of the students grade VIII.2 of SMPN 2 Pekanbaru difficult in identifying the main idea of short functional text. It was dealing with several causes. Some of them, because of the students' limited vocabulary, the material in worksheet was not suitable with the students,' background knowledge, the students limited attention, participation, and interaction, and the teacher's lack of using media in teaching reading comprehension of short functional text. As the result, some of the students were difficult in comprehending general information, specific information, and word meaning of short functional text.

This research was classroom action research. The purpose of this research was to explain to what extent the use of media power point presentation improve students' reading comprehension of short functional texts. This research was conducted in two cycles. There were four meetings in each cycle. The participant of this research was the class VIII.2 of SMPN 2 Pekanbaru. The data of this research was collected through test, observation, field notes, and interview. At the end of the cycle the students were given the test. The finding of this research for the first cycle got the mean score 75.85 and the second cycle 77.7. It was described that there was an improvement of students' reading comprehension of short functional texts by using power point presentation. This improvement was influenced by several factors; there were material, media, classroom activity, classroom management, teaching strategy, and teacher's approach, students' motivation, and students' interaction.

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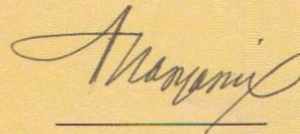
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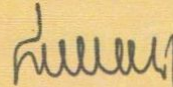


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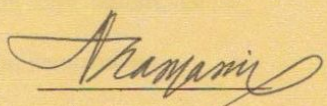
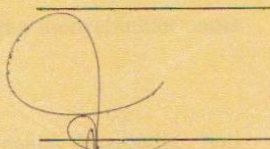


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Saya yang menyatakan



INDAH MUZDALIFAH

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## **CHAPTER I INTRODUCTION**

### **A. Background of the Problem**

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.

Another problem was the teacher used the simple media which caused the students were limited attention, participation and interaction in learning reading short functional text. As the result, when they were asked to do the exercise, many students cheated each other.

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.

## **B. Identification of the Problem**

Based on the background of the problem, it can be identified that some problems that occurred during teaching learning process:

1. The students difficulty in comprehending the main idea, specific information and word meaning

2. The students' limited vocabulary in learning reading short functional text
3. The material of reading short functional text in worksheet did not suitable with the students' background knowledge
4. The students' lack of participating in the process of teaching learning in reading comprehension of short functional text.
5. The teacher tended to use the simple media that cause no students' interesting in learning reading comprehension of short functional text.

Thus, to solve these problems, the researcher applied the medium which could stimulate students' attention, interaction, participant, and enthusiasm in teaching learning process. This medium could be from multimedia which can activate students' ability in comprehension reading texts. One of multimedia is power point presentation which can stimulate students' interest. It was assumed that making the students interested in media would activate their attention. By activating their attention would make them understand the texts.

### **C. Focus of the Research**

Among some problems that have been identified above, this research focused on the first problem which is students' problem in identifying general information, finding detail information, finding vocabulary in contexts in

reading comprehension of short functional texts, this problem was solved by using power point presentation at the grade VIII.2 of SMPN 2Pekanbaru.

#### **D. Formulation of the Research**

The problem of the research is formulated in question form as follow:

1. To what extent can the power point presentation improve the students' reading comprehension of short functional texts at grade VIII.2 of SMPN 2Pekanbaru?
2. What are the factors that influence the changes of students' reading comprehension of short functional texts by using power point presentation at grade VIII.2 of SMPN 2Pekanbaru?

#### **E. Purpose of the Research**

1. To find out and explain the using of power point presentation in improving students' reading comprehension of short functional texts.
2. To find out and explain the factors that influences the changes of students' reading comprehension of short functional texts.

#### **F. Significance of the Research**

The research is expected to give valuable contribution to both theoretical and practical values. Theoretically, the result of this research is expected to be sources for teacher to know how to find the solution of the problem dealing with students' ability to comprehend reading short functional texts and by applying power point presentation in teaching learning process.

This research is hoped to be useful for other researchers as the information in conducting the further research.

Practically, the result of this research will be beneficial for the teacher to improve teaching learning process. For researcher, it is expected that this research can increase the researcher's knowledge and the way of thinking scientifically through this research. For students, this research is expected to enable them to improve their reading comprehension skill especially short functional texts.

#### **G. Definition of the Key Term**

##### **1. Reading comprehension**

Reading comprehension is the activity of transferring the message from the writer to the reader which involves the background of knowledge in supposes to make interpretation the meaning which can be understandable.

##### **2. Short Functional Texts**

Short functional text is a short text that has social function to inform something that consist of announcement, invitation, notice, greeting card, letter, short message, etc which the text is short and has specific information.

##### **3. Power Point Presentation**

Power point presentation is one of software program computer that display in large screen by using projector which contains the colorful and animation to present something.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, AND SUGGESTION**

#### **A. Conclusion**

Teaching reading comprehension of short functional text cannot be successful unless supported by suitable media which enable the students comprehend the text easier. In fact, the students at grade VIII.2 of SMPN 2 Pekanbaru face difficulty of analyzing general information, specific information, and word meaning of short functional text because several causes. Some of them was the teacher did not use the multimedia which could invite the students attention in order that easy for them to comprehend reading short functional text.

It was considered that the use of multimedia can activate the students' attention and increase students' reading comprehension as well. One of multimedia is power point presentation. The use of media power point presentation improves for the researcher in delivering the material of short functional text. Besides, the material of short functional text can be animated in the slide which activates the students' attention. Moreover, the use of power point presentation is also efficient dealing with time and saving energy. Dealing with the time means that before the teacher teach in front of the class, the researcher can design the material of short functional text by searching several references from the text book, article, and other related resources from internet, insert the voice, create animation as well as possible into power

point presentation. Saving energy means that in front of the class while teaching reading short functional text, the researcher just click one bottom of her laptop without hardly writing, or drawing the media on the white board.

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 as 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.

## **B. Implication**

It is implied that the use of power point presentation as one of the alternative media which has a large of number advantages for the teacher in conducting the teaching learning process in the class. Moreover, the material of reading comprehension of short functional text consists of several pictures and illustration which need interpretation that can be helped by power point presentation. It can be proved by the data which is found in this research. The finding of this research shows that the students' reading comprehension of short functional text at grade VIII.2 of SMPN 2 Pekanbaru improves by using power point presentation. This improvement can be identified from the result of students' test in first cycle and second cycle. This improvement is influenced by several factors such as reading material, media, classroom activity, classroom management, teaching strategy, and teacher's approach, students' motivation, and students' interaction.

Besides, the English teacher can consider the application of this media in teaching learning process in the class because the application of this power point presentation has been found in the computer nowadays the use of computer has become the daily need in teaching learning activity. It is also easy to be learnt by the English teacher themselves.

**C. Suggestion**

- a. The researcher herself as an English teacher should continue to use power point presentation in teaching reading comprehension of short functional text in teaching learning process.
- b. For those teacher who use power point presentation is better to insert the multimedia completely such as add sound and voice in material
- c. It is expected that other researcher who has similar problem to apply the media of power point presentation to improve the students' reading comprehension.

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