

# **USING POWER POINT FOR TEACHING READING AT SECOND GRADE OF MTS HASANUDDIN TEBEL GEDANGAN SIDOARJO**

## **THESIS**

**Submitted in Partial Fulfillment of The Requirements for The  
Degree of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English**



**By :**

**CHOIRUL MU'MININ  
NIM. D05206080**

**STATE INSTITUTE OF ISLAMIC STUDIES SUNAN AMPEL SURABAYA  
TARBIYAH FACULTY  
ENGLISH DEPARTMENT**

**2011**

## ADVISOR'S APPROVAL SHEET

Thesis by :

Name : Choirul Mu'minin

NIM : D05206080

Title : Using Power Point for Teaching Reading at Second Grade of MTs  
Hasanuddin Tebel Gedangan Sidoarjo

Has been accepted and approved to be examined.

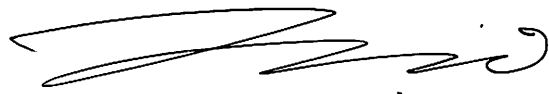
Surabaya, February 01, 2011

Advisor I



Masdar Hilmy, MA. Ph.D  
NIP. 197103021996031002

Advisor II



M. Syaifuddin, M. Ed  
NIP. 197310131997031002

## APPROVAL SHEET

This thesis by **Choirul Mu'minin** has been examined on February 14, 2011 and  
approved of the board of examiners



Dean,

**Dr. H. Nur Hamim, M. Ag.**  
**NIP. 196203121991031002**

The Board of Examiners

Advisor/ Head of examination,

**M. Syaifuddin, M. Ed**  
**NIP. 197310131997031002**

Secretary,

**Rakhmawati, M. Pd**  
**NIP. 197803172009122002**

Examiner I,

**Akh. Muzakki, Grad Dip SEA, M.Ag, M.Phil, Ph.D**  
**NIP. 197 402 091 998 031 002**

Examiner II,

**Dra. Arbaiyyah YS., MA**  
**NIP. 196405031991032002**

## **SURAT PERNYATAAN**

Yang bertanda tangan di bawah ini :

Nama : Choirul Mu'minin  
NIM : D05206080  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah  
Judul Skripsi : USING POWERPOINT FOR TEACHING READING AT  
SECOND GRADE OF MTS HASANUDDIN TEBEL  
GEDANGAN SIDOARJO

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan penulis sendiri dan sepanjang pengetahuan penulis tidak berisi materi yang di tulis oleh orang lain sebagai prasyarat penyelesaian studi di perguruan tinggi ini maupun di perguruan tinggi lain, kecuali bagian tertentu yang penulis gunakan sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Surabaya, 06 Januari 2011

Penulis

Choirul Mu'minin



## TABLE OF CONTENT

TITLE SHEET .....	i
APPROVAL SHEET .....	ii
EXAMINERS APPROVAL SHEET .....	iii
ACKNOWLEDGEMENTS .....	iv
DEDICATION SHEET .....	vi
MOTTO.....	vii
ABSTRACT .....	viii
TABLE OF CONTENT .....	ix
LIST OF APPENDICES .....	xi
LIST OF TABLES .....	xii
CHAPTER I : INTRODUCTION	
A. Background .....	1
B. Problem of The Study .....	7
C. Objective of The Study .....	7
D. Significance of The Study .....	8
E. Scope and Limitation .....	8
F. Definition of Key Term.....	9
CHAPTER II : REVIEW OF RELATED LITERATURE	
A. Reading .....	12
B. Teaching Reading .....	25
C. Media .....	28
D. PowerPoint.....	30
E. The teaching of Reading Using PowerPoint .....	34
F. Previous Studies of Teaching Using PowerPoint .....	37
CHAPTER III : RESEARCH METHOD	
A. Research Design.....	39
B. Research Setting and Subject.....	42
C. Research procedure .....	42
D. Data Analysis Technique .....	52
CHAPTER IV : RESULT AND DISCUSSION	
A. The Glance Description of Research Object.....	53



















improvements offered by PowerPoint are sufficient to make their presentations more effective.<sup>11</sup>

In other study, Lis states that PowerPoint and slide presentations hold student attention through the use of video, graphics and music. Because students today are so technologically advanced, tools that involve technology such as slide shows increase student involvement and interaction<sup>12</sup>. Teaching using media like PowerPoint is very help to the student understanding but the teacher have to always innovates the teaching learning process trough using power point to avoid of student's felling boredom. A statement by Andrew Wright, the teacher must present picture and other material in a way which is relevant to the interest and age of his student.<sup>13</sup>

The writer wants to study the use of power point for teaching reading. Visual media likes PowerPoint can help the teacher to get the students attention in class. Such media can be used to support one or more of the instructional activities. Therefore, the use of power point is expected to help the student in reading class. Hopefully it can help stimulate the students' motivation for reading and give the easiest way of learning to students.

<sup>11</sup> Jones, Allan, M. 2003. *The use and abuse of PowerPoint in Teaching and Learning in the Life Sciences: A Personal Overview*. Life Sciences Teaching Unit, Old Medical School, University of Dundee, Dundee, DD1 4HN, UK.

<sup>12</sup> Facts\_5008796\_using-powerpoint-slide-presentations-classroom.html. retrieved on 23th August 2010, at 09.30 pm

<sup>13</sup> Andrew wright, *Visual Materials for Language Teacher*, (England: Longman Group Ltd, 1983), P. K-1, c.1 p.23









charts and graphic elements in a "slide" format. It is probably the most common and easiest to use "Digital Presentation" software.

## G. The Systematization of Discussion

## Chapter I : Introduction

This chapter provides the background of the study, the scope and limitation, problem of the study, significance of study, the definition of key term, and the systematization of discussion.

## Chapter II : Review and Related Literature

This chapter reviews the understanding theory used on the study about reading and Power Point usage

## Chapter III : Research Methodology

This chapter focused on a description of the research design, research setting and subject, population and sample, research procedure and data analysis technique

## Chapter IV : Result and Discussion

This chapter focused on data presentation and discussion of research concerning with the glance description of the research object, the description of the teacher activities in implementing the power point, the description of research findings and the discussion of research findings.

## Chapter V : Conclusion and Suggestion

The last chapter will mainly present the conclusion and the suggestion of the thesis.

## CHAPTER II

## Review of Related Literature

This chapter reviews the understanding theory used in study concerning with reading and PowerPoint. To be more specific this review related discuss about:

### A. Reading

The following describes the definition of reading, the importance of reading and the teaching of reading.

## 1. Definition of reading

Reading has many definitions. Reading is a complex information processing skill in which the reader interacts with a text in order to (re) create meaningful discourse.<sup>16</sup> With the bottom-up approach, reading is viewed as a process of decoding written symbols, working from smaller units ( individual letters) to larger ones (word, clauses and sentences).<sup>17</sup> In other words, we use strategies to decode written forms in order to arrive at meaning.

Grabe also stated that reading is the process of receiving message and interpreting information that is written by the writer through a text.<sup>18</sup>

According to Nuttall, reading means receiving the message from the text, because the writer put message into it. As the readers, we should be able to get what the main idea from the text we have read.<sup>19</sup>

<sup>16</sup> Sandra Silberstein, *Technique And Resource In Teaching Reading*, (New York: Oxford University Press, 1994), p. 12

<sup>17</sup> David Nunan, *Design Task for Communicative Classroom*: Cambridge teaching library, (Cambridge: Cambridge university press, 1989), p. 33

<sup>18</sup> William Grabe, *op.cit.*, p, 14

According to Abbot, reading is a fluent process of readers to combine information from a text and their background knowledge. Because reading is not a simple process in which the reader just reads and accepts whatever is stated in the text, but also uses their mind to interpret the text.<sup>20</sup> It can be concluded that reading is an activity that involves a thinking process to get knowledge and create new ideas through interpretation of the text.

Furthermore, reading comprehension is an allowing a continuous process between the readers and the text, the reader is needed the clues from the text to their own background knowledge.<sup>21</sup> It can be said that we can get the message in the text by using our prior knowledge. From those definitions, the main point of reading is comprehension.

## 2. The Importance of Reading.

Reading is one of the ways to get knowledge and language. Most of knowledge is written in a book. If the people want to know and understand them, they must read first especially the learners. They must read more and more.

There are many reasons why getting students to read English texts is an important part of the teacher's job in the first place many students want to

<sup>19</sup> Christine Nuttal, *Teaching Reading Skills in A Foreign Language*, (Thailand: Macmillan Publishers Limited, 1996), p. 4

<sup>20</sup> Gerry Abbot, et. al., *The Teaching English as an International Language*. (London: Collin Glasgow, 1981), Page.78

<sup>21</sup> David Nunan, *Second Language Teaching and Learning*, (Boston: Heinle & Heinle Publishers, 1999), p. 257.









silent reading. Silent reading can begin with reading aloud by the teacher. The teachers' reading is a model in accuracy and expressiveness. It is thought that the great amount of interest in reading is secured by a happy combination of reading aloud by learners, reading aloud by the teacher and silent reading by the learners. To check whether the learners understand what they have read, the teacher can test them by giving question based on the text, by translation or by summarizing the text.

### c. Intensive reading

**Intensive reading lesson may proceed as follows:**

- (1) While the book are closed. The student listens to the teacher. Occasionally he will ask a question t make sure that everything is clear.
- (2) The new words, phrases and idioms are written on the board. They are pronounced and use in original sentences.
- (3) The students open their books and the teacher read the first part of the selection aloud. Gestured and dramatic devices and heighten the effect and to aid in comprehension. Reference is made to words on the board.
- (4) The selection is now read by the class, alternating silent and oral reading. It is suggested that narrative or expository passages be read silently, whereas conversation or dialogue is done orally. Learners may be assigned parts.
- (5) The selection may now be summarized in various types. Selected learners may be asked to give a summary in their mother tongue or in





about the topic and structure of the text, and the students might be able to predict further what the text is about.

### (5) Scanning (In Groups)

Scanning activities are introduced to teach strategies of finding appropriate information in the text that would be necessary for successful reading comprehension. With this exercise, the students might be able to locate specific information about the topic of the text.

### (6) Breaking Up the Text (In Groups)

Skimming, scanning, and breaking up the text are introduced as group's activities to develop and confirm the readers' understanding further. Reading strategies and language use by the teacher and students who have higher proficiency in English might work as a model and suggest ways of using vocabulary, explaining, classifying, comparing, exemplifying, questioning, and pronouncing words.

**(7) Brain Storming (As a Whole Class)**

By conducting this process, the teacher is able to confirm the students' understanding by checking responses answered at the fifth stage and summaries reported at the sixth stage. More ideas arise after summarizing each section, write these responses on the board.

### (8) Pre-teaching Important Words (As a Whole Class)

Before moving into actual reading activities, teaching new and important words for reading comprehension is necessary. The readers

are able to prepare and acquire the new vocabulary or terminology which would be necessary to understand the text before tackling reading practice. Vocabulary items are categorized as those which could be or could not be guessed from the context, and essential or less important to understanding the text.

By introducing and explaining the above language features of the text, the students are able to expand and relate their current knowledge and gain new knowledge of the genre.

### b. During Reading Activities

### (1) The Text (As a Whole Class)

This activity shows the students how the text is structured to achieve its genre. At this stage, the teacher guides the class in discussing the feature of the text; the genre of the text (recount of an event in the newspaper article), the social purpose (to inform readers about events which are considered newsworthy and interesting), schematic structure and language features of the genre.

- **Headline;** explains the story in a short telegraphic way.
- **Newsworthy events;** describes the events in summary form.
- **Background event;** recounts what happened, in what circumstance by expert.
- **Sources;** introduces comments on the events by authorities.



#### (4) Finding the Main Idea (As a Whole Class)

The teacher asks the students to find the main idea in a paragraph or whole text. This activity is to identify and distinguish the important information from the less important information in the text, summarize the concepts, confirm the understanding of the content, and as a review of the previous activities. The students are able to avoid misunderstandings about the topic by sharing the idea with peers.

**(5) Signal Words (As a Whole Class)**

Signal words used to indicate a particular text pattern are taught to show how these words function in the text. For instance, 'so' indicates a cause and effect, and 'after' indicates sequence of events in the text. Teaching these words and the function might give the readers new or different ideas to approach the text.

**(6) Key Words (As a Whole Class)**

The teacher asks the students to identify key words to distinguish the important words from the less important words in the text.

**(7) Developing Data Banks (As a Whole Class)**

Words and discourse markers which are useful, important and frequently appear should be added to individual or class data banks to assist the students' vocabulary development. Writing these words on a



























difficult words, posts the pictures or adds videos that related to the topic and takes the other files from the internet or computer easily. Then the teacher shows the slides to the student in front of class.

As stated by Lis that PowerPoint and slide presentations hold student attention through the use of video, graphics and music. Because students today are so technologically advanced, tools that involve technology such as slide shows increase student involvement and interaction<sup>34</sup>. A statement by Andrew Wright, the teacher must present picture and other material in a way which is relevant to the interest and age of his student.<sup>35</sup>

Visual media like PowerPoint can help the teacher to get the student attention in class. Media can be used to support one or more of the instructional activities. To make it clear of it, the writer makes examples below.

<sup>34</sup> facts 5008796 using-powerpoint-slide-presentations-classroom.html

<sup>35</sup> Andrew wright, *Visual materials for language teacher*, (England: longman group Ltd, 1983), cet. K-1, jilid 1 p.23







Many strategies have been applied in schools and become the subject of research. Reading is an interesting topic to discuss especially when it discusses teaching and learning process with certain media and strategy used in schools.

















### c. Instructional Material and Media

In conducting the research, the researcher will prepare the instructional materials and media, which are relevant to the topic for the reading. Both materials and media are taken from textbooks or other available sources and selected by the researcher. The instructional materials will be appropriate with the theme that should be given and the students' level. The media used is power point and the other media that appropriate with the theme, and supporting the teaching and learning activity.

#### d. The Criteria of Success

The criteria of success are set up in order to judge whether the implementation of the action is effective or not. Therefore, the criteria of success are used to see whether the application of the power point in the teaching of reading comprehension succeeded or failed.

There are three criteria used in the research to measure the success of the action, they are as follows:

1. The teacher has good performance in implementing the power point usage in teaching reading.
2. The students are enthusiastic and approximately 75 percent of them participate during the teaching and learning process.
3. More than or equal to 70 percent of the students' score of reading comprehension test is greater than or equal to 70



### b. Instruments and Data Collection Technique

## 1. Observation Checklist

The observation checklist contains some indicators that facilitate the researcher to collect the data. The indicators are teacher's activity and the student's activity. There are 25 items. Those items describe the activity from the beginning until the ending of teaching and learning process that should be applied by the







## 5. Reflection

Reflection is concerned with analysis, feedback, and adaptation as a recursive cycle in the classroom.<sup>47</sup> The result of reflection will become input in improvement of teaching and learning activities.

There are two kinds of reflection employed in the study. The first reflection deals with thinking back on what the teacher in implementing the action and the students' behaviors in joining reading class. It is conducted after the teaching and learning process on each meeting. It is based on the result of the observation and field notes. The researcher and the real teacher will crosscheck the result the observation and field notes. The crosscheck is to share perception about the strength and the weakness of the teacher for implementing the power point. Moreover, it also used to check the students' behaviors in doing the task. In short, the objective this reflection is to improve the teacher's steps in implementation in the next meeting.

The second reflection is the reflection as a total process conducted at the end of each cycle. It is made to judge to what degree the student competent in each cycle that has been improved. In addition, the strengths and weaknesses in implementing power point are also evaluated. It is conducted after analyzing the data obtained from observation, field notes, and tests.

<sup>47</sup> Iskandar, *Opcit*, p. 120



## CHAPTER IV

## RESULT AND DISCUSSION

This chapter dealt with the data presentation and discussion of the research. The researcher would like to consider and review what happened during the implementation of power point for teaching reading. The discussion will elaborate the glance description of research object and the answer of problem of study in the chapter I

The justification of the research findings discuss about the result of the observation checklists from the first until the last cycle, the result of the field notes from the first until the last cycle, the result of the questionnaire, and the last is the result of reading test.

The discussion of the research findings section will mainly talk about the analysis of the classroom activities during the implementation of the strategy, the analysis of the students' responses toward the implementation of the strategy in the classroom.

### A. The Glance Description of Research Object

MTs Hasanuddin is located in Tebel Street No.07. The location of the school is very easy to reach from many sides and the place is very crowded, there are many vehicles which are operated everyday. The school has many facilities, such as yard, well-built classroom, hall, laboratories, canteen, parking lot,

mosque, library, computer, etc. All students can follow the process of teaching and learning well. During the breaking period, students are happy to play around the yard because there are some trees that make the yard comfortable as a playground.

All the teachers of MTs Hasanuddin are very competent in their fields. Each teacher gives top priority to discipline and responsibility in performing his or her duties. Not only the teachers but also all the school workers consider discipline and responsibility as most important matter. The teachers and the school workers work each other to keep the school's good reputation and the students' quality

All students of MTs Hasanuddin are considered as selected students who have many achievements. Their interaction with their teachers is very good. One of strategic class is VIII A. They are 37 students consisting of 20 boys and 17 girls. They use computer laboratory that is well equipped with loud-speaker and an LCD screen in front of the classroom. The LCD screen is used as the facility to explain the material during the teaching and learning process. The students of class VIII A have sufficient knowledge in English skill.

### **B. The Description of Teacher's Activities in Implementing PowerPoint**

There are two cycles (each cycle is two meetings) in this research. The topic was different in each cycle. The teacher had prepared the topic that will be

### 1. First Cycle

### a. Planning

After the problem had been identified by preliminary study, the researcher met Mr. M. Ali Mahrus, S.Sos.I the headmaster of MTs Hasanuddin Tebel Gedangan Sidoarjo on march 07, 2010 to talk about the plan of the research and Miss. Lailatul Fadeliyah, S.Pd.I as English teacher of second grade students for an informal interview and doing direct observation in the teaching and learning process. From the analysis, the researcher will find out the students' reading achievement of reading comprehension, the plan of action was done to improve the present situation. The problem was the students have less motivation to learning reading and their reading comprehension still low enough. Based on that analysis, the researcher tried to solve the problem by implementing PowerPoint. Hoping it would give more change for the students to improve their reading skill.

















As result, the teacher decided change the individual work into *grouping and pair works* in the next cycle. for the next cycle with hope that next cycle had a better result than the previous one. Overall, there was an improvement during teaching-learning process and the students' reading ability.

Second cycle was conducted in two meetings. The first meeting was on January 10, 2011 and the second meeting was on January 13, 2011. Here also presented the implementation of the action plan in two meetings.

### a. Planning

First of all the teacher prepared the lesson plan (appendix 16 and 17). In this cycle the teacher also give more motivation to the student to get maximal result.

**b. Acting**

After doing the planning, the researcher did some activities in this acting stage in two meetings:

### 1). The First Meeting

In the first meeting, the teacher started the lesson not only by saying greeting and checking the students' attendance but also motivating student. Before teaching, she had prepared the topic, which would be used to teach reading using PowerPoint. In this meeting, the teacher selected topic under title *my lovely puppies*. (See Appendix 20)

Then, Teacher began to explain the instruction, explain how to use PowerPoint to teach reading and narrative text. After everything was settled, the teacher went to the main activities.

### a. Pre Reading Activity

In the pre-reading activity, the teacher shows the pictures that related with the topic trough PowerPoint to the students. The teacher asked some questions related with the topic. The teacher





## 2). The Second Meeting

### a. Pre Reading Activity

In the pre-reading activity, the teacher shows the pictures that related with the topic through PowerPoint to the students. The teacher asked some questions related with the topic. The teacher shows only the title of the text then the teacher asks the students to predict the topic based on the previous questions the pictures and

the title of the text. Once again, the teacher explains about the descriptive text.

### b. Whilst Reading

In this activity, the teacher asked the student to read the text in slides loudly. To know students' vocabulary mastery, the teacher asks the student find the meaning of words. Then, the teacher divides the students in groups, a group consist 4 students. The teacher asks the students in each group to find the main idea each paragraph in a slide. The teacher asks the students to identify key words. The teacher asks the students to read the text in pairs. The teacher encourages the student to talk and discuss what they have just read in pairs.

### c. Post Reading

The teacher asks the student to make ideas about the topic and then compare it. The teacher makes discussion as whole class and guided the discussion. The last, the teacher makes comprehension questions to confirm student understands of the content of the whole text orally. The teacher gives reading test individually. They did it in 20 minutes.



Then, the teacher gave motivation student more. The students seemed very curious. They were motivated. Since it motivated the students to learn reading, they used their ability to identify, and also able to understanding the text. Therefore, the teacher did not dominate the class again. And this cycle has found some meaningful development in classroom activity, the teacher preparation and responds of the student. (Appendix 7 and 8)

The researcher did reflection that focused on the analysis of the teaching-learning process and the result of students' test. In this cycle, the students gave the significant improvement both in teaching-learning process and the daily test. The students were good in improve their reading skill. The final result, the scores increased and reached the minimum standard score.

This researched was conducted in two cycles, because most of the students got the scores 70 or higher. It meant they reached the indicator of success in teaching-learning process and could understand reading text











**Table1 3: Results of Questionnaire**

<b>Number of Question</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>Total</b>
<b>1</b>	<b>7</b>	<b>20</b>	<b>10</b>	<b>-</b>	<b>37</b>
<b>2</b>	<b>7</b>	<b>21</b>	<b>9</b>	<b>-</b>	<b>37</b>
<b>3</b>	<b>6</b>	<b>24</b>	<b>7</b>	<b>-</b>	<b>37</b>
<b>4</b>	<b>9</b>	<b>22</b>	<b>6</b>	<b>-</b>	<b>37</b>
<b>5</b>	<b>6</b>	<b>24</b>	<b>7</b>	<b>-</b>	<b>37</b>
<b>6</b>	<b>10</b>	<b>21</b>	<b>6</b>	<b>-</b>	<b>37</b>
<b>7</b>	<b>6</b>	<b>20</b>	<b>11</b>	<b>-</b>	<b>37</b>
<b>8</b>	<b>4</b>	<b>14</b>	<b>4</b>	<b>15</b>	<b>37</b>
<b>9</b>	<b>10</b>	<b>22</b>	<b>5</b>	<b>-</b>	<b>37</b>
<b>10</b>	<b>9</b>	<b>23</b>	<b>5</b>	<b>-</b>	<b>37</b>
<b>11</b>	<b>7</b>	<b>20</b>	<b>10</b>	<b>-</b>	<b>37</b>
<b>12</b>	<b>7</b>	<b>19</b>	<b>11</b>	<b>-</b>	<b>37</b>
<b>13</b>	<b>8</b>	<b>19</b>	<b>10</b>	<b>-</b>	<b>37</b>
<b>14</b>	<b>8</b>	<b>24</b>	<b>5</b>	<b>-</b>	<b>37</b>
<b>15</b>	<b>15</b>	<b>19</b>	<b>3</b>	<b>-</b>	<b>37</b>
<b>16</b>	<b>11</b>	<b>22</b>	<b>4</b>	<b>-</b>	<b>37</b>



















**Table 7: The Students Scores' of the Tests**

	<b>Cycle 1</b>		<b>Cycle 2</b>	
	Meeting 1	Meeting 2	Meeting 3	Meeting 4
Percentage of student who reached under score (70)	40,54 %	62,16%	78,38%	89,19%
students who reached under score (70)	15	23	29	33
Average	63,38	69,59	70,14	77,02

Referring to the table and diagram above, at the first meeting of the first cycle (test I), it could be seen that the average score was (63, 38) and the student who reached the standard minimum score was 40,54% (15 students). The lowest score was (70) and the highest score (100). It showed that the average was under minimal score. It was proved that in the first tests in the 1<sup>st</sup> cycle, most mistakes were derived from the students' difficulties to understand the instruction, because most of them are in very low English ability. It was just the same with the second test in the 1<sup>st</sup> cycle. The average score were (69, 59) and the student who reached the standard minimum score was 62,16% (23 students). We could conclude that their reading ability was still low and they could not play individual work, therefore the teacher changed the technique of teaching strategies.



answer the research question that PowerPoint fitted the students' problem to improve their reading skill.

Based on the reason above, it could be concluded that the PowerPoint fitted the theory to teach English reading to the eight grade students of junior high school and fitted the students' problem in reading.

## 2. The Discussion of the Result of Questionnaire

In the description of research findings, the result of questionnaire has been briefly explained. The result of questionnaire will be analyzed based on the research problem that is going to be revealed. In this part, the discussion will be divided into five matters. The first is about the students' responses of English lesson especially in reading activity, the second is about the students' responses of using PowerPoint, the third is about the students' responses of the topic, the fourth is about the students' responses of teacher's role, and the last is about the students' responses of the advantages of using PowerPoint. (Appendix 9 and 10)

The first is about the students' responses of English lesson especially in reading activity. Based on the result of questionnaire, it could be concluded that most of the students liked English lesson. Although 54% of the students stated that they rather liked English lesson, 56,7% of the students admitted that they liked learning English especially in reading activity.



The last is about the students' responses of advantages of using PowerPoint. After the implementation of the strategy, there were 51,3% of the students who stated that this technique was necessary to be implemented in MTs Hasanuddin. In addition, there were 59,4% of the students agreed that this technique was beneficial to improve students' reading skill. Based on the result of questionnaire, it could be concluded that this technique has many advantages for the students in enhancing their reading comprehension.

In conclusion, the above discussion showed students' responses toward the implementation of the strategy was gradually good because the students admitted by themselves that this strategy was useful for them.









**For the teacher:**

1. How the teacher creates the non treating situation while the students are learning. The teacher supposed to tell the students that they learn reading use PowerPoint. It will make them interested and excited. Therefore, it will create the enjoyable situation. Furthermore, do not forget to explain the instructions and the rules clearly and understandably. It is very important in the successfulness in applying the PowerPoint.
2. The teacher has to modify the color and background of slides. Because, that was a factor to get attention of students.
3. The teacher has to pay attention in allocating the time. It is used to make the implementation of PowerPoint is effective and does not waste the time. Beside that, the teacher has to control the students' interaction and observe the students' motions.
4. The teacher is supposed to give the motivation and rewards to the students that get good point, because it can motivated the students more active in teaching and learning process.

Besides giving the suggestions to the teacher, the researcher also suggests the further researcher dealing with the use PowerPoint to teach reading to the second grade students of Junior High school. The researcher is supposed to conduct similar study in different places and with other respondents to find out the other advantages of this technique. It can be conducted with different kind







