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





















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ABSTRACT

Choirul Mu'minin. 2011. USING POWER POINT FOR TEACHING READING AT SECOND GRADE OF MTS HASANUDDIN TEBEL GEDANGAN SIDOARJO. Unpublished Thesis. IAIN Sunan Ampel Surabaya.

Key Words: PowerPoint, Teaching, Reading.

Reading is useful for language acquisition provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has positive effect on student's vocabulary knowledge on their spelling and on their writing. Good reading text can introduce interesting topics and stimulate discussions. Here, software of presentation may be an alternative technique to do. By slides of PowerPoint, it makes the students enjoy the situation of teaching learning process. Therefore, their motivation to learn English will be increased. Considering that the study on teaching reading greatly contributes to the language learning process, the researcher uses "PowerPoint" to teach English reading to the junior high school students in MTs Hasanuddin VIII class A. PowerPoint is a well-known, versatile, and easy to use tool. PowerPoint can be used for flash cards, field trip slide shows, autobiographical stories, interactive book reports, music class recitals, group slide shows, poetry readings, science presentations, and student's portfolios.

In line with the matter above, a research study was conducted by formulating research questions. Those were 1. How can power point be used to teach reading? 2. How are the students' responses to teaching reading by using power point? 2. How is the progress of the student's reading ability after PowerPoint implemented?

The researcher applied an action research design. It took two cycles in order to find out the most effective technique to use PowerPoint. Here, there were four stages that must be done; those were planning, acting, observing, and reflecting. To support the observation, the researcher used some instruments; those are: observation checklist, field notes and data of the tests.

From data of instruments were analyzed to answer the research questions. By the PowerPoint enabled the students to make them more active, motivated the students to learn reading, and the result of the tests showed that the use of "PowerPoint" could improve the students' English reading comprehension. The tests showed that from each cycle that there was some progress on the students' scores. The first test until the fourth test showed the percentage of students' score who reached the standard minimum was 40,54%, 62,16%, 70.14% and 89,19%. They are indicated significant progress for each cycle and the success of the treatment.

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CHAPTER I

Introduction

This chapter provides the background of the study that's describing the reasons why the researcher intends to conduct the study. Because of those reasons, problem of the study, objective of the study, and significance of the study are formulated next the scope and limitation of re study are presented. Finally, the last part is the definition of key terms is given to avoid misunderstanding those terms.

A. Background of The Study

In Indonesia English is as a foreign language. In teaching-learning English there are four language skills. They are listening, reading, writing, and speaking. The four language skills are taught and developed integrated, but reading skill is the most important that can support the process of mastering the other skills because reading can improve the students ability to speak English fluently, increase the vocabularies, comprehend the English text, and also to compose writing skill. And also can improving knowledge.¹

Study reading is very important as the students. 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 be able to read texts in English either for their careers, for study purposes or simply for pleasure.

¹ R.R Jordan, English for Academic Purpose: A Guide and Resource Book for Teachers, (Cambridge: Cambridge University Press, 1997), p. 143

Reading is useful for language acquisition provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has positive effect on students' vocabulary knowledge on their spelling and on their writing. Good reading text can introduce interesting topics and stimulate discussions.²

By reading, we will be able to increase our knowledge on culture. If we read every rule in written English from our country, we will know what our country is like. For instance read novel from another country, we will get more knowledge about the other country with its culture.

According to Richards, reading is studied almost in all of the class activities, and most of the scientific books are written in English. Without reading, students can hardly get new knowledge for themselves. In many second or foreign language teaching situations, reading receives a special focus.³ Lindsay also explained that there are several reasons for reading. Reading is considered important by most students. They want to read both for information and pleasure, for their career, and for study purposes.⁴ In fact, in most English First Language (EFL) situations, the ability to read in foreign language is all that students ever want to acquire.⁵

² Jeremy harmer, How to Teach English, (England: Addison Wesky Longman, 2002) p. 99

³ Jack C Richards And Renandaya Willy A, *Methodology in Language Teaching: An Analogy of Current Practice*, (United States of America: Cambridge, 2002), p. 273

⁴ Cora Lindsay and Paul Knight, Learning and Teaching English: A Course For Teacher, (UK: Oxford University Press, 2006), p. 70

Adam states that "reading is a very important subject and it has continued through all the years of national growth". It means that reading is the major emphasis of English teaching and learning. According to Anderson, Reading is very complex process: it requires a high level of muscular coordination, sustained effort and concentration. Reading is more than just visual task. Not only the readers must use and identify the symbols in font but also they must interpret what they read in the light of their background knowledge, associate it with past experience and project beyond there in term of ideas, judgment, application and conclusion. 7

It shows that reading skill is the hardest skill, because one has to go through complicated processes to be able to understand and comprehend a text. Students not only have to read but also identify what the main point of the text and interpret what they have read. For that, the students need their background knowledge and combine it with past experience. So, the students must have serious effort to study reading.

Realizing the fact, Haris believes that reading has a very complex process and important subject to teach for the learners. This gives teachers very important role to facilitate English reading lesson. They should be able to design the lesson to make students more interested and enthusiastic in reading

⁶ Insiyah, Teaching Techniques Of Reading Skill For The Second Year Students of Mts Miftahul Ulum Batang-Batang Sumenep, (Surabaya: State Institute Of Islamic Study Sunan Ampel, Unpublished thesis, 2009), p. 7

⁷ Ibid, p.4

activities. In this case, the teaching reading technique of reading skill is necessary for the English teachers. They should have the appropriate techniques to teach English especially teaching reading more effective because it is the factors whether the teaching will be successful or not.⁸

Having appropriate teaching techniques in hand will provide a chance for the teacher to explore her capability in applying a variety of instructional practices. Callahan states that basic techniques is giving the learners information and then insure remembering.⁹

In the implementation of reading, many techniques can be applied. William Grabe states that the main component abilities of higher order comprehension processing include: a text model of reader comprehension, a situation model of reader interpretation and a set of reading skills and resources under the command of the executive control mechanism in working memory (strategies, goals, inferences, background knowledge, comprehension monitoring).¹⁰

This study tries to use the visual instructional media. They are many kinds of visual instructional media that can be used by the teacher for teaching learning process. For example picture, realia, video, OHP (overhead projector), and LCD which is one of the modern media commonly used.

⁸ Zainuddin, The Use of Group work in Teaching Reading for the first Year Students of MAN Pamekasan, (Surabaya: State Institute of Islamic Study, Unpublished thesis, 2009), p. 04

⁹ Ibid, p. 5

¹⁰ Grabe. Williamp. Reading in a Second Language: Moving from Theory to The Practice. Cambridge applied linguistics series. 2007. p.97

So far the researchers haven't yet find the research about teaching reading using PowerPoint. This era is completed by technology like computer. Many programs are created in computer, such as Microsoft office that consist PowerPoint. PowerPoint is a type of presentation software that allows one to show colored text and images with simple animation and sound.

PowerPoint is a well-known, versatile, and easy to use tool. PowerPoint can be used for flash cards, field trip slide shows, autobiographical stories, interactive book reports, music class recitals, group slide shows, poetry readings, science presentations, and student's portfolios.

Using PowerPoint makes teacher easy to teaching reading more creatively. Teacher Puts the text in Slides show, colors the text, gives sounds for 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.

In the previous study, Jones concludes that PowerPoint is an excellent aid to presentations providing each presentation is considered first from a pedagogical viewpoint, bearing in mind the different ways in which students learn and largely trying to avoid the pitfalls of passive knowledge transmission. These problems, of course, are not specifically associated with PowerPoint use but it does have a tendency to make some practitioners feel that the

improvements offered by PowerPoint are sufficient to make their presentations more effective.¹¹

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 interaction¹². 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.¹³

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.

¹¹ 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.

¹² Facts_5008796_using-powerpoint-slide-presentations-classroom.html. retrieved on 23th August 2010, at 09.30 pm

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

This research will be conducted in Mts Hassanuddin Gedangan Sidoarjo, because MTs Hassanuddin has already had an audio visual class. This means that the class is completed with projector for showing the reading text using PowerPoint presentation. This research will be conducted for the second grade because first grade is assumed more concentration so far to have adapting to their environment of the new school and their friends, while for the third grade, they concentrate more to national examination preparation. The Researcher chooses the second grade because he assumes will be more effective.

B. Problem Of The Study

Based on the background of the study described above, the writer formulates the research question as follow:

- 1. How can power point be used to teach reading?
- 2. What are the students' responses to teaching reading by using PowerPoint?
- 3. What is the progress of the student's reading ability after PowerPoint implemented?

C. Objective Of The Study

Derived from the above question, this study is aimed to find alternative technique to be implemented in teaching reading skill. Specifically, it is aimed at:

1. To describe the implementation of teaching reading by using PowerPoint.

- 2. To describe the student responses after PowerPoint are implemented.
- To know the progress of the student's reading ability after PowerPoint is implemented.

D. Significance of the Study.

Looking at the objective above, this study is trying to describe the model of teaching reading using power point and develop the teachers teaching strategies to improve student's reading comprehension. The results of this study are expected to:

- Give contribution to the development of English teaching, especially to the development of instructional strategies of reading instruction.
- 2. Give the student experience of a way of learning reading.
- 3. This study will help us formulate new perception in teaching reading.
- 4. Teachers know the advantages and disadvantages of using PowerPoint in reading class.
- 5. For the teacher, the finding of the research can be used as an alternative technique to help the students to improve their reading ability.

E. Scope And Limitation Of The Study

This study is focused in teaching and learning process using power point to improve students reading comprehension. It's focused in two main problems. The first concern deals with the application of power point usage in teaching reading. The second concern deals with the improvement of the student reading

comprehension. The improvement is indicated in the form of student score obtained from reading comprehension test given at the end each cycle.

F. Definition Of Key Terms

To avoid miss-understanding, the term which used in this study are explain bellow this clarify this meaning.

1. Teaching

According to The Free Online Dictionary learning, teaching is the activities of educating or instructing which impart knowledge or skill.¹⁴ In this research, teaching means the process of transferring knowledge in the classroom through instructing her students to do some activities which enrich their knowledge and skills.

2. Reading

Reading is a meaningful interpretation of printed written verbal symbol. Reading is a complex information processing skill in which the reader interacts with a text in order to (re) create meaningful discourse¹⁵.

3. PowerPoint

Power point is presentation software from Microsoft Office.

Microsoft's PowerPoint creates presentations by combining text, images,

¹⁴ Faarlex, The Free Online Dictionary. *The definitions of teaching*. (online). (http://www.thefreedictionary.com/teaching 2010). retrieved on 19th May 2010, at 7.34 pm

¹⁵ Sandra Silberstein, *Technique And Resource In Teaching Reading*, (New York: Oxford University Press, 1994), p. 12

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. 16 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). 17 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. 18

According to Nuttal, 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. 19

¹⁶ Sandra Silberstein, Technique And Resource In Teaching Reading, (New York: Oxford

University Press, 1994), p. 12

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

18 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.²⁰ 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.²¹ 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

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

²⁰ Gerry Abbot, et. al., *The Teaching English as an International Language*. (London: Collin Glagsow, 1981), Page.78

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

be able to read texts in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make it easier for them to do these things must be good idea.

Reading is useful for language acquisition provided that students more or less understand what they read, the more they read, the better they get at it. Reading is the fundamental skill upon which all formal education depends. Research clearly shows that children who are poor readers at the end of first grade are never likely to acquire the reading skills they need to successfully complete elementary school unless these students are identified early in their school career and given the intensive, systematic intervention they require. Any child who doesn't learn to read early and well will not easily master other skills and knowledge, and is unlikely to ever flourish in school or in life.

Reading also has positive effect on student's vocabulary knowledge on their spelling and on their writing. Good reading text can introduce interesting topics.²²

Reading is also considered to be an essential skill for the students.

Reading texts provide good models for English writing. Here, reading material can be used to learn how to write good sentences, paragraphs and texts in a whole.²³

Jeremy harmer, how to teach English, (England: Addison Wesky Longman, 2002) p. 99
 Jeremy Harmer, How to Teach English: New Edition, (Malaysia: Pearson Education Limited, 2007), p. 99

Grabe said that, many people in the world learn to read a second language, as students in formal academic. Students learn to read to engage in advanced studied, get a good job, get information, become more cross-culturally aware, communicate with others, or be entertained.²⁴

Damian also states²⁵, that Reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. The habit of reading also helps readers to decipher new words and phrases that they come across in everyday conversations. The habit can become a healthy addiction and adds to the information available on various topics. It helps us to stay in-touch with contemporary writers as well as those from the days of yore and makes us sensitive to global issues.

Another purpose of reading is for enjoyment or excitement. Here, the readers want to get pleasure from what they have read. For example, they read novels or short stories.²⁶

In language, reading is not only source of information and pleasure activity but also and a means of extending one's of language. In other word, reading is considered as an important activity because it promotes better

http://ezinearticles.com/?The-Importance-Of-Reading&id retrieved on 25th July 2010, at 08.35 pm

²⁴ William Grabe, op.cit., p. 14

²⁶ Cora Lindsay and Paul Knight, Learning and Teaching English: A Course For Teacher, (UK: Oxford University Press, 2006), p. 70

spelling better, writing higher, reading comprehension, and more advanced vocabulary.

3. Reading method

Reading will be given as soon as language learners have had sufficient practice in listening and speaking after the language learners have good ability in speaking and listening, reading can be introduced reading lesson may be given in a single class or it may be added as supplementary work, weather it is given as a single lesson or supplementary work, the material of reading must be graded depending of the level of the language learners there are different types of reading.

a. Choral reading

Even though choral reading is relatively uncommon in modern language classes, this type of reading is still important in improving learners' pronunciation. Working In groups will make language learners feel confident to pronounce word in foreign accent and practice in really recommended in this method. This technique is really helpful for language learners who are reluctant and shy to imitate the teacher expression individually.

b. Silent reading

After language learners learn the word s expression and know how to pronounce them, the actual reading can begin. This can be done trough 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 n 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

the foreign language. The teacher may ask a series of sequential questions. As each answer is given, it is written on the board. Finally, all of the answers are read aloud.

d. Extensive reading

Basically extensive reading is silent reading but done outside off class. In order for language learners to have fewer problems in extensive reading, the teacher should explain first difficult passage or new words. A number of questions related to the text are assigned and the answers are to be written. Language learners should prepare various types of summaries; written or oral report after the reading has been completed, language learners and the teacher discuss the text in the class. The language may score the summaries in order for language learner to be well motivated.

e. Supplementary reading

Supplementary reading is also done out of class. Language learners are free to choose reading materials. Reading material may consist of news papers, bulletins or magazines in the target language. Supplementary reading should be a part of the terms work. Every language learners should be required to read at least one book in the target language. Again, the teacher should give scores to the work of supplementary reading.

4. Stages Of Reading Activity

The reading comprehension is usually done in three phases of reading activity, namely pre-reading, whilst reading and post reading activity. To be

more specific below are the steps of using power point in teaching reading are adapted from day model.²⁷

Kawabata concluded that the stages are:²⁸

a. Pre-reading Activities

(1) Setting the Purpose of Reading (As a Whole Class)

Firstly, the teacher clarifies the purpose of reading to the students deal with unfamiliar vocabulary without depending on dictionaries.

(2) Signpost Questions (As a Whole Class)

The teacher asks questions to motivate the readers and activate their background knowledge.

(3) Prediction Activities (As a Whole Class)

The teacher shows only the title of the text (and photographs if available) at this stage, and asks the students to predict the topic based on the previous questions, prior knowledge, and the title of the text.

(4) Skimming in Groups

The skimming strategies are introduced to get an overall picture and to ascertain the genre and field of the text. Discussion with peers and the teacher at this stage might provide general information

http://iteslj.org/Techniques/Kawabata-ReadingStrategies.html. retrieved on 10th October 2009, at 10.20 pm

²⁷ Jones. B. F. Palinscar, A. S, ogle, S. D and carr, E. G. 1987. Strategy Teaching and Learning: cognitive instruction in the concent areas. Alexandria: ASCD

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.

 Background event; elaborates what happened, to whom and in what circumstances.

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.

(2) Stop and Think (In Pairs)

After the modeling, the teacher asks the students to read the text in pairs. In each paragraph, the students are encouraged to talk and discuss what they have just read, paraphrase it, identify the main ideas, and generate questions in pairs. This activity offers the students more opportunities to practice listening, speaking, and helps them to activate background knowledge and relate it to the new information, and confirm their understanding of the text.

(3) Reciprocal Teaching (As a Whole Class)

At this stage, the whole class has a discussion to generate questions, make summaries, predict and clarify the text. This is to clarify the purpose of reading, direct attention, activate background knowledge again, and also to evaluate content, monitor predictions, and draw conclusions. The teacher is able to monitor the students' performance and confirm whether the students are able to use new vocabulary, express ideas and concepts and link ideas.

(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

sheet on the wall or students' notebooks assists the students' reading practices in future classroom activities.

c. Post-reading Activities

(1) Cloze Passages (As a Whole Class)

This activity is designed to assist the readers in developing vocabulary, understanding cohesion in the text, and investigating the text further. Reading abilities might be improved by identifying chains in the text and recognizing how the chains are used to make the text coherent. Showing how the teacher or the readers who have higher proficiency complete the passage works as a model of good reading strategies and assists the learners who have difficulties in reading comprehension to deepen and expand knowledge of the context.

(2) Comprehension Questions (Individual)

Comprehension questions are asked to the students to confirm their understanding of the content of the whole text and to monitor the understanding of each student. Question sheets containing various questions such as true or false questions, alternative questions and WH-questions are provided for each student to work on individually.

After the students complete the activity, the teacher checks their answers with the class to confirm their understanding of the context before moving onto the next activity.

(3) Compare Ideas (In Pairs)

Charts are provided to the students to ask questions to his/her partner and fill in their answers. By questioning, conferencing and sharing their ideas with peers, the students are able to practice listening, speaking and writing, relate personal experiences with the topic, and focus on their ideas before the final discussion stage.

(4) Discussion (as whole class)

Discussing about the topic helps the readers to relate the theme of the text to their experience, and develop their understanding.

Questions such as the following are designed to lead the discussion in the class.

B. Teaching Reading

The task of teaching reading is not easy one. For one thing, if the students are reading silently, the teacher is certain extend excluded. The teacher student interaction of oral activity will be lacking. Nevertheless, the teacher can help his or student in way like improving their ability without any pressure, giving them reading strategies, and giving them chance to become independent readers.

1. The principle of teaching reading

Before teaching reading, as harmer stated²⁹, there are six principles, which can be guidance for teaching reading. Those principles are as follows:

²⁹ Jeremy Harmer, How To Teach English, (England: Addison Wesky Longman, 2002), p. 98

a. Reading is not passive skill

Reading is incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the word are painting understand the argument, etc.

b. Student needs to be engaged with what they are reading.

As with everything else in lesson, students who are not engaged with the reading of text are less likely to benefit from it.

c. Student should be encouraged to respond to the content of a reading text, not just to the language.

It is important to study reading text for the way they use language. The number of paragraph they contain and how many times they use relative causes. However, the meaning, the message of text, is just as important and we must hive student a chance to respond that message in some ways it is especially important that they should be allowed to express their feelings about the topic.

d. Prediction is major factor in reading.

When we read text in our language, we frequently have good idea of the content before we actually read. Book covers give us a hint of what is in the book, photograph and headlines hint at what articles are about report look like reports before we read a single word. The teacher should give the teacher hints so that they can predict what is coming too. It will make them better and more engaged readers.

e. Match the task to the topic

Once decision has been taken about what reading text the student are going to read, we need choose good reading task. The most interesting task can be undermined by asking boring and inappropriate question, the most common place passage can made exciting with imaginative and challenging task.

f. Good teacher exploit reading texts to the full

Any reading texts are full of sentences, words, ideas. Descriptions, etc. it does not make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading texts in to interesting class sequences, using the topic for discussion and further tasks, using language for study later activation.

2. The teachers roles in teaching reading

A teacher is one the most important people in the beginning reader's life. Nine rules of reading instruction that the teachers would do well not to follow are as follows³⁰:

- a. Aim for early mastery of the rules of reading
- b. Ensure that phonic skill are learned and used
- c. Teach letters or words one at a time, making sure each one is learned before moving on

³⁰ Frank smith, Opcit, p. 125

- d. Make word perfect reading a prime objective
- e. Discourage guessing
- f. Insist upon word-perfect reading
- g. Correct error immediately
- h. Identify and treat problem readers as early as possible
- i. Use every opportunity during reading instruction

C. Media

Media are means of communication. Derived from the Latin medium (between), the term refers to anything that carries information between a source and a receiver. The purpose of media is to facilitate communication and learning.

1. Six basic categories of media are:

a. Text

Text is alphanumeric characters that may be displayed in any format book, poster, chalkboard, computer screen and so on.

b. Audio

Audio includes anything we can hear such as a. person's voice, music, mechanical sounds, noise, and so on. It may be live or recorded.

c. Visuals

Visuals are regularly used to promote learning. They include diagram on a poster, drawing on the white board, photographs, graphic in a book, cartoons and so on.

d. Video

These are media that show motion, including DVD, videotape, computer animation and so on.

e. Manipulative objects

Manipulative object are three dimensional. And can be touched and handled by student.

f. People

These may be teacher, student, or subject matter experts.

2. Media selection

Selecting media is very important to be done by considering some of common features of media that is matches with the lesson. Andrew stated that some factors that should be known about choosing media are:³¹

- a. The availability of media
- b. The ability of designer to produce the material that is appropriate with the media.
- c. The flexibility
- d. Endurance
- e. The appropriateness media with the material
- f. The effectiveness of coast.

³¹ Andrew Wright, *Visual Materials For The Language Teacher*, (England: Longman Group ltd, 1983), p.14

3. The Advantages of using Media to Teach

Using media in teaching learning process play very important roles in the classroom. Gagne stated that media is some kind of component of student's environment that can stimulate them to study. As stated by Brown, Lewis, And Harcleroad, creative uses of variety of media will increase the probability that your student will learn more, retain better what they learn, and improve their performance of the skill they are expected to develop³².

D. PowerPoint

1. Definition Of PowerPoint

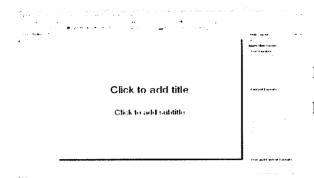
Microsoft Office PowerPoint is a computer program for presentation developed by Microsoft in white colors application package of they, Microsoft Office, besides Microsoft Word, Excel, Access and some other programs. PowerPoint runs above computer PC to base on Microsoft Windows operating system as well as Apple Macintosh using operating system Apple Mac OS, though initially the application of this runs above operating system Xenix.

The application of plenty (of) this is applied, more than anything else by white colors circle and businessman, the educators, student, and trainer.³³

 $^{^{\}rm 32}$ Brown, Principles Of Language Learning And Teaching (England: longman, 1997), cet. Keliilid
1 $\rm h.1$

³³ http://www.powerpoint.com/

Picture, 1



Pictured adapted from:

http://www.powerpoint.com/images/

2. History of PowerPoint.

The Application Of this Microsoft PowerPoint first time developed by Bob Gaskins and Dennis Austin as Presenter for company so called Forethought, Inc which then they change its(the name becomes PowerPoint.

In the year 1987, PowerPoint version 10 was launched, and computer that is supported it is Apple Macintosh. PowerPoint the scorpion still uses black/white color, capable to make text yard and graph for transparency overhead projector (OHP). One year then, new version from PowerPoint emerges with color support from, after Macintosh is having color emerges to marketing.

Microsoft also acquisition Forethought, Inc and of course software PowerPoint with the price of about 14 Million dollars on 31 Julies 1987. In the year 1990, Microsoft Windows version from PowerPoint (version 20) emerges to marketing, hangs on to coattail Microsoft Windows 30. Since the year 1990, PowerPoint has become part of standard that is not dissociated in

white colors application package of Microsoft Office System (except Basic Edition).

Newest version is Microsoft Office PowerPoint 2007 (PowerPoint 12), which was launched in November 2006, which is a jumping movement that is enough far from user interface facet and ability of graph improved. Besides, compared to data format before all which is binary data with extension ppt, this version offers data format XML with pptx extension.

3. Operation

In PowerPoint, as does other presentation processor software, text object, graph, video, voice, and other objects is positioned in a few individual yard so-called with "slide". Slid term in this PowerPoint has the same analogy with slide in ordinary projector, which has is ancient, computer software appearance effect capable to process presentation a kind of PowerPoint and Impress. Every slide can be printed or presented in [screen/sail] and can be navigation through command from the presenter. Slide also can form base webcast (a broadcast in World Wide Web).

PowerPoint offers two movement property types, namely Custom Animations and Transition. Movement property Entrance, Emphasis, and Exit object in an organizable slides by Custom Animation, whereas Transition arranges movement out of one slides to other slide. Altogether can be animated in many ways. Design overall off from an organizable presentation

with using Master Slide, and structure overall of presentation can be edited by using Primitive Outliner (Outline).

PowerPoint presentation can save in a few formats, namely as follows:

- a. PPT (PowerPoint Presentation), which is binary data and is available in all versions PowerPoint (including PowerPoint 12).
- b. PPS (PowerPoint Show), which is binary data and is available in all versions PowerPoint (including PowerPoint 12).
- c. POT (PowerPoint Template), which is binary data and is available in all versions PowerPoint (including PowerPoint 12).
- d. PPTX (PowerPoint Presentation), what which is was data in the form of XML and only is available in PowerPoint 12.

4. Advantages Of Using PowerPoint

a. Interaction and Engagement

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.

b. Ability to Capitalize on Modern Media

The Internet provides current events coverage and the latest information on an enormous number of topics. Slide show tools allow you to incorporate text, video, audio and photos from the Internet easily, allowing you to share the most recent information using media that engage students.

c. Integration of Multiple Sources

Using PowerPoint and slide shows, you can integrate multiple sources in your classroom presentations. For example, you easily can incorporate photos of student work, video from a field trip, related content from news sources and the latest expert research into a single presentation.

d. Availability of Instruction

Rather than handing absentee students written notes of a lesson they missed, you can replay your lesson or presentation using a slide show. Absent students receive the same instruction as those who are present, so they do not fall behind.

e. Cooperation and Collaboration

Teachers can share lessons and presentations simply using a filesharing system or flash drive. Teachers can share the workload of creating presentations. Furthermore, a student seeing more than one teacher's presentations is exposed to more than one point of view.

E. The Teaching of Reading Using Power Point

Using power point makes teacher easy to teaching reading more creatively. Teacher Puts the text in Slides, colors the text, gives sounds for

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.

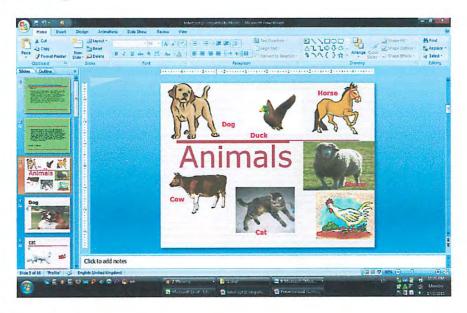
As stated by Lis that PowerPoint and slide presentations hold student attention through the use of video, graphics and music. Because students today are so technologically advanced, tools that involve technology such as slide shows increase student involvement and interaction³⁴. A statement by Andrew Wright, the teacher must present picture and other material in a way which is relevant to the interest and age of his student.³⁵

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.

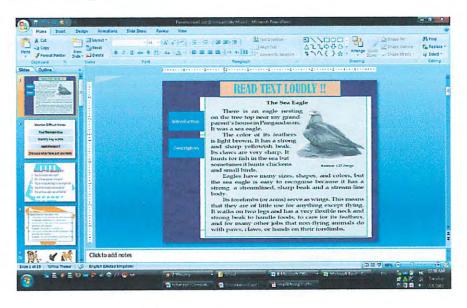
³⁴ facts_5008796_using-powerpoint-slide-presentations-classroom.html

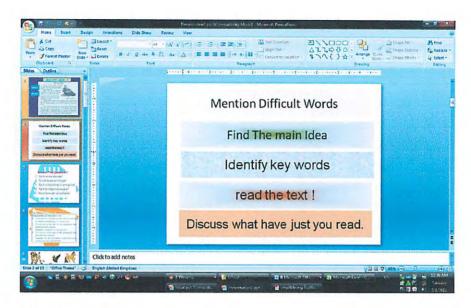
³⁵ Andrew wright, *Visual materials for language teacher*, (England: longman group Ltd, 1983), cet. K-1, jilid 1 p.23

1. Pre-reading

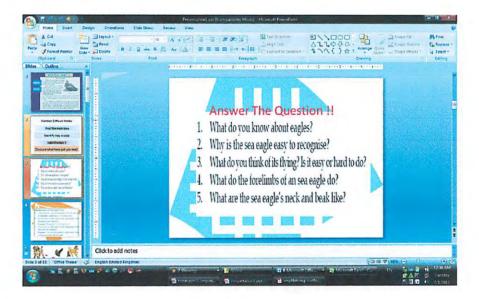


2. Whilst Reading





3. Post Reading



F. Previous Studies in Teaching Using PowerPoint

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.

Many researches deal with the topic to know the effectiveness and the implementation of a teaching methodology through varied designs.

Some researches about teaching using PowerPoint such as "The use of power point to improve students' TIK Subject at SMAN I Sragen in second semester of 2008/2009 year" (Classroom Action Research) ³⁶and "To improve the students social subject trough power point at IV class of SD Santo Yakobus Kelapa Gading Jakarta Utara" (experimental research) are concerned with the topic. These two researches found that by teaching using power point, students are highly motivated in the learning process compound to teaching without any visual media.³⁷

Studies in teaching strategies using certain media will raise various results based on the students' condition in every school. That is why the researches with any design will enrich the teaching variation and give a crucial contribution to the education when the researches deal with a new topic or revise the old research methods. Those researches will give teachers a new knowledge improved teaching process.

³⁶ F, Bekti Ratna. The Use of PowerPoint to Improve Students' TIK Subject at SMAN I Sragen in Second Semester of 2008/2009 year. (Surakarta: Muhammadiyah University of Surakarta Press. 2009)

³⁷ Yohanes.L. To Improve the Students Social Subject trough Powerpoint at IV Class of SD Santo Yakobus Kelapa Gading Jakarta Utara. (Jakarta Selatan: Unika Atma Jaya Press. 2007)

CHAPTER III

RESEARCH METHODOLOGY

This chapter is focused on a description of the research design, research setting and subject, population and sample, research procedure, data analysis, data conclusion and data validation. All of those elements are discussed as follows:

A. Research Design

The research is classified as collaborative action research. A classroom action research is an approach whereby a facilitator engages with a group of participants in the context of their working environment to help define and explore certain problems and needs³⁸. In this study the researcher will act as a real teacher who teaches the students. Meanwhile the real teacher acts as observer who observes the observer who applies the use of PowerPoint when the teaching learning process conducted. Classroom Action Research is research designed to help a teacher find out what is happening in his or her classroom, and to use that information to make wise decisions for the future³⁹. Arikunto states classroom action research is a kind of research that begins with a question or questions about classroom experiences, issues, or challenges. It is a reflective process, which helps teachers to explore and examine aspect of teaching and

³⁸ Bill Atweh, Stepen K. and Patricia W. Action Reseach in Practice: Partnership for Social Justice in education, (London: Routledge, 1998), P.212

³⁹ http://mypage.iusb.edu/~gmetteta/Classroom_Action_Research.html, Gwynn Mettetal, Retrived 2009-11-05

learning and to take action to change and improve.⁴⁰ In this study, the researcher acts as the observer who observer the real teacher and students' activities when the teaching and learning takes place. Meanwhile, the real teacher acts as the practitioner who applies the power point during the teaching and learning process.

Since it deals with the classroom setting, this study is directed to develop the teaching strategy in order to find out the solution to the classroom's problem in the teaching of reading. To cope with the classroom's problem in the teaching of reading, the real teacher applies power point during the teaching and learning process.

The design of classroom action research used in this study is a cyclical process, which consists of four steps adapted from Kurt Lewin as mentioned below:⁴¹

- 1. Planning the action
- 2. Implementing the action
- 3. Observing the action
- 4. Reflection

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⁴⁰ Suharsimi Arikunto, dkk, *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, 2008),

VII,p. 56

⁴¹ Iskandar, Penelitian Tindakan Kelas, (Ciputat: Gaung Persada, 2009), p. 28

Considering the purpose of this study, this research design employed in this study will belong to a descriptive methodology. The power point usage in the classroom will be described in the form of words rather than in numbers. Below is the model of classroom action research.⁴²

Table 1: Model of Classroom Action Research

15:	1. Planning the action	Preparing lesson plan, instructional material
Cycle		and media, some instrument, and the criteria
		of success.
	2. Implementing the	Applying the first implementation based on
	action	the lesson plan.
	3. Observing the action	Conducting the observation and assessing to
		the result of the implementation.
	4. Reflection	Evaluating the first implementation and the
		learning of plan based on the evaluation result
2 nd	1. Planning the action	Identifying the problem, determining problem
Cycle		solving and developing the second
		implementation
	2. Implementing the	Applying the second implementation
	action	

⁴² Ibid, p. 70

	3. Observing the action	Data collection of second implementation		
	4. Reflection	Evaluating the second implementation		
The next cycles				
Conclusion, suggestion, recommendation				

B. Research Setting and Subject

The setting of this study will be conducted at MTs Hasannudin Tebel Gedangan sidoarjo. The subject of this study is the eighth grade students of MTs Hasanuddin Tebel Gedangan Sidoarjo. The class consists of around 37 students.

C. Research Procedure

The study will be conducted under the following procedures: preliminary study, planning, implementing the action, observing, and reflection.

1. Preliminary Study

A preliminary study was carried out to get information about the model of teaching and learning English at MTs Hasanuddin Tebel Gedangan Sidoarjo, especially in teaching and learning of reading. In addition, the researcher attempts to get information about the students' problem in teaching and learning process, especially in teaching and learning of reading comprehension. In the preliminary study, the researcher met Mr. M. Ali Mahrus, S.Sos.I the headmaster of MTs Hasanuddin Tebel Gedangan Sidoarjo on December 07, 2009 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. Conducting an informal interview with the English teacher, the analysis is carried out. From the analysis, the researcher will find out the students' reading achievement of reading comprehension. The data obtained from those is used to set up an action plan.

2. Planning

In relation to the application of action research, the researcher will make a prior preparation to the implementation of the action based on preliminary study. In this case, the researcher will prepare a suitable model of Power point usage in reading instructional material and media, criteria of success, and test.

a. Preparing Model of Power Point Usage

In conducting the research, the researcher will develop a model of power point usage in teaching of reading comprehension. There are three phases of reading comprehension, namely pre-reading, whilst-reading, and post-reading activity. Below is the model of power point in teaching of reading comprehension.

Table 2: Model of Power Point usage Steps

First	Pre-Reading	Showing pictures, words and clues that
Step		related with the reading topic.

		 Activate background knowledge of students Setting purpose of reading/ making prediction or previewing about a story or text.
Second	Whilst-	Modeled reading (reading the text once
Step	Reading	or twice aloud or silently)
		Identify the general topic of the text
		Discuss the difficult words
		Identify the main idea of each paragraph
		■ Identify supporting details of each
		paragraph
Third	Post-Reading	■ Retell, make summary, solving the
Step		problem and answering the tasks.

b. Lesson Plan

The lesson plan is designed by considering the following items:(a) course identify, (b) time allotment, (c) learning objective, (d) procedure of teaching and learning activities, (e) instructional material, (f) assessment and evaluation.

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:

- 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

3. Implementing the Action

After the planning is finished, the researcher implements the use of power point to the second grade students of MTs Hasanuddin Tebel Gedangan Sidoarjo. In implementation this study, the real teacher as the practitioner will carry out the lesson plan while the researcher plays as observer during the instructional process. This action is carried out in two cycles. It is conducted based on the schedule that has been arranged before. The implementation of the plan for each cycle is delivered in two meetings in which each meeting takes about 2x40 minutes.

4. Observing the Action

Observation is conducted to identify the classroom activities occurring during the teaching and learning process. The observation is conducted when the action is being implemented in the classroom. Observation checklists and fields notes are used to facilitate the observer conducting the observation. These observations are used to monitor the teacher's step of action and the student's response toward the action given by the teacher during the teaching and learning process. The result of the observation and the field notes will become input for the improvement of the teacher performance in the following meeting.

a. Data and Source of Data

Data obtained in the study are in the form of transcripts of observation and field notes and student's score. The first data is

concerning with the process of the implementation of the action in the context of teaching and learning process. They are gained from the result of observation and fields notes. The second data is obtained after the students have a test conducted at the end of each cycle.

b. Instruments and Data Collection Technique

There are some instruments prepared in order to be easier in monitoring the implementation of teaching and learning activities. All of those instruments are described as follows:

1. Observation Checklist

Observation allows the researcher to study the students in their "natural setting" without their behavior that being influenced by the presence of a researcher. This kind of data can "fill out" and provide a deeper, richer, understanding than survey work, which tends to produce less detailed information about a large number of power point usage during the teaching and learning process. This observation is addressed both to the teacher and to the students. (see appendix 1,2,3 and 4)

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

teacher, describing the student's activity in the class during the teaching and learning process.

Finally, the researcher gives the explanation from the each items above based on the result of observation checklists in order to make the data clearly and understandable.

2. Field Notes

The field notes are used to investigate the teacher's and the students' activities which are beyond the observation checklists. They contain written descriptions of what the observer heard, saw, experienced and thought when reflecting the data during the teaching and learning process in the classroom. These field notes are intended to anticipate the possibility of losing the relevant data during the implementation of action. The aspects include the appropriateness of reading task, the practicality and case of the technique used, and the student's attitudes and problems during the implementation of the power point usage. (see appendix 5.6.7 and 8)

3. Assessment Forms

Assessment is a process by which information is obtained relative to some known objective or goal. Assessment requires the

⁴³ Suharsimi Arikunto, Opcit. h. 78

gathering of evidence of students' performance over a period of time to measure earning and understanding.⁴⁴

This instrument is for the result of student's ability in answering the tasks in reading comprehension. It contains some scored aspects to measure the students' ability.

4. Questionnaire

Questionnaire is an instrument that contains some written questions including, opinion, preference, and information. The questionnaires are used to know the students' opinion on the strategy of teaching reading using power point. They are also used to know whether the strategy is helpful to solve their problem in comprehending the text. The questionnaire is done after the students finish doing the reading activity.

Before the students answer the questionnaire, the researcher will explain each question in the questionnaire (see appendix 9)

⁴⁴ Ricard I. Arends, *Learning to Teach: Belajar Untuk Mengajar*, (Yogyakarta: Pustaka Pelajar, 2008), Edisi VII, h. 217

⁴⁵ Sanapiah faisal, Opcit, p. 122

5. Reflection

Reflection is concerned with analysis, feedback, and adaptation as a recursive cycle in the classroom.⁴⁷ 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.

⁴⁷ Iskandar, *Opcit*, p. 120

D. Data Analysis Technique

In this research, the writer used qualitative and quantitative manner. There are two things connected to quantitative data analysis, which are the results of a tasks and questionnaire. The results of tasks are analyzed to measure the students' ability and comprehension the text. To analyze this, the writer counts the mean score. And the questionnaire distributed to know the students' attitude, interest, and opinion about the use of PowerPoint to teach reading.

1. To find out mean score, the researcher uses a formula:

$$M = \sum_{N} X$$

= Mean

 $\sum X$ = Total of the students' score

= Total of the students

2. To find out percentages of the students' attitude, interest, and opinion, the researcher uses formula:

 $\sum X$ = Total of the students' response N = Total of the students

The qualitative data analysis is data analysis that obtained from observing written material. In short, this data consists of whatever happened when observation was done and it does not score.

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

used in implementing PowerPoint. The description of the teacher's activities in implementing PowerPoint is explained as follows:

1. First Cycle

First cycle was conducted in two meetings. The first meeting was on January 03, 2011 and the second meeting was on January 06, 2011. Here also presented the action plan, the implementation, observation and the reflection.

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.

The first, the researcher made lesson plan (See Appendix 14 and 15). In choosing material there were some considerable, which are reasonable, reaching enough, interesting, and balance with the students' level and curriculum in order to build up the students' reading skills.

The second, the teacher prepared two topics: they are *The Sea Eagle* and *Come to Our Hotel*. Then, he also prepared the slides of power point and told his students that they would study with power point.

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 by saying greeting to the students and checking the students' attendance to create conducive atmosphere. Before teaching, he had prepared the topic, which would be used to teach reading descriptive text using PowerPoint. In this meeting, the teacher selected topic under title *the sea eagle*. (See Appendix 18)

In warning up activities, the teacher showed pictures and made statements or questions related to the topic trough power point in LCD

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screen to invite the students' background knowledge. The dialogue,

which was done by the teacher and the students, was as follows:

Teacher: what picture is this? (The teacher showed the picture

to the students)

Students : elephant Mr.

Teacher : excellent. What do you know about elephant?

Student (1) : It is big

Student (2) : It's strong

Student (3) : it has long nose

Students (4) : it eats peanut,

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 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 asks the students 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. The teacher encourages the student to talk and discuss what they have just read.

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.

Before closing the class, the teacher evaluated the teaching and learning process by asking the students about difficulties and responses toward the use of PowerPoint. As a result, the researcher got some information from the student responses. The teacher also could know how far the technique helped the student to comprehend the text. The result of dialogue could be reflection for the next cycle.

2). The Second Meeting

In the second meeting, the teacher started by saying greeting to the students and checking the students' attendance to create conducive atmosphere. The teacher gave information to his students that will use PowerPoint again for teaching learning process, but in *different topic*. The topic is "Come to Our Hotel", it keep focused on the descriptive text. (See Appendix 19)

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 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 asks the students 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. The teacher encourages the student to talk and discuss what they have just read.

c. Post Reading

The teacher asks the students 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 students understand of the content of the whole text orally. The teacher gives reading test individually. They did it in 20 minutes.

Before closing the class, the teacher evaluated the teaching and learning process by asking the students about difficulties and responses toward the use of PowerPoint. As a result, the researcher got some information from the student responses. The teacher also could know how far the technique helped the student to comprehend the text. The result of dialogue could be reflection for the next cycle.

c. Observing

Observation was an activity to collect the record and document from any indicators or aspect of interaction that happened in teaching and learning process.

In this stage, the observer monitored the implementation of PowerPoint by using observation checklist and field note. He observed whether the implementation met the criteria of success or not

The instruments were observation checklist and field note form.

Observation checklist and field note was needed to observe the teacher and the students' activities in teaching-learning process and also needed to make the lesson plan for the next cycle.

The result of the observation checklist showed that first cycle was the first time for the students to use the new strategy introduced by the teacher. To begin with, the teacher introduced the topic. Then, the teacher explained about the use of PowerPoint and gave the modeling steps on how the implementation of PowerPoint. The introduction of the strategy ran well after the teacher had given example.

From the observation checklist, it could be seen that the teacher got difficulties to manage the class. Some of them were still confused about how to understanding texts on slides. It made the teacher dominate

the class. He had to be very active and translated each of the instructions in Indonesia. Therefore, the implementation of PowerPoint must be changed in another technique. As a result, the teacher changed it into grouping and pair works in the next cycle. (See appendix 1 and 2).

The observer also monitored the teaching and learning process by making notes. The result was the beginning of the meeting, the teacher also explained the students about the purpose of teaching. Since the mechanism of the strategy was conducted individually, the teacher had prepared the hand out well. Students' responses were good, but they were not active in the class. Several students correctly answered some questions about the topic.

However, there were still some things to be considered more on the next cycle, for example the classroom domination, students' attitude when strategy was implemented in the classroom, student didn't understand with the instructions and the students' problem with the mechanism of strategy. (Appendix 5 and 6)

d. Reflecting

On the last meeting, the researcher did reflection that focus on the teaching-learning process. In this case, the students got some problems. They did not common about PowerPoint. Some of them are still doubt in answer the

questions so that, they did not feel free express their own ideas. It could be identified by the result of observing and the result of the test, in 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 1st cycle, most mistakes were derived from the students' difficulties to understand the instruction. It was just the same with the second test in the 1st 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.

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.

2. Second Cycle

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 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.

Before closing the class, the teacher evaluated the teaching and learning process by asking the students about difficulties and responses toward the use of PowerPoint. As a result, the researcher got some information from the student responses. The teacher also could know how far the technique helped the student to comprehend the text. The result of dialogue could be reflection for the next cycle.

2). The Second Meeting

In the second meeting, the teacher started by saying greeting to the students and checking the students' attendance to create conducive atmosphere. The teacher gave information to his students that will use PowerPoint again for teaching learning process, but in *different topic*. The topic is "*Tobey Maguire*", it keep focused on the descriptive text. (See Appendix 21)

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 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.

Before closing the class, the teacher evaluated the teaching and learning process. Then, she asked the chief of class to distribute the questionnaire given by researcher. The questionnaire will show the students' opinion and it also used to know students about difficulties and responses the use of PowerPoint. The teacher also could know how far the technique helped the student to comprehend the text.

c. Observing

The observer collected the information from the teacher and the students' activities during acting stage by using observation checklist and field note. Second cycle was conducted in two meetings. The first meeting was on January 10, 2011 and the second meeting was on January 13, 2011. In the second cycle, students were no more confused with the mechanism of the strategy although the teacher gave them a new topic. There were no remarkable things to be reflected in this cycle because the activity has been done well. To begin with, the teacher gave motivation to the students and aroused their schemata about the topic though picture and video as a media to gather the students' attention. The result of learning was that students were able to understand slides well and can answer reading test well. (See appendix 3 and 4)

As the result of reflection from the first cycle, the researcher decided to change the technique from the *individual work* into *in pair work and grouping*.

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)

d. Reflecting

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

trough PowerPoint. The indicator of success is 70% got score 70 or higher.

d. The Description of Research Problem

1. The Result of the Observation Checklist

The observation checklist is an instrument completed by an observer to observe the teaching and learning process in the classroom during the implementation of suggested strategy. There are two cycle (each cycle two meeting) observation checklists.

a. First Cycle

First cycle was conducted in two meetings. The first meeting was on January 03, 2011 and the second meeting was on January 06, 2011. First cycle was the first time for the students to use the new strategy introduced by the teacher. To begin with, the teacher introduced the topic. Then, the teacher explained about the use of PowerPoint and gave the modeling steps on how the implementation of PowerPoint. The introduction of the strategy ran well after the teacher had given example.

From the observation checklist, it could be seen that the teacher got difficulties to manage the class. Some of them were still confused about how to understanding texts on slides. It made the teacher dominate the class. He had to be very active and translated each of the instructions

in Indonesia. Therefore, the implementation of PowerPoint must be changed in another technique. As a result, the teacher changed it into grouping and pair works in the next cycle. (See appendix 1 and 2)

b. Second Cycle

Second cycle was conducted in two meetings. The first meeting was on January 10, 2011 and the second meeting was on January 13, 2011. In the second cycle, students were no more confused with the mechanism of the strategy although the teacher gave them a new topic. There were no remarkable things to be reflected in this cycle because the activity has been done well. To begin with, the teacher gave motivation to the students and aroused their schemata about the topic though picture and video as a media to gather the students' attention. The result of learning was that students were able to understand slides well and can answer reading test well. (See appendix 3 and 4)

2. The Result of Field Notes

When the teacher implemented the strategy in the classroom, the observer monitored the teaching and learning activities by making notes on some important to be discussed in the reflection stage. The result of the field notes would be used to add some information that might not be covered by the items in the observation checklist. In the reflection stage, the result of the

field notes was considered for the next cycle of the research. Below is the field note of the first and second cycle.

a. First Cycle

In the beginning of the meeting, teacher also explained the students about the purpose of teaching. Since the mechanism of the strategy was conducted individually, the teacher had prepared the hand out well. Students' responses were good, but they were not active in the class. Several students correctly answered some questions about the topic.

However, there were still some things to be considered more on the next cycle, for example the classroom domination, students' attitude when strategy was implemented in the classroom, student didn't understand with the instructions and the students' problem with the mechanism of strategy. (Appendix 5 and 6)

b. Second Cycle

As the result of reflection from the first cycle, the researcher decided to change the technique from the *individual work* into *in pair work and grouping*.

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)

3. The Result of the Questionnaire

The questionnaire concerns about the development of the classroom activity after the implementation of PowerPoint. This development includes the students, point of view on using PowerPoint in teaching and learning process, the topic of text, the teacher's role, and the advantages of PowerPoint. (Appendix 9 and 10)

The questionnaire consists of 16 questions. The question number I up to 2 concerns about the students' opinion of English lesson especially in reading activity. The question number 3 up to number 6 concerns about the students' opinion of using "Power Point". The question number 7 up to number 10 concerns about the students' opinion of the topic. The question number 11 up to number 14 concerns about the teacher's role. In addition, the question number 15 up to number 16 concerns about the students' opinion of the advantages of "Power Point".

The following is the result of questionnaire in the form of number and percentage.

Table 13: Results of Questionnaire

Number of Question	A	В	С	D	Total
1	7	20	10	-	37
2	7	21	9	-	37
3	6	24	7	-	37
4	9	22	6	-	37
5	6	24	7	-	37
6	10	21	6	-	37
7	6	20	11	-	37
8	4	14	4	15	37
9	10	22	5	-	37
10	9	23	5	-	37
11	7	20	10	-	37
12	7	19	11	-	37
13	8	19	10	-	37
14	8	24	5	-	37
15	15	19	3	-	37
16	11	22	4	-	37

a) The Students' Opinion about Reading in English Lesson

Matters	A	В	C	D
English Lesson	19%	54%	27%	-
Reading activity	19%	56,7%	24,3%	-

b) The Students' Opinion on the Use of PowerPoint

Matters	A	В	C	D
Technique's interest	16,2%	64,9%	18,9%	-
The implementation of technique	24,3%	59,5%	16,2%	-
Technique's level	16,2%	64,8%	19%	-
Technique' function	27%	56,8%	16,2%	-

c) The Students' Opinion about the Topic

Matters	A	В	С	D
Topic's interest	16,2%	54%	29,8%	-
Topic's level	10,8%	37,8%	10,8%	40,5%
Topic's useful	27%	59,4%	13,6%	-
Technique's necessity	24,3%	62,1%	13,6%	-

d) The Students' Opinion about the Teacher's Role

Matters	A	В	C	D
Teacher's explanation on topic	19%	54%	27%	-
Teacher's mastery in material	19%	51,3%	29,7%	-
Teacher's role	21,7%	51,3%	27%	-
Teacher's feedback	21,6%	64,9%	13,5%	-

e) The Students' Opinion About The Advantages of PowerPoint

Matters	A	В	C	D
Technique's role	40,5%	51,3%	14,2%	-
The advantages of technique	29,7%	59,4%	10,9%	-

4. The Student's Scores

In this research, there are four scores from the students. These scores come from the results of the two cycles of the research. The indicator of this research is the students able to comprehend the text by answering the questions and reach the standard minimum score of 70.

The result between first cycle and second cycle are varied, some marks are increasing, and others are decreasing. Generally, most of the student or 33 students have reached the standard score determined by the researcher in criteria of success. (Appendix 11, 12 and 13)

Table 4: The Students' Scores of 1st Cycle

NO	NAME	1 ST Meeting	2 nd Meeting	Mean	Reached Standard Minimum Score
1	A. Rifki Ardiansyah	60	65	62,5	-
2	Abdul Hamid	50	75	62,5	-
3	Angga Apriyanto	70	70	70	٧
4	Abdul Majid	70	70	70	٧
5	Adjeng Kartini P.	65	70	67,5	-
6	Arif Febby Pamungkas	75	85	80	٧
7	Ach. Afifatu Soleh	60	70	65	-
8	Alfano Rahmansyah	70	70	70	٧
9	Andrean Choirul p.	55	60	57,5	-
10	Atika Minkhatul M.	70	65	67,5	-
11	Bayu Aji Prasetyo	60	65	62,5	-
12	Burhan Jamaludin	45	60	52,5	-
13	Cindy Aulia Agustin	55	65	60	-
14	Dewi Yulianti	75	75	75	٧
15	Dodi Setiawan	65	80	72,5	٧

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16	Dedy Kusuma P	70	80	75	٧
17	Dicky choirul lubis	65	70	67,5	-
18	Dicky Prasetyo	45	55	50	-
19	Elen Anggelika	60	65	62,5	-
20	Ervia Nur Jannah	75	80	77,5	٧
21	Erik Ardian Estrada	60	75	67,5	-
22	Febri Sugeng Riyadi	60	60	60	-
23	Fita Sari	70	75	72,5	٧
24	Febriana Putri	75	85	80	٧
25	Herta Intan Titin	60	75	67,5	-
26	Kartika Listyana	65	75	70	٧
27	Nevi Eka Silviana	30	50	40	-
28	Melinda Ayu Kartini	60	70	65	-
29	Mega Revitasari	85	80	82,5	٧
30	Meri Anjarwati	75	65	70	٧
31	M. Zaki Bastomi	55	60	57,5	-
32	Niken Agustina	60	65	62,5	-
33	Ricki Ade Pramono	60	70	70	٧
34	Syifah Nur Arifah	70	70	70	٧
35	Sugeng Hariyanto	60	65	62,5	-
36	Vrista Veronika	70	70	70	٧
37	Wimpi Aulia Ardani	70	70	72,5	٧
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Total Score	2345	2575	2460	
Mean	63,38	69,59	66,49	

Standard Minimum Score = 70

Table 5: The Students' Scores of 2nd Cycle

NO	NAME	1 ST Meeting	2 nd Meeting	Mean	Reached Standard Minimum Score
1	A. Rifki Ardiansyah	70	75	62,5	-
2	Abdul Hamid	65	75	70	٧
3	Angga Apriyanto	70	70	70	٧
4	Abdul Majid	70	80	75	٧
5	Adjeng Kartini P.	65	70	67,5	-
6	Arif Febby Pamungkas	75	85	80	٧
7	Ach. Afifatu Soleh	60	60	60	-
8	Alfano Rahmansyah	70	70	70	٧
9	Andrean Choirul p.	75	80	77,5	٧
10	Atika Minkhatul M.	70	70	70	٧
11	Bayu Aji Prasetyo	70	85	77,5	٧
12	Burhan Jamaludin	75	85	80	٧
13	Cindy Aulia Agustin	70	70	70	٧
14	Dewi Yulianti	75	75	75	٧
15	Dodi Setiawan	70	80	75	٧

16	Dedy Kusuma P	70	85	82,5	٧
17	Dicky choirul lubis	65	65	65	-
18	Dicky Prasetyo	70	70	70	٧
19	Elen Anggelika	65	65	65	-
20	Ervia Nur Jannah	75	95	80	٧
21	Erik Ardian Estrada	75	80	77,5	٧
22	Febri Sugeng Riyadi	60	65	62,5	-
23	Fita Sari	70	75	72,5	٧
24	Febriana Putri	80	100	90	٧
25	Herta Intan Titin	60	75	67,5	-
26	Kartika Listyana	70	75	72,5	٧
27	Nevi Eka Silviana	75	70	72,5	٧
28	Melinda Ayu Kartini	60	70	65	-
29	Mega Revitasari	70	100	85	٧
30	Meri Anjarwati	75	95	85	٧
31	M. Zaki Bastomi	70	70	70	٧
32	Niken Agustina	80	80	80	٧
33	Ricki Ade Pramono	70	70	70	٧
34	Syifah Nur Arifah	70	70	70	٧
35	Sugeng Hariyanto	80	85	82,5	٧
36	Vrista Veronika	70	80	75	٧
37	Wimpi Aulia Ardani	80	85	82,5	٧

Total Score	2595	2850	2722,5	
Mean	70,14	77,02	73,58	

Standard Minimum Score = 70

Table 6: The Students Scores' of The Tests

	Cycle 1		Cycle 2	
	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

e. The Discussion Of The Research Findings

1. The Improvement of Students Reading Ability after the Use of PowerPoint.

Since two cycles were conducted, there were four quizzes presented, because the quizzes were conducted in each meeting (four meeting in two cycles). The quizzes that were done at the end of each cycle were about the problems of the first lesson they just got. The form of the questions was variation depend on the topic.

There is a test in a meeting, each of the tests was consist of 10 items and demand 20 minutes in finishing. In doing the test, the teacher asked students to identify and answer the question individually. To avoid the confusion, the teacher translated the instruction in Indonesian.

To find out whether PowerPoint fitted the students' problem or not, the teacher made the test. (Appendix 22, 23, 24 and 25)

During these four meetings, the teacher made the average of the scores for each meeting. Therefore, their progress could be seen in the total scores for each meeting. It could be seen in diagram 1 and chart 2.

Diagram 1: The Students' Scores of the Tests

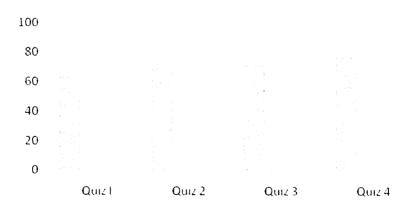


Table 7: The Students Scores' of the Tests

	Cycle 1		Cycle 2	
	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 1st 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 1st 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.

After identifying the students' mistakes in the first cycle, the teacher made some changes toward the technique. In the second cycle, the teacher asked his students to do the test in pair and grouping.

The students looked very serious doing. As a result, the students made fewer mistakes and they could comprehend more to identify the answers of reading test. The progress of the students could be seen from the average score of the second cycle. At the first meeting of the second cycle (test III), it could be seen that the average score was (70,14) and the student who reached the standard minimum score was 70.14% (29 students). At the final meeting (test IV), the students score showed a good result. It could be seen that the average score was (77,02) and the student who reached the standard minimum score was 89,19% (33 students). Moreover, they were almost the students who got better score. These facts indicated the validity of the test, because each test was related to the material. It could be considered that some of students followed the each lesson seriously; therefore they got the good scores on their quizzes. From each cycle, there was some progress on the students' scores. The first test till the fourth test showed the percentage of students who reached under minimum score 40.54%, 62,16%, 78,38% and 89,19% in successions. They indicated significant progress for each cycle.

By considering the percentage of students who reached under minimum scores, the best result was in the last cycle, so that, it was used to 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 second is about the students' responses of using PowerPoint. Based on the result of questionnaire, it could be concluded that the technique applied by the teacher was interesting. Although 18,9% of the students admitted that the technique was not too interesting, 64,8% of the students admitted that the implementation of the strategy was easy to be followed. In addition, most of the students considered that the technique was appropriate and able to help them to explore their idea. This could be seen from the result of questionnaire that 56,8% of the students could get their idea by using this technique.

The third is about the students' responses of the topic. Based on the topic's level in the result of questionnaire, the data showed that 54% of the students admitted that topic was interesting and 40,5% said that the topic was not difficult. It could be concluded that the topic was interesting and easy to understand since the topic presented by teacher.

The fourth is about the students' responses of the teacher's role. Based on the result of questionnaire, the data showed that there were 54% of the students stated that the teacher could briefly explain the lesson. In addition, there were 51,3% of the students considered that the teacher mastered the strategy well. It could be concluded that the teacher's role was really good in the class that the students could comprehend the material well.

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.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter dealt with conclusions and suggestions. Conclusion relates to the results and discussions. Then, suggestions contain some notes that are very important in using *PowerPoint* to teach reading.

A. Conclusions

After doing the whole process in the action research of the teaching and learning English to the eight grade students of Junior High School, the researcher as the teacher made some conclusions.

By considering the result of teaching and learning process observation, the result of the questioner and the percentage of students who reached under minimum scores, the best result was in the last cycle, so that, it was used to 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 second grade students of junior high school, fitted the students' problem in reading comprehension and it showed that the successful of this classroom action research.

Based on the result of the study and answer the research problem, it can be concluded that:

 We could teach reading using PowerPoint by put the text into slides of PowerPoint and used in stages of reading activities. They are describe as follows:

a. Pre-Reading Activity

This activity, the teacher starts teaching by showing the picture, videos trough slides of PowerPoint. Then the teacher asks the students some question related to the topic to invite the students' background knowledge.

b. Whilst-Reading

In this activity, the teacher show the text in slides of Power Point and asked the student to read loudly find the meaning of difficult words, find the main idea and answering some questions.

c. Post-Reading

In this activity, the teacher asks the students to answer the test. Then, reviews the content of text and checks their comprehension. After that the teacher makes conclusion the content of text in slides of PowerPoint.

2. We could see that the PowerPoint enabled the students to make them more active, motivated the students to learn reading. When the power point was

presented in the interesting technique, the activity in classroom run easily and motivated students to learn English more.

3. From the result of tests showed that from each cycle that there was some progress on the students' scores. It could be seen that the average score was (63, 38) (69, 59) (70,14) and (77,02). The student who reached the standard minimum score was 40,54% (15 students), 62,16% (23 students) 70.14% (29 students) and 89,19% (33 students). They indicated significant progress for each cycle. It could be seen that this technique was really fitted the students' problem in reading comprehension. Therefore, it could be concluded that the PowerPoint usage fitted the theory of teaching English reading to the second grade students of Junior High School.

Beside the successful of this classroom action research of PowerPoint for teaching reading, this study also reflect the previous study that PowerPoint also enable for teaching reading for second grade students of junior high school. Using Microsoft PowerPoint 2007 make researcher more creative because easier to use the features and more complete than Microsoft PowerPoint 2003.

B. Suggestions

Based on the results and discussion of the data analysis, there are some suggestions in the use of PowerPoint to teach reading to the second grade students of Junior High School.

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.
- 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

material. Then, the further research can be implemented in different English skill, such as speaking or vocabulary.

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