

## **IMPROVING STUDENTS' READING COMPREHENSION THROUGH THE USE OF POWER POINT IN READING SHORT STORIES**

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**Abstract:** The purpose of this research was to determine whether power point as a learning media used for reading short stories can improve students' reading skills. This research was conducted at SMK Likupang. The sample used in this study was class X students of SMK Likupang consisting of 23 students. The research design used was an experimental design with a quantitative approach, this pre-experimental research was conducted using pre-test, and post-test treatments. The instrument in this study was a test in the form of a questions. 10 questions are multiple choice and 10 another are completion questions. After analyzing the data, it was found that the average value of the post-test of 85.22 with a standard deviation of 6,30 was higher than the average value of the pre-test which was only 57.82 with a standard deviation of 7,54. This means that the post-test results are superior to the pre-test results. So it can be concluded that power point can improve the reading skills of class X students at SMK Likupang.

**Keywords:** *Power point, Reading comprehension, Short story, EFL*

### **INTRODUCTION**

English is now one of the most widely spoken languages in the country of the world, and many countries make English a second language (Liando, et al., 2022). English has been taught in Indonesian educational institutions for decades now. Attachment to English as a subject has been used for years from elementary to advanced levels (Maru, 2009:2). Moreover, english is an international language that is mendatory to know. In learning English well, you need to improve four skills, namely "listening", "speaking", "reading", "writing" while learning English. Communication tools to express ideas and knowledge, reading habits and understanding (Kemendikbud, 2013, Maru, 2014).

Reading plays an important role in human life. This is an activity wherever they are, for example they can read magazines, newspapers and novels at home, at school, on the bus, on the plane, in the park and others. Reading is a very important language skill, especially for students who study English with positive goals. Strevans (1977:64) states that reading is considered a very important skill for the learners because this can provide access to a greater number of better language experiences and provide new experiences as well as a means of continuing their personal education. Smith (1995:23) says that reading is an interaction process where the readers' initial knowledge merges with the message conveyed in writing through text. Through reading, we can increase knowledge and can also gain general knowledge.

According to Smith & Robinson (1980:205) reading comprehension is the activity of understanding, evaluating, utilizing information and ideas that have been obtained through interaction between readers and writers. This shows that the reading process means matching the reader's thoughts and the writer's intentions. In this case, readers not only have to read a story, but also have to be able to understand what they are reading. The author is interested in analyzing a short story. Short stories are a type of literary work in the form of stories or stories about humans and their ins and outs through short writing (Kemendikbud, 2013 in Anne, 2018). Short stories have intrinsic building blocks in the form of: theme (subject matter), plot (plot/dramatic conflict), characterization, character, setting, mandate, and point of view.

In fact, based on the author's experience while doing teaching assistance at SMKS Likupang, many students find it difficult to understand and understand some stories in English, including short stories. This difficulty was seen during the learning process and the results of the mid-semester exam. This difficulty is influenced by various factors including student passivity in reading, students lack motivation in reading stories, most students are less interested in learning to read activities. Get bored quickly when reading a story. Their understanding of short stories in the learning process is far from expectations.

Based on the problems described above, researchers will use media to make it easier for students to understand a text. There are several media that can be

used, one of which is power point, because it is in a power point which is meant by the teacher will give a short story accompanied by an interesting picture so that it can increase students' interest in reading.

Based on this background, the authors decided to conduct research with the title: In an effort to improve participants' reading comprehension through the use of power points in reading short stories at SMKS Likupang.

## **RESEARCH METHOD**

To conduct this research, quantitative research will be carried out using a preexperimental design with one group pre-test and post-test design. Pre-test is a test given to students at the beginning of learning. Meanwhile, the post-test is a test given to students at the end of learning after being given treatment with the aim of determining the increase in student learning outcomes after implementing the correct use of punctuation marks.

Hatch & Farhady (1982), the one group pretest and posttest design is like a one-shot case study. There are 2 test, namely T1 pre-test and T2 posttest. Meanwhile, X is used to indicate the existence of a treatment. The population of this study will be students from SMKS Likupang. Researcher will conduct research on this population because of the problems the researcher has explained in the background above. The sample in this study will be 20 grade X students.

Data will be collected by using a test: namely an initial test given to students' ability to read a short story before learning to use power point is carried out. A posttest will be given with the aim of measuring whether there is an improvement from students when reading short stories using power point. The test questions consist of Ten multiple choice questions and Ten completion questions for which the author given 1 point for each correct answer. The total score if all questions are answered correctly is twenty. Therefore, the author wants to know the increase in student learning outcomes in reading comprehension.

In collecting data researchers use the collection steps:

1. Choose a class (X) to be used as a research sample
2. Make a schedule and learning plan in the learning process based on the curriculum.
3. Students carry out pretest activities before being given treatment.

4. Providing treatment to students by teaching students to use Power point in reading short story, with the following steps:
  - A. The material that will be presented is material that concernstext short stories and will use power point media
  - B. Showing several short stories at the same time starting to build students' interest in reading through the use of power point
5. Give students a post-test.

The data that has been obtained will be analyzed using the formula:

$$\bar{x} = \frac{\Sigma x}{n}$$

Where :

$\bar{x}$  = Student's everage score

$\Sigma x$  = Sums of X

n = Total number of the students

Standard deviation will be calculated using the following formula:

$$S = \sqrt{\frac{\Sigma x^2}{N} - (\bar{x}^2)}$$

Where :

$\bar{x}$  = Mean score of students

$\Sigma x$  = Sums of X

n = Total number of the students

(Moore, 1983:251)

## **FINDINGS AND DISCUSSION**

To answer the researcher's question, the data represents subjects in improving their reading skills using power point in reading short stories. In collecting the data, the writer used twenty, 10 multiple choices and 10 completions test in form preetest. The results of the preetest frequency distribution (X).

**Table 1. Frequency distribution of pre-test (X)**

<b>Scores</b>	<b>Tally</b>	<b>Freq</b>	<b>Freq-%</b>	<b>Cum-Freq</b>	<b>Cum-%</b>
70	II	1	8,7 %	23	100%
65	IIII	5	21,7%	21	91,3%
60	IIII I	6	26,1%	16	69,6%
55	IIII	4	17,4%	10	43,5%
50	III	3	13%	6	26,1%
45	III	3	13%	3	13%

Table 2 shows that the highest score is 70 and the lowest score is 45 Two participants (8.7%) out of the 23 who did the pre-test scored 70, five (21.1%) scored 65, six (26.1%) scored 60, four (17.4%) scored 55, three (13%) scored 50, and three (13%) scored 45.

In finding out the answers to the researcher's previous questions, the data obtained by the research subjects was to improve their reading skills using Power Point in reading short stories. In collecting the data, the writer used twenty items, ten multiple choices and ten completions test in form post-test. The results of the posttest frequency distribution (Y) are presented in table 2 below.

**Table 2: Frequency distribution of post-test (Y)**

<b>Scores</b>	<b>Tally</b>	<b>Freq</b>	<b>Freq-%</b>	<b>Cum-Freq</b>	<b>Cum-%</b>
95	III	3	13%	23	100%
90	IIII II	7	30,4%	20	87%
85	IIII	4	17,4%	13	56,5%
80	IIII I	6	26,1%	9	39%
75	III	3	13%	3	13%

As shown in table 3, the highest and lowest scores were 95 and 75 respectively. Out of the 23 participants who took the post-test, 3 (or 13%) scored 95, 7 (30.4%) scored 90, 4 (17.4%) scored 85, 6 (26.1%) scored 80, 3 (13%) scored 75. To calculate the mean and standard deviation of the two posttest scores, first calculate the sum of the squares of the pre-test and post-test scores as shown in table 3 below.

**Table 3: Sums of pre-test (X) and Post-test (Y) scores**

Description	Amount
$\Sigma N$	23
$\Sigma$ Pre-test (X)	1.330
$\Sigma X^2$	78.200
$\Sigma$ Post-test (Y)	1.960
$\Sigma Y^2$	167.950

The mean of pretest (X)

$$\bar{X} = \frac{\Sigma x}{n}$$

$$\bar{X} = \frac{1130}{23} = 57,82$$

The mean of posttest (Y)

$$\bar{X} = \frac{\Sigma x}{n}$$

$$\bar{X} = \frac{1960}{23} = 85,22$$

Shows that the pre-test average is 57.82 while the post-test is 85.22. The average post-test score is higher when compared to the post-test.

Meanwhile, standard deviation refers to the distribution of scores along a normal curve from the mean which shows the homogeneity of student mastery before and after treatment. In this study standard deviation was calculated using raw scores.

The pre-test standard deviation (X) is:

$$S = \sqrt{\frac{\sum x^2}{N} - (\bar{x})^2}$$
$$S(X) = \sqrt{\frac{78200}{23} - (57,82)^2}$$
$$S(X) = \sqrt{3.400} - 3.343,16$$
$$S(X) = \sqrt{57,84}$$
$$S(X) = 7,54$$

The standard deviation of the post-test (Y) is:

$$S = \sqrt{\frac{\sum x^2}{N} - (\bar{x})^2}$$
$$S(Y) = \sqrt{\frac{167950}{23} - (85,22)^2}$$
$$S(Y) = \sqrt{7.302,18} - 7.262,45$$
$$S(Y) = \sqrt{39,73}$$
$$S(Y) = 6,30$$

After implementing the use of the power point in reading short story to improve students' reading skills, the writer obtain the data of pretest and posttest. The result showed the score of pre-test was lower than post-test. In other words the use of the power point can improve eight grade students' reading skills in reading short story.

The pre-test results obtained by the author show that the average pre-test score is 57.82 and the standard deviation is 7.54 or in the low category, the highest score is seventy (70) achieved by two (2) students, the lowest score is forty five was achieved by three (3) students. When analyzing these pre-test scores, the author found that students' difficulties were caused by many factors, such as lack of vocabulary, lack of grammar knowledge, low interest in reading. it's hard to understand what's next and therefore it is hard for them to get the meaning of the text. Abisamra (2001: 1), "descriptive text is the text picturing the person, place, and thing detail to help the readers visualize an object which is described." So it makes it difficult for readers to understand and understand deeply about the object. This is

also supported by Grellet's theory (1990:3). He stated that "understanding a written text means extracting and requiring information from it as efficiently as possible." In this regard, students must develop ideas and describe all information related to an object (person, thing or place) so that it can help readers get a clear picture. Students' mastery in understanding short stories was taken from the post-test results, the average post-test score was 85.22 and the standard deviation was 6.30. The highest score 95 achieved by three (3) students, and the lowest score is 75 achieved by three students.

The data above shows that several students' scores increased significantly, during the pre-test the students' scores were low because students were unable to express ideas in the teaching and learning process. So, applying punctuation marks to short story material in reading can increase the ability to obtain ideas and students are able to connect information in the text and print the information in their memory.

Based on the research results, it was concluded that there were are still many students who experience difficulties in reading short stories properly and correctly. Moreover, using the correct generic structure, incoherent sentences and other sentences, correct placement of power points and students' lack of vocabulary are one of the factors that cause students to have difficulty reading short stories. So students need to increase their vocabulary and practice writing carefully. true not only at school but also outside school.

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