AN ANALYSIS OF STUDENTS’ SKILL IN READING COMPREHENSION NARRATIVE TEXT THROUGH POWER POINT AT ELEVENTH GRADE OF SMKN 6 PADANG

Diwa Rhaudhatul Firdaus1) Yessy Marzona2), Sherly Franchisca3),
1) Prodi Pendidikan Bahasa Inggris, FKIP Universitas Ekasakti
   Email: diwarhaudhatulfirdaus@gmail.com
2) Prodi Pendidikan Bahasa Inggris, FKIP Universitas Ekasakti
   Email: yessy.marzona@gmail.com
3) Prodi Pendidikan Bahasa Inggris, FKIP Universitas Ekasakti
   Email: sherlyfranchisca.sf@gmail.com

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ABSTRACT
The objective of the research to find out the student’s skill in reading comprehension of narrative text, the student problem in reading comprehension narrative text, and the advantages of narrative text through power point. This research was conducted at SMKN 6 Padang. The academic year 2020/2021. This research used the descriptive research. The population in this research was 55 students second year of SMKN 6 Padang, namely second busana one and second busana two. In taking the sample, the researcher used cluster random sampling technique and second busana one was selected as a sample with a total of 25 students. The instrument for collecting data in this research used is reading test. This study shows that the results of the reading skills test in the average part of reading ability to determine title in reading narrative texts using powerpoint media are 14.52 and can be categorized as standard scores with an achievement percentage of 52% of students. In determining the main idea of a sentence in reading narrative text using powerpoint media has an average of 23.1 and can be categorized as a high score with a percentage of 52% of students. In determining the meaning of a sentence in reading narrative text using powerpoint media has an average of 17.18 and can be categorized as a standard value with a percentage of 36% of students. The final mean score of all 3 components of reading in English is 54.7 and is categorized as C or Enough. Based on the explanation above, the researcher can conclude that the students' ability to read narrative texts in English using power point media is at the moderate.

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INTRODUCTION

The worldwide demands English and it creates an enormous demand for quality of language teaching materials and resources. Being an international language, English is spoken in the most international event and it is used as the medium of the information on science, technology, and culture. Realizing the importance of English language, Indonesian government considers that English is one of the compulsory subjects to teach since Elementary School level in Indonesia.

Reading is one of the activities that must be aplicated by all students in their daily life to enrich their horizon. In this globalization era, the students have to read more English book and have more ability in comprehending the English text.

Microsoft Office Power Point is a computer program for presentations developed by Microsoft, in addition to Microsoft Word and Excel which are well known to many people. The power point program is one of the software specifically designed to be able to display attractive multimedia programs, easy to manufacture, easy to use and relatively inexpensive, because it does not require raw materials other than tools for data storage. With this program, users can display various texts, images and videos.

In the pre-observation researcher at SMKN 6 Padang found several problems; First, most of the students read English narrative text without understanding the main idea of the narrative text. Second, students have difficulty determining the title of a narrative text. Third, students have difficulty in finding the meaning of the sentences (moral messages) contained in the narrative text. This concern will be the main focused in this research.

RESEARCH METHOD

Research Design

The design of this research is Descriptive Research. According to Gay (2009: 217), descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study.

In this research, the researcher will describe and analyze the ability of the second year students SMKN 6 Padang in Reading narrative text through power point media. This research will identify the mistakes often made by the students and their literacy by analyzing the result of the test later.

Population and Sample

The population of the research was the eleventh grade students at SMKN 6 Padang because the researcher wants to know the students’ ability and problem in reading ability, the total population was 55 students.

In this research, the researcher use cluster random sampling. The researcher use two class that already named (BU 1, and BU 2). Then, researcher shake and choose one of two class. After that, BU 1 selected as the sampling of this research.
Instrumentation

The instrument of this research was a reading comprehension test. The researcher give 60 minutes for the students to do the test. In this test the researcher chose to test the sample using multiple choice. The multiple choice questions consisted of 20 items.

Technique of Collecting Data

In collecting data, the researcher will do some steps bellow; First, researcher prepare Power Point media. Second, researcher provide an explanation, structure, and examples of narrative text through Power Point media. Thirth, the researcher give reading test narrative text to the students. Fourth, the researcher asked the students to determine are tittle, find the main idea, and find moral messages contained in the narrative text. After that, the researcher collect the test and check it one by one.

FINDING AND DISCUSSION

Finding

The findings obtained by the researcher are in accordance with the objectives and research questions, it has been found that;

1. It has been found that students have an interest in reading after using media power in English lessons and it increases students' understanding in learning English.
2. Learning English using power point media can improve students' understanding of each vocabulary in each sentence, and this helps students' understanding when reading sentences in English.
3. After students know the advantages of learning English using power point media, it turns out to be very good, it fosters student interest and enthusiasm to better understand English.

In this part, the researcher presented the result of the research on students’ skill in reading comprehension narrative text through power point at SMKN 6 Padang. Based on the previous purpose, the researcher showed the findings of the research as follow:

A. Students' skills in determining the Tittle of a Narrative Text.

In terms of determining the tittle of a narrative text, the highest score for this component is 22 and the lowest is 5,5 (see Appendix 3). It also shows the mean is 14,52 (see Appendix 4). The results of the data showed that 6 students had very high abilities in determining the tittle of a narrative text (24%), 5 students had high abilities (20%), 13 students had moderate abilities (52%) and 1 student had low abilities (4 %) and 0 students with very low ability. It can be seen from the graph below:
The chart above show the percentage of the students reading ability to determining the title was moderate.

B. Students' skills in find the main idea of a Narrative Text

In terms of finding the main ideas of students reading narrative texts, the researcher found that the highest score was 33 and the lowest was 5,5 (see Appendix 6). Data analysis also showed the mean was 23,1 (see Appendix 7). The results of data analysis showed that there were 3 students who had very high abilities in finding the main idea (12%), 13 students who had high abilities (52%), 3 students who had moderate abilities (12%). 2 students have low ability (8%), and 4 students have very low ability (16%). The chart below shows the percentage of student fluency.

The chart above show the percentage of the students reading ability to finding the main ideas was high.

C. Students' skills in find meaning of the sentences of a Narrative Text

In searching for find the meaning of sentences in Narrative Text, the results of data analysis showed that the highest score was 28 and the lowest was 4,1 (see Appendix 8).
Appendix 9). Data analysis also showed the mean was 17.18 (see Appendix 10). Data analysis also showed that 4 students had very high abilities (16%), 6 students had high abilities (24%), 9 students had moderate abilities (36%), 2 students had low abilities (8), and 4 students had low abilities. very low (16%). It can be seen from the graph below:

**Chart 3**

Student's reading skill in find meaning of the sentences of a narrative text.

The chart above show the percentage of the students reading ability to find the meaning of sentences was moderate.

**Discussion**

According to the findings that the researcher found, the students' skills in reading one of the narrative texts from each element were high. This is indicated by scientific facts that 6 out of 25 students have very high abilities (24%), 13 out of 25 students have high abilities (20%), 5 out of 25 students have moderate abilities (20%), 1 out of 25 students have low ability (4%). From the reading test they experienced difficulty in every element of reading.

First, for the element of determining the title of a narrative text, students have abilities above moderate because 52% of students are classified as capable of above average (Appendix 5). In this case, some students find it difficult to determine the correct topic in a zoom meeting on exam day, such as Marselina's student who puts an interest in pictures and writing so that she decides on her own title quickly without thoroughly reading and understanding the narrative text.

Second, in determining the main idea of a narrative text, students have high ability because 52% of students are in high ability (Appendix 8). Some of the students spoke very slowly and hesitated to pronounce words and stuttered as if they were afraid to read the text and some of them read hesitantly while saying "uhhm" and "eengg" too much so that their speech was not clear even repeated the words they said.

Last in the aspect of finding the meaning of sentences, students have moderate abilities because 58% of students are classified as moderate abilities (see Appendix 11). Some students only understand simple sentences and do not understand more about the contents of the narrative text. Some of them guessed more answers to questions by looking
at the pictures provided to support a narrative text.

The average value of the three reading components is B (Good). Based on this explanation, it can be concluded that the student's skill in reading narrative text through power point at eleven grade SMKN 6 Padang is B (Good).

CONCLUSION

Conclusion

1. Analysis of students' reading ability in reading narrative texts using power point in class eleventh SMKN 6 Padang is good. The researcher concluded that the ability to read narrative text using PowerPoint in class eleventh at SMKN 6 Padang was good, and the average score of 25 class This means that class eleventh students at SMKN 6 Padang are already good at English language skills, especially in reading narrative text.

2. The biggest difficulties students face in speaking classes are grammar and understanding the language itself. Students are still not able to use grammar and understand the meaning of language correctly so that when reading sentences in narrative texts, the sentences are not appropriate and the purpose of reading is not understood. In this case, class eleventh students at SMKN 6 Padang need to improve their grammar so that the meaning can be understood well and is rich in appropriate sentences.

3. Based on the research results, the researcher concluded that students' skills in reading and understanding narrative texts increased with the support of Power Point media: "Students' ability to read narrative texts to find story topics is moderate (52%). Students' ability to determine the main idea in reading narrative text is relatively high (52%). "Students' ability to understand the meaning and moral message in narrative text sentences is classified as moderate (36%)."

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