

CHAPTER I

INTRODUCTION

A. Research Background

Reading is one of the most important language skill taught in the English learning process in addition to listening, writing, and speaking. In Indonesia, English has become mandatory to be taught from the elementary school to the university level. This is officially stated in several documents issued by the government, especially those related to education. Reading skill is one of the most important language skills so reading skills must be mastered by students. Reading is a cognitive gateway that plays an important role in our whole life, especially in modern times now (Surya, 2015: 182).

There are four main skills that are taught to students, namely listening, speaking, reading and writing. It can be assumed that four aspects should be master by students in learning English. According to Scrivener (2005: 20) listening and reading are called receptive skills the reader or listener receives information but does not produce it. In the other hand, Reading and writing are the productive skills. From those skills, reading is one of the english skills that has an important side to english learners. Reading is a set of skills that involves making sense and deriving meaning from the printed word (Nunan, 2008: 69). Therefore, if the students can read and comprehend the text, teaching and learning process will run effectively and successfully.

Furthermore, reading skill is cognitive abilities that a person has to be able to use when interacting with written texts because reading skill is the most important basic tool in learning and everyday life. But in reality, students still have difficulty analyzing the reading and getting information from these reading. This can be seen from the low student learning outcomes on reading material in English learning at the time of learning evaluation.

Based on the syllabus indicators, the purpose of reading skill in learning objectives, students are required to be able to find the main idea of a text to find information in the text. and they should be able to identify the general

structure of the text. However, most of them, especially students at SMPN 03 Sungai Kakap, face difficulties in reading due to lack of vocabulary and lack of confidence in reading texts. That's why students can't understand the text. Students also have difficulty finding the main idea and some information in the text.

Based on the pre-observations and teaching practices that have been carried out by researcher at SMPN 03 Sungai Kakap, the researcher found several problems faced by class VII students in reading. First, students have difficulty identifying the main idea, specific information, reference, and inference text. Second, students lack vocabulary. It is proven when the teacher asks them to translate the sentence, they ask their friends or stay silent. They only understand some vocabulary from the text and it makes students lazy to read a text. Third, when the teacher asked the students about what lessons they had learned from the text, they did not answer it well. As a result, students feel bored and uninterested in taking lessons and when students face a test given by the teacher at the end of the lesson, students find it difficult to answer the questions given because students cannot find the answers. the answer is in the text.

Considering the problems found in SMPN 03 Sungai Kakap, the researcher applied teaching techniques using powerpoint to solve these problems. Powerpoint media is an effective and efficient media in learning to read. Ahmadi (2018) that teachers should encourage students to find the right activities through the use of computer technology to: succeed in learning languages and the use of powerpoint provides many advantages for students and teachers based on Dewantara's research (2018). Thus, Amalia (2013: 5) argues that to make good learning media as educational products, it is necessary to include procedures for developing learning media. These procedures are planned for the type of learning media, and prepare all the important equipment that will be used, make the learning media neat and complete, and test the effectiveness of the learning media by actually using them in the classroom. Audiovisual media is a set of tools that have or can

function to project moving images and sounds (Sanaky, 2013: 119). Audiovisual media can be seen and heard (Anitah, 2012:45). Through this media, a person can not only see or hear, but can see and hear something visualized. Based on this statement, it can be said that using powerpoint can have an influence on students' reading abilities.

The improvement of reading ability using powerpoint has been proven by Bakri (2019) in his research, with the title Student's Perception About the Use of Powerpoint Applications in English Learning Activities. Meanwhile, a similar study was also conducted by Hikmat (2020). The two researchers showed that students who learned to read English using powerpoint showed that there was an increase in students' reading learning outcomes using multimedia powerpoint presentations.

Therefore, from the description above, the researcher is interested in further research and wants to know the improvement of students' reading skills by using powerpoint to conduct research in the form of Classroom Action Research to class VII students of SMP Negeri 03 Sungai Kakap. This research is entitled "Improving Students' Reading Skill Through Powerpoint".

B. Research Question

Based on the research background above, the research question in this research is “How can Powerpoint improve students' reading skill to the seventh grade of SMP Negeri 03 Sungai Kakap in the academic year of 2021/2022 ?”

C. Research Purpose

Based on the research question above, the purpose of this research is to know how powerpoint can improve students' reading skill to the seventh grade of SMP Negeri 03 Sungai Kakap in the academic year of 2021/2022.

D. Significance of the Research

1. Practical Significance

a. For the students

This research used to be useful for students to help them to be active again in reading and motivate them to read as often as possible.

b. For the teacher

This research can be useful for teachers to be more creative in teaching and attract students to be more interested in learning English and improve students' reading skills.

c. For the researcher

The researcher hopes that through this research other researchers used to get references to complement the existing deficiencies in this study.

2. Theoretical Significances

This research is useful for developing students' reading skills using powerpoint media for a more interesting and useful learning process.

E. Scope of Research

1. Research Variable

Variables are everything that used to be the object of the research observation. Research variables are anything in the form of whatever is determined by the researcher to be studied so that information is obtained about it, then conclusions are drawn. The variable in this study is a single variable (Sugiyono, 2015:95).

2. Terminology

The researcher provides the following explanations which are used in this research. The terms are below:

- a. Reading skill is a person's ability to understand language and read written texts. A person is said to have reading skills if the person concerned can interpret the meaning and forms of written language in the form of words, sentences, and paragraphs he reads.

- b. Powerpoint Media is everything that be used to convey messages or information in the teaching and learning process so that it can stimulate students' attention and interest in learning. Learning using powerpoint media is designed for interactive learning, where the powerpoint presentation media is designed and equipped with a controller that can be operated by the user so that users can choose what they want for instructions for use, materials, and questions practice.
- c. Classroom Action Research is research that applied in the classroom to find the solution of the problem faced by the teacher in teaching by using certain strategy in teaching learning process.
- d. SMP Negeri 03 Sungai Kakap is school located on Jalan Raya Pelita III, Punggur Kecil Kec. Sungai Kakap, Kab. Kuburaya.