

# PROSIDING

SEMINAR NASIONAL  
PENDIDIKAN FISIKA  
DAN BAHASA INGGRIS  
2014

***CARA PRAKTIS DAN INOVATIF  
DALAM PEMBELAJARAN FISIKA  
DAN BAHASA INGGRIS***

Surabaya, 17 Mei 2014



Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Katolik Widya Mandala Surabaya  
Jl. Kalijudan 37, Surabaya 60114

Judul Buku

**Prosiding Seminar Nasional Pendidikan Fisika dan Bahasa Inggris: Cara Praktis dan Inovatif dalam Pembelajaran Fisika dan Bahasa Inggris.**

Redaksi

Ketua Prof. Dr. A. Ngadiman

Anggota

1. Prof. Dr. Veronica L. Diptoadi.
2. Prof. Drs. Soegimin W. W.
2. Y.G. Harto Pramono, Ph.D.
3. J.V. Djoko Wirjawan, Ph.D.
4. M.N. Siti Mina Tamah, Ph.D.
5. Dr. Ruruh Mindari
6. Dr. B. Budiono
7. Drs. I Nyoman Arcana, M. Si.

Cetakan Pertama

Mei 2014

Penerbit

Widya Mandala Press

Gedung Agustinus Lantai 4

Jl. Dinoyo 42-44 Surabaya

e-mail: [perpus@mail.wima.ac.id](mailto:perpus@mail.wima.ac.id)

Copyright Hak Cipta Widya Mandala Press

Dilindungi oleh Undang-Undang, dilarang mengutip atau memperbanyak sebagian atau seluruh isi buku ini tanpa izin tertulis dari penerbit.

ISBN 978-602-96839-5-0



## THE USE OF POWERPOINT IN READING TO IMPROVE THE STUDENT'S CONFIDENCE AND VOCABULARY

by

Afriyola Petymia  
SMP Katolik St. Stanislaus  
Jl. Residen Sudirman 5, Surabaya  
[afri\\_yola@yahoo.com](mailto:afri_yola@yahoo.com)

**Abstract.** *Sapindus rarak DC, well known as the Lerak plant, is one of the native plants of Indonesia. SMPK Stanislaus is a green school that uses Klerak as its icon. Learning about this plant has been integrated into some subjects including English. To improve vocabulary increases the student's ability to communicate in English. 7th grade students got their basic vocabulary knowledge in elementary, so the reading skill can be used as a technique for further improvement. The purpose of this paper is to show what the writer had done in classroom with the students by reading about the Lerak plant as the topic. SMPK Stanislaus is one of the green schools in Surabaya that attracts many other schools and institutions to come to us to learn about the green lifestyle and environment, so the teachers must be able to prepare the students so they can communicate about the activities and programs at a green school. This process can be done in the classroom. The common way to improve reading skills is for the teacher, using Power point as the media, to ask each student to come to the front of the class and read a paragraph. Hopefully this will improve the student's vocabulary and their confidence to use English.*

**Key word:** *Powerpoint, reading skill, vocabulary, 7th grade students, Klerak, native plant*

### BACKGROUND OF THE PROBLEM

As an English teacher, the writer has to teach four skills to the students. She found some difficulties when teaching reading, such as students not paying attention when friends are reading the passage and it is hard to ask them to raise their voices while reading. Those were some reasons why the writer had an idea to use Power point, as the media, in reading. With reading, the teachers can get many advantages at the same time that students learn to read the language by studying its vocabulary, grammar, and sentence structure <sup>[1]</sup>.

SMPK Stanislaus is one of the green schools in Surabaya that attract many other schools and institutions to come to us and learn about the green lifestyle and environment, so the teachers must be able to prepare the students so they can communicate about the activities and programs at a green school. This process can be done in the classroom. When the writer used Power point for reading, she found that some students were able to read aloud and feel confident to come to the front of the class and read the paragraph. So the teacher can ask him or her to do a presentation when we have guests to come

to our school and learn about a green school. This is related to the goal of reading. Reading everyday materials is one way communicative competence is developed <sup>[2]</sup>.

Of course there are many materials that the teachers can use to teach reading. As we know that sufficient practice in reading will achieve fluency with different kinds of texts <sup>[3]</sup>. The writer chose this topic, Lerak Plant, to improve the student's confidence and vocabulary because she wanted to introduce Lerak as a native plant of Indonesia. We have to be proud to be Indonesian, as we know that our country has many natural resources. And our students, the young generation, must love and know about that.

One thing that a teacher must have is creativity. Using Powerpoint as the media in reading can make us become more creative in the classroom. We can get many advantages as it is an effective pedagogical tool. It is an easy program for both teachers and students to learn. PowerPoint presentations can be used in the classroom for initial teaching, for student projects, for practice and drilling, for games, for reviews, and for tests <sup>[4]</sup>.

As part of this paper the writer had done a literature review, which is a survey of important articles, books and other sources pertaining to a research topic. Now, for the second main section of the paper, the writer needs to write a summary of the theories related to her topic. It will also give readers the necessary background to understand this paper.

### **How to Teach Reading**

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent "higher" forms of culture.

This approach assumes that students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it. In this approach, lower level learners read only sentences and paragraphs generated by textbook writers and instructors. The reading of authentic materials is limited to the works of great authors and reserved for upper level students who have developed the language skills needed to read them.

The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction. When the goal of instruction is communicative competence, everyday materials such as train schedules, newspaper articles, and travel and tourism Web sites become appropriate classroom materials, because reading them is one way communicative competence is developed. Instruction in reading and reading practice thus become essential parts of language teaching at every level.

### **Reading Purpose and Reading Comprehension**

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose(s) for reading guide the reader's selection of texts.

The purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens.

Reading research shows that good readers

- Read extensively
- Integrate information in the text with existing knowledge
- Have a flexible reading style, depending on what they are reading
- Are motivated
- Rely on different skills interacting: perceptual processing, phonemic processing, recall
- Read for a purpose; reading serves a function



Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

Reader knowledge, skills, and strategies include

- Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences
- Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another
- Sociolinguistic competence: knowledge about different types of texts and their usual structure and content
- Strategic competence: the ability to use top-down strategies, as well as knowledge of the language (a bottom-up strategy)

The purpose(s) for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose <sup>[5]</sup>.

### **The Advantages of PowerPoint in Teaching**

Microsoft PowerPoint is a type of presentation software developed by Microsoft. It allows one to show colored

text and images with simple animation and sound. Microsoft PowerPoint runs on Windows and Mac operating systems. It is widely used by business people, educators, students, and trainers, and is among the most prevalent forms of persuasion technology. PowerPoint is an effective pedagogical tool in the classroom. PowerPoint presentations can be used in the classroom for initial teaching, for student projects, for practice and drilling, for games, for reviews, and for tests. PowerPoint is an easy program for both teachers and students to learn. The program comes with a complete tutorial, which can be accessed by clicking on the "help" portion of the tool bar.

According to Holistic Education Earth Team <sup>[6]</sup>, there are several benefits of using PowerPoint both for the students and the teachers.

### **Benefits for students**

- This format is attractive to students, and it appeals to students' diverse learning styles, such as visual, auditory, kinesthetic, and creative by employing multimedia methods, such as sounds, images, color, action, design, and so on.
- PowerPoint assists collaborative learning in group projects by involving every student in the learning and teaching processes. It empowers students to be in charge of their own learning, and offers them opportunities to demonstrate their work.
- It has a spell-check function, which blackboards do not have.
- Students who are absent from class can go through the content by watching PowerPoint presentations, allowing them to learn at home and not fall behind. Sounds and motions can help them

to understand the important points in a lesson.

### Benefits for teachers

- Teachers can use PowerPoint presentations to enhance the effectiveness of classroom instruction in many ways and in every subject area.
- The greatest advantage of using PowerPoint in the classroom is that teachers can modify lessons and use them over and over again. Therefore, teachers save time on handing out instructional material, writing on blackboard, repeated speech and so on.
- PowerPoint can enrich the information in a lesson, and make the presentation more organized and flexible.
- Main points can be emphasized by using graphics, animation and sound.
- PowerPoint can be used for content review.

### THE IMPLEMENTATION

As any good teacher knows, all students do not learn in the same way. In addition, it is common for a class of students to be at a variety of levels in any particular subject. Teachers need to use different teaching methods in order to reach all students effectively. A variety of teaching strategies, a knowledge of student levels, and an implementation of which strategies are best for particular students can help teachers to know which teaching methods will be most effective for their class.

To enumerate all the types of teaching methods would be to create a long list of methods. However, in this paper, the writer will discuss the main types of teaching methods used widely as well as in other countries. Lecturing – As part of the traditional method of teaching students, a classroom lecture has always

been the top choice among teachers worldwide. Although technology has made possible numerous alternatives to teaching students, a personal interaction with the students in a classroom setting still holds an important aspect in student learning. Several types of visual aids that the teacher uses to convey information effectively often accompany a typical lecture<sup>[7]</sup>. This is what the writer had done in the classroom with her students. The teacher had prepared a reading passage about Lerak Plant in PowerPoint. In the classroom, she asked a student to come to the front and read a paragraph. While the student was reading, the teacher could observe whether the class focused on the reading text. Next, the teacher showed the slide with the picture of Lerak tree and asked the students to recognize each part of the tree and remember some words. Then the students could make their own sentences by using the vocabulary of Lerak Plant.

Theory says that good readers are motivated<sup>[8]</sup>. The writer agrees with that statement. She found that some students felt confident while he or she was reading the paragraphs in Powerpoint in front of the class. They could raise their voices and read aloud. Even only some could read better, but it is a process in classroom. Using Powerpoint as a media makes the teacher become more creative to introduce new words, that she can add pictures in it. Of course, it takes time for the teacher to prepare the slides. If the teachers want to improve their students, we can use many sources, ideas, materials, etc. Good visuals used in the right way can help the students stay attentive and retain information. By using *visual* stimuli we are more likely to maintain student attention and encourage active participation. Hopefully the students can maintain the vocabulary longer.

After the lesson, the teacher gave a questionnaire to the students to get their feedback. See the appendix.

Based on its result, the writer concluded that 7<sup>th</sup> grade students like reading better than other skills (speaking, writing, listening) and they feel that reading is not difficult. That is why the teacher must bring good material to the classroom to attract the students during the lesson. And also the writer found that PowerPoint for reading is an effective media in the classroom and that the students could raise their voices and they felt confident to come to the front and read a paragraph. It is a good way for the teachers to become more creative by using PowerPoint, such as adding pictures to teach new words to the students so they can maintain the words longer. If we want to improve our students, we can combine technology with many ideas and sources for the activity.

## CONCLUSION

The use of Powerpoint for reading could improve the student's confidence and vocabulary which the writer found in her classroom. There are some students who able to read aloud and feel confident in front of the classroom. So the teachers can ask he or she to do a presentation about our green school while we have guests come to our school. And also the English teachers can use Powerpoint to show new words with pictures, so the students can maintain the words longer. The teachers can create whole Ppt presentations on 1000s of subjects. This is a good way to learn, the writer can see great possibilities using Powerpoint.

## REFERENCE

- [1] NCLRC. 2003, 2004. *Teaching Reading*, <http://www.nclrc.org/essentials/reading/reindex.htm> (accessed on 24 April 2014)
- [2] NCLRC. 2003, 2004. *Teaching Reading*, <http://www.nclrc.org/essentials/reading/reindex.htm> (accessed on 24 April 2014)
- [3] **National Inquiry into the Teaching of Literacy.** 2005. *Teaching Reading*. Australian Government: Department of Education, Science and Training
- [4] Holistic Education Earth Team. 2008. *Teaching With Technology*, <http://earthholisticeducation.webs.com/powerpoint.htm> (accessed on 24 April 2014)
- [5] NCLRC. 2003, 2004. *Teaching Reading*, <http://www.nclrc.org/essentials/reading/reindex.htm> (accessed on 24 April 2014)
- [6] Holistic Education Earth Team. 2008. *Teaching With Technology*, <http://earthholisticeducation.webs.com/powerpoint.htm> (accessed on 24 April 2014)
- [7] Arzel Online. 2013. *Types of Teaching Methods*, <http://arzelonline.wordpress.com/2012/06/25/types-of-teaching-methods/> (accessed on 26 April 2014)
- [8] NCLRC. 2003, 2004. *Teaching Reading*, <http://www.nclrc.org/essentials/reading/reindex.htm> (accessed on 24 April 2014)

The Questionnaire on the Use of PowerPoint for Reading in 7<sup>th</sup> Grade Students.

**QUESTIONNAIRE ON THE USE OF POWERPOINT FOR READING IN 7th GRADE**

Choose the answer that is most appropriate to you. Circle your choice.

NO	STATEMENTS	AGREE	FAIRLY AGREE	FAIRLY DISAGREE	DISAGREE
1	I like reading better than the other skills (speaking, writing, listening)	57%	20%	0%	23%
2	I feel that reading is more difficult than other skills (speaking, writing, listening)	20%	7%	20%	53%
3	I like reading on PowerPoint better than a textbook	43%	17%	7%	33%
4	I like reading in front of the class better than sitting down on my seat	70%	3%	24%	3%
5	I can read aloud with Powerpoint	40%	7%	20%	33%
6	The use of Powerpoint for reading makes me feel confident	40%	23%	7%	30%
7	I pay attention to my friend when he is reading on Powerpoint	70%	23%	0%	7%
8	I learn new words better with pictures	53%	17%	0%	30%
9	I memorize new words better with pictures	66%	17%	0%	17%
10	I like when the teacher uses media for teaching such as Powerpoint, pictures	34%	63%	0%	3%