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The Use of Slide Show PowerPoint to Increase Students' Reading Comprehension Using Narrative Text at Grade V of SDN Pertiwi 070 Sungai Penuh, Academic Year 2025/2026

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ABSTRACT
This research was a classroom action research, it was done at grade 5th of SD N Pertiwi 070 Sungai Penuh academic year 2025/2026. The aim of the research was to know whether the use power point slide show to improve the students' reading comprehension by using narrative text, and to know the factors improved the student' reading comprehension. This classroom action research was conducted in two cycles, each cycle consisted four steps namely planning, action, observation and reflection or evaluation. There were three meetings did in each cycle so there were six meetings during the research. Based on the result of two cycles done in this research, it was found some improvements during the teaching and learning process. There were some improvements they were: the students' reading comprehension. It was proved by the students' reading score from each cycle, there were some improvements in cycle one and cycle two. In cycle one the mean score was 54. 54% and it was increased 19.77%. The mean score of cycle two was 74. 31%. The improvements were also influenced by several factors that were classroom activity, classroom management, media and teaching way. Based on the findings and discussion, it could be concluded that the use power point slide show could improve the students' reading comprehension by using narrative text at grade 5th of SD N Pertiwi 070 Sungai Penuh academic year 2025/2026.

Keywords: Power Point, Slide Show, Reading Comprehension, Narrative

INTRODUCTION
Reading is also something crucial and indispensable for the students because the success of their study depended on the greater part of their ability to read. If their reading skill still poor they are very likely to fail in their study or at least they would have difficulty in making progress. On the other hand, if they had a good ability in reading, they would have a better chance to succeed in their study.

The reason for teaching reading to the students are because it belongs to the basic language skills in Indonesian language, just as important as speaking, listening, and writing. Besides, reading is closely related with other subjects. Most of the materials given by the teacher are presented in written form, for example in handbook, handout, etc. It means that to understand the materials, the students must have the ability to look at and get the meaning of written text, that is called reading skill. Because of that, reading is very important to be taught to the students.

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According to the researcher's observation, the students had difficulties in reading were caused by some factor that come from the students. Most of the students admitted that they often felt bored when they had to read a text, especially a long and uninteresting topic text. In the class, some students were sometime seemed to lean over their head on the table and talk each other. They just pay attention to the teacher when they did exercises but if the time given to do it was too long, they began to be noisy again. Related to the problems, the researcher challenged to conduct the researcher to find the answer to these phenomena.

Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. People have their own purposes why they read. It is also more than recognizing words within a sentence; it includes whole ability of thinking process to evaluate the information. The following are some definitions of reading proposed by some experts:

Clay's in Westwood (2004) defined that reading as a message-getting, problem-solving activity which increases in power and flexibility the more it is practiced. Her definition stated that within the directional constraints of the printer's code, language and visual perception responses are purposefully directed by the reader in some integrated way to the problem of extracting meaning from cues in a text, in sequence, so that the reader brings a maximum of understanding to the author's message. Richard, et al (2002) defined reading is perceiving a written text in order to understand its contents. It means that reading is a process how to get information from the text.

PowerPoint is similar to a word processor, except that it's geared toward creating presentations rather than documents. PowerPoint presentations consist of one or more slides. Each slide can contain text, graphics, and other information. You can easily rearrange the slides in a PowerPoint presentation, delete slides that you don't need, add new slides, or modify the contents of existing slides.

Furthermore, according Ontario (2005), Narrative is a text that tells a story that use usually imaginary but may be based on fact. Jahn(2005) says'' narrative is a form of communication which presents a sequenced by. Narrative can also be written to teach or inform, to change attitudes/social options, soap operas and television dramas that are used to raise topical issues, Widyaningsih (2006:8). From the definition above, it could be concluded that narrative text is a story tells us about something interesting by using series of events.

Moreover, according to Soeprapto and Darwis, (2007) The purpose of Narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; narrative deal with problematic event which lead to crisis or turning point of some kind, which in turning point of some kind, which in turn finds a resolutions. In other word, Widyaningsih(2006) adds that the basic purpose of narrative is to entertain, to amuse the readers to deal which actual/ imaginative experiences.

METHODS

The design of this research is classroom action research. According to Iskandar (2009) states that classroom action research (CAR) is a part of action research that doing by teacher and lecture in the class (school and university) purpose to increase and improve quality and quantity learning process in the class.

Moreover Gay, et el (2000) explains that there are some purpose of class action research, they were, 1) to find the problems and to correct them. 2) the research's intention is to change situation. So that, it is similar to this his or her valve preference, 3) to effect the teacher' actions, activities, beliefs, and effect; action research is directed toward both understanding and improving practice, and 4) to learn and improve their own teaching activities, in other word, actions research aims to finds students problems, develop the students' outcomes by changing classroom learning and teaching process into a better

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situation. Based on the description above, it could be concluded than actions research is a kind of research which is considered as a process in solving teacher's problems.

The instrument of this research is reading comprehension test. It is in the form of multiple choice tests. The test must be valid. The validity of the test was ensured through the way of constructing it. The constructing of the test based on the indicator of reading comprehension on narrative text in reading class.

Observation checklist was used to get to know about the process of teaching and learning in using power point slide show technique. It also aimed to observe the problems faced by the students in learning by using power point slide show. In the process, she was assisted by another teacher as collaborator to do the observation to get the data. Researcher prepare observation sheet that was used to record and collect the real information during conducting the research. This observation sheets were made by the researcher. So the collaborator observed the teacher and students' activities during the research.

In this research, the researcher used field notes to get the data in the field during teaching learning process. Field Notes were obviously of prime importance in qualitative research studies of most kinds. Thus, it was important to understand the complexity descriptive field notes. Gay (2000) stated that field notes were the observer record of what has seen, heard, experienced, and thought about during an observation session.

To collect the data in this research, the researcher used observation and interview test. By using the observation, the researcher will know how far are the students' interest and motivation in teaching and learning process, and by using written test, the researcher knew how far is the students' reading ability in reading improvement. Researcher observed students' reading activity in the classroom. Interview is to get information. The researcher interviews the teacher to get information about the students' reading comprehension and the researcher also interviews the students as respondent to know their response to the teaching reading by using authentic material.

RESULT

In this classroom action research, it was conducted two cycles. The researcher as a teacher implemented power point slide show to improve the students' reading comprehension by using narrative text. The researcher used power point to in teaching and learning process to improve the students' reading comprehension. Based on the data from the teaching implementation, it was found that the interval score of cycle one:

Grade	Score Interval	Criteria	F	%
A	90-100	Excellent	2	9. 09 %
B	75-89	Good	4	18. 18%
C	65-74	Fairy Good	6	27. 27 %
D	55-64	Fair	8	36. 36%
E	05-54	Poor	2	9. 09 %%
Total			22	100%

From the result of the test in cycle one, it can be seen that there were two students got A, four students got B, 4 students got C, eight students got D and two students got E. Then the result of the test in cycle 1 calculated to see the percentage of the result of the test in cycle 1. There were 9. 09 % students got excellent, 18. 18 % students reached good, 27. 27 % students got fairy good, there were 36. 36 % students got fair and 9. 09% of them got poor.

From the result of the student score in cycle one, there were not any improvements from the test in cycle one. The students still got the problems to understand the narrative text and understand the text. Therefore, it was conducted the next cycle to improve the students'

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reading by using narrative text. Then, from the observation and fieldnotes, it showed that there were not many improvements in cycle one so the researcher prepared the reflection for the next cycle, that was cycle two.

The result of the test could be seen in the table of the interval score of cycle two could be seen as follows:

Grade	Score Interval	Criteria	F	%
A	90-100	Excellent	6	27. 27%
B	75-89	Good	11	50 %
C	65-74	Fairy Good	4	18. 18%
D	55-64	Fair	1	1. 54%
E	05-54	Poor	-	-
Total			22	100%

From the result of the test in cycle two, it can be seen that there were six students got A, eleven students got B, four students got C, only one student got D and no one of the students got E. Then the result of the test in cycle two calculated to see the percentage of the result of the test in cycle two. There were 27. 27 % students got excellent, 50 % students reached good, 18. 18 % students got fairy good, there were 5. 54 % students got fair and no one of the students got poor.

From the result of the student score in cycle two, there were some improvements from the test in cycle two. The students' score of each cycle increased 19. 77 % from the mean score of cycle one (54. 54%) and the mean score of cycle two was 74. 31%. So there were some improvements from the result of the test of each cycle as follows:

Cycle	Total score	Mean score
Cycle one	1200	54. 54%
Cycle two	1635	74. 31%

The improvements were not from the students score but the students' attitudes were also improved. It could be seen from the result of the observation and field notes that were fulfilled by the collaborator. So it means that there were some improvements from cycle to cycle. It can be concluded that the use of power point slide show could improve the students' reading comprehension at grade V of SD N Pertiwi 070 Sungai Penuh academic year 2025/2026.

From the data, it was found that there were some factors improved the students' reading comprehension at grade V of SD N Pertiwi 070 Sungai Penuh academic year 2025/2026 namely activities in the classroom, classroom management, media and teaching way.

CONCLUSION

The findings of this classroom action research demonstrate that the implementation of the PowerPoint slide show technique effectively improved the reading comprehension of fifth-grade students at SD N Pertiwi 070 Sungai Penuh during the 2025/2026 academic year. Students' mean reading score increased substantially from 54.54% in Cycle I to 74.31% in Cycle II, accompanied by a notable shift in achievement levels, with more students attaining the "good" and "excellent" categories and no students remaining in the "poor" category. In addition to enhancing academic performance, the intervention also improved students' classroom participation, motivation, and learning attitudes, as evidenced by observation checklists and field notes. These improvements were supported by more effective classroom management, the use of engaging multimedia presentations, and interactive teaching

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strategies. Therefore, the study concludes that the PowerPoint slide show technique is an effective instructional medium for enhancing elementary students' reading comprehension of narrative texts and can be recommended as an alternative teaching strategy to promote active learning and improve reading outcomes.

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