

IMPROVING STUDENTS' READING SKILLS IN NARRATIVE TEXT BY USING POWTOON IN SMAN 6 MALANG

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Abstract :

In Senior High School, students learn all basic English skills like speaking, writing, listening and reading. Reading is one of four basic skills that students in senior high school have to learn. Reading comprehension is a crucial ability for students to develop. The findings of the formative assessment on the previous learning topic material showed that one of the typical issues in the class is a lack of reading comprehension. The test findings also indicated that there has been a rise of almost 55%. Prior to using Powtoon, the test's average score was 65; however, following that, it increased to an average of 90. This shows that Powtoon increases students' reading comprehension in grade X-4 Senior High School 6 Malang in a beneficial way. Powtoon can be used to present information in a clear and concise manner, making it easier for students to understand complex narratives. This can help build their confidence in their reading skills and motivate them to read more.

Keywords: reading; powtoon; action research

Abstrak :

Di Sekolah Menengah Atas, siswa mempelajari semua keterampilan bahasa Inggris dasar seperti berbicara, menulis, mendengarkan, dan membaca. Membaca merupakan salah satu dari empat keterampilan dasar yang harus dipelajari siswa di sekolah menengah atas. Pemahaman membaca merupakan kemampuan yang sangat penting bagi siswa untuk berkembang. Temuan penilaian formatif pada materi topik pembelajaran sebelumnya menunjukkan bahwa salah satu masalah yang khas di kelas adalah kurangnya pemahaman bacaan. Temuan tes juga menunjukkan bahwa telah terjadi kenaikan hampir 55%. Sebelum menggunakan Powtoon, nilai rata-rata tes tersebut adalah 65; Namun setelah itu meningkat menjadi rata-rata 90. Hal ini menunjukkan bahwa Powtoon meningkatkan pemahaman membaca siswa kelas X-4 SMA Negeri 6 Malang dengan cara yang menguntungkan. Powtoon dapat digunakan untuk menyajikan informasi secara jelas dan ringkas, sehingga memudahkan siswa untuk memahami narasi yang kompleks. Ini dapat membantu membangun kepercayaan diri mereka dalam kemampuan membaca mereka dan memotivasi mereka untuk membaca lebih banyak.

Kata kunci: membaca; powtoon; penelitian tindakan

1. Introduction

In Senior High School, students learn all basic English skills like speaking, writing, listening and reading. Reading is one of four basic skills that students in senior high school have to learn. Reading comprehension is a crucial ability for students to develop. The capacity to infer meaning from what is read is referred to as reading comprehension, according to Pressley and Birsch (in Gilakjani & Sabouri, 2016). The ability of readers to understand the context of the material they are reading is referred to as reading comprehension. Understanding is related to outcomes. It has to do with linguistic structure, including word meaning, word relationships, and word order. Reading comprehension will make the reader be an efficient reader but reading text from printed books can make students feel bored. The text's significance is challenging for them to understand. If so, it will be challenging for the readers to respond to the questions. That is what reduces their desire to read for them.

One of the reading texts is a narrative text that tells about a series of events in the temporal section (Cohan, 2001). Narrative text can develop students' imagination about the legend, myth and short story. Those are examples of narrative texts when the student writes a narrative, they recount a story, describe the character and express the feeling. However, to describe the character and express the feeling makes students confused to read narrative text. They seem confused because they lack motivation. Students who are not motivated to read may lack the necessary engagement and attention to understand the story fully

Based on the researcher's observation in SMA Negeri 6 Malang. First, the students do not know how to understand the main idea in the narrative text. Narrative texts often contain descriptive language and details that can distract students from the main idea. Some students may struggle to distinguish between relevant and irrelevant information, leading to confusion and an inability to identify the central theme. Second, students still have difficulty understanding knowledge about the topic. They were also low in vocabulary mastery. Understanding the main idea often requires students to connect various details and make inferences. If students have limited vocabulary or lack background knowledge related to the topic of the narrative, they may struggle to make these connections and grasp the overarching message. Besides that students are less enthusiastic and tend to be passive in learning

According to some problems that were discovered, this is the time to apply an appropriate strategy. Students may not have been taught specific reading comprehension strategies, such as summarizing, making predictions, or asking questions while reading. These strategies can help students focus on the main idea and improve their overall understanding of narrative texts. Besides, there are so many techniques that can be applied to make it easier for students to comprehend reading text, especially narrative text. One of the techniques to improve students' writing skill especially in writing narrative text is by using animated video.

Powtoon is an online service for creating an exposure which has very interesting animation features, ranging from animated text types, moving pictures, and transition effects that are more interesting to look at. Benefit of Powtoon media as one of the realizations of gamification is clarifying presentation of information or material so that it is not too rigid and formal, so that cause students don't get bored quickly, Powtoon has features that can insert images, videos, movies or objects that cannot be presented online right in class. Therefore, this media is appropriate for reading comprehension, especially storytelling and narrative. Powtoon provides a platform for incorporating storytelling and narrative elements into educational content. It allows teachers to present information in a narrative format, making it more relatable, memorable, and compelling for students.

This research is significant for a number of reasons, including the researcher's desire to determine the value of learning media such as Powtoon in improving students' reading skills. To put it briefly, this study is also anticipated to offer guidance to other academic trainers on how to implement innovative teaching techniques, activities, or even other creative-creative media in the classroom in order to attain learning objectives.

2. Method

In this study, Classroom Action Research (CAR) methodology was employed. As described by Johnson (2005), CAR is a systematic approach that involves investigating real school or classroom situations with the aim of enhancing the quality of instruction or action. By analyzing the teaching and learning processes within the classroom, teachers can identify areas for improvement and implement

strategies to address their specific challenges, thereby enhancing the overall quality of their instruction and actions.

The researcher uses Kemmis and Taggart models to be applied in this research. This model mentions that if criteria of success in cycle I do not achieve, the researcher should continue to the next cycle. The Cycle I consists of some steps, there are planning, implementing, observing and reflecting. Meanwhile, Cycle II is the improvement of Cycle I. The Cycle is shown in Figure 1

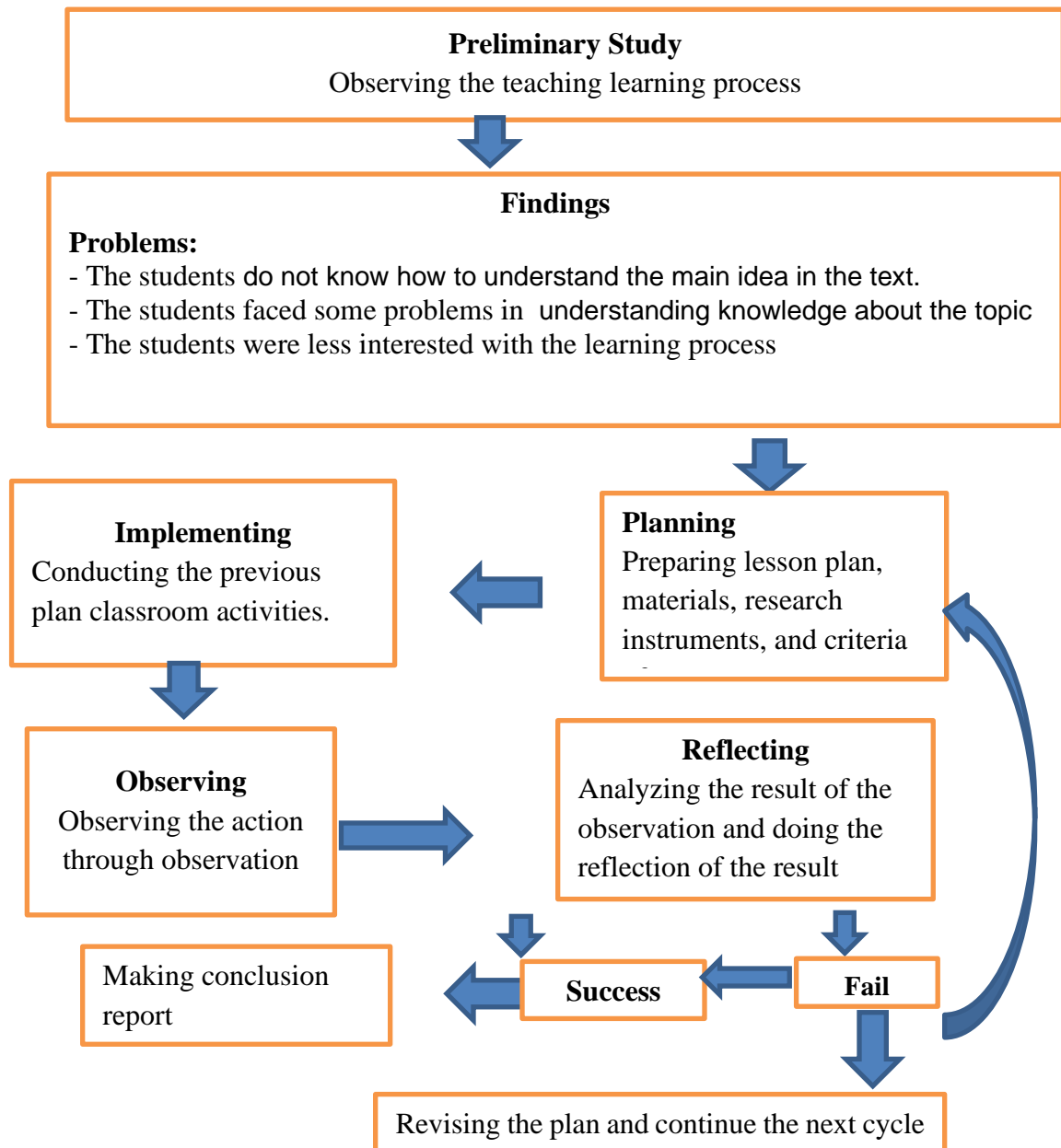


Figure 1. CAR cycle adapted from Kemmis and McTaggart (1988)

Based on the findings of the researcher's observations and assumptions, the data were examined. Comparison and analysis are done on the outcomes of the evaluation of the interactions between teachers and students. All information provided has already been used in a prior cycle. Additionally, this study aims to use Powtoon to enhance students' reading comprehension when engaging in narrative learning. By getting more involved, Powtoon usage raises students' understanding of narrative text. The research subjects were 34 students from grade X-4 that learned English in the 2nd semester that were located in Senior High School 6 Malang. The criteria of the success for criteria of success were set to decide whether the use of Powtoon is effective to improve students' reading skill in narrative text.

No	Components	Criteria of Success	Source of Data	Research Instrument
1	Student's responses toward Powtoon in reading	75 % - 100% from the students' responses toward Powtoon in reading	Result of observation	Observation based on the teacher and researcher

3. Findings and Discussion

The research started with identifying the issue that frequently occurred in the class during teaching and by doing a preliminary investigation based on the prior attempt. Additionally, before beginning the conversation, the researcher conducted a pre-test as part of the pre-teaching activities to find out more about the students' abilities, particularly their reading comprehension.

The findings of the formative assessment on the previous learning topic material showed that one of the typical issues in the class is a lack of reading comprehension. In this instance, the researcher is committed to doing a class action study to enhance students' reading abilities in the upcoming material. The researcher has completed all of the stages necessary for this investigation. The study was conducted on May 15, 2023. The study used Powtoon and other resources to enhance students' reading comprehension of narrative text and provide them with engaging, innovative, and accessible learning materials.

The students were asked questions on narrative texts during cycle 1's pre-teaching activities to ensure that they were prepared to participate in the main activities and to demonstrate that they had prior understanding of the subject. The researcher and the students continued to discuss narrative text after that. Before starting the main conversation, the students were divided into numerous groups of two. The researcher then instructed the students on the appropriate type of talk to have and what they should do next. The narrative text "Timun Mas," which the researcher provided in video Powtoon and was projected on the LCD, will be the subject of the discussion. The students asked to do text analysis based on the general structure, main idea, character, problems-solution, and moral value.

To teach the students how to be responsible with the outcomes of their discussions with their friends, the researcher set time limits on each activity. Based on observation, some students found that they struggle with vocabulary as well, so they asked the teacher to help them by explaining some words they did not previously understand. Besides, the English teacher also confirmed that less than 75% of students were less motivated and felt bored. Due to the lack of understanding, they discussed it with other students.

Furthermore, the post-test were given to the students at the conclusion of the meeting to assess their comprehension of the topics covered during the conversation.

Similar to cycle 1, the researcher used Powtoon for the second cycle. The sole distinction is that two alternative titles for the narrative material, such as "Roro Jongrang," are utilized and created more eye-catching. The reason was to make students more interested in the video. Besides this activity, the researcher shows videos to the students on their phone to make learning simpler for them, which the previous cycle used LCD. A time limit was also setted to keep them focused and disciplined throughout the time management talk. The researcher engaged in some reflection during the post-teaching activities by posing some thought-provoking queries about the topics they had already covered in class. Furthermore, the students seemed interested and motivated in this Cycle II. They intended to raise their hand when the teacher asked about the main idea. Based on observation, the researcher also found that more than 75% of students were confident to give feedback.

Looking back at the findings, it is clear that the media platform Powtoon significantly improves students' reading comprehension when learning narrative content. When students participate in class discussions with their peers, they tend to be more at ease and enthusiastic. The test findings also indicated that there has been a rise of almost 55%. Prior to using Powtoon, the test's average score was 65; however, following that, it increased to an average of 90. This shows that Powtoon increases students' reading comprehension in grade X-4 Senior High School 6 Malang in a beneficial way.

4. Conclusion

From this study, it can be deduced that some students only rely on their peers to understand the texts they are given, which results in low test scores before they are given Video Powtoon. This is because some students are unwilling to understand the material, especially the context of the text. Students suddenly become more enthusiastic about participating in class learning with the use of Powtoon. Even though some of them did not understand the meaning of a particular language, students in this situation are aware of their need to learn and comprehend the material covered in class. Because of this, students were helped by responding to their inquiries about the text and vocabulary. Because the students' post-test scores improved after the topic was covered and discussed, it is possible to draw the conclusion that this media was successful. The findings of the post-test in relation to the grade that students received for the prior subject matter also indicate some increase in the students' reading comprehension. Even though this research can be deemed successful, the researcher still anticipated that in future studies this Powtoon could be developed utilizing more innovative media to promote the effectiveness of teaching and learning processes and to achieve the learning goals.

Due to the improving students' enthusiastic and comprehending narrative text, an interesting video Powtoon is concluded as a media that can have a more enjoyable atmosphere compared to using the usual lecture method. In accordance with the purpose of implementing Powtoon in reading narrative text which provides challenges, scores, competitions and awards, students feel challenged to master the material and win quizzes(Mumpuni,2018). Powtoon can enhance students' enthusiasm because Powtoon's animated and visually appealing features capture students' attention and create an engaging learning environment. The use of vibrant colors, dynamic graphics, and lively animations can spark students' interest and curiosity, leading to increased enthusiasm for the content. The visual and animated nature of Powtoon can aid students' comprehension and retention of information. When students can understand and engage with the content more effectively, they feel a sense of accomplishment and enthusiasm for their learning progress.

In addition, Powtoon's collaborative features enable students to work together on group projects. Collaborative learning promotes peer interaction, cooperation, and discussion, fostering a positive and enthusiastic learning environment. Powtoon's dynamic and entertaining features create a fun and memorable learning experience for students. When learning is enjoyable, students are more likely to be enthusiastic about the subject matter and actively participate in the learning process. It's important to note that while Powtoon can enhance students' enthusiasm, it should be used in a purposeful and meaningful way, aligned with instructional objectives. Educators should provide guidance and support to ensure that Powtoon is used as an effective tool to facilitate learning and engagement.

In conclusion, Powtoon can be used to present information in a clear and concise manner, making it easier for students to understand complex narratives. It can help build their confidence in their reading ability and motivate them to read more. Due to the interactive elements, Powtoon can include interactive elements such as quizzes, questions, and games that can make the reading experience more engaging and interactive. This can help students feel more involved in the learning process and motivated to keep reading.

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