

# TEACHING READING NARRATIVE TEXT BY USING POWERPOINT

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## Abstract

Narrative text is a kind of text that tells a story. It has character, setting, and problem. The characters, setting and the problem of the narrative text are usually introduced at the beginning of the text. The generic structure of the text are orientation, complication and resolution. This text also has some language features, they are; the use of past tense, presented in spoken and written form, chronological and the use of first and third person. The purpose of this text is to recount a personal or fictional experience or tell a story based on real or imagined event. In well written narration, a writer uses a fairy stories, msyteries, personal experience, legend stories, romance, humor, or fantasy to create a central theme or impression. This paper was aimed to give solutions toward problems in teaching reading on narrative text.

After collecting some theories and facts, the writer found that teacher can minimalize the problems in teaching reading narrative text by using PowerPoint. Teaching reading narrative text through powerpoint can be done through following activities. First, the teacher designs the powerpoint presentation, provides the students with the concept of narrative text by using powerpoint, and explains narrative text. Next, the teacher divides the students into several groups, asks them to read the narrative text, asks them to present the summary of their reading before class and asks them to respond their friend's presentation. The last activity is evaluation. The teacher invites them to ask the materials that they do not understand and assigns them homework for the next class.

**Key words : Reading, Narrative text, PowerPoint.**

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### 1. Introduction

English has been used as a tool of communication in almost all over the world. As an international language, English is used to communicate by speakers.

Therefore, many people learn English in order to be able to communicate in oral and written form. In a word, English is important to be learned by the people in the world.

In Indonesia, English is a foreign language and it has been taught as one of the compulsory subjects from Junior High School until university level. Even, in some regions, it is introduced from kindergarten. At Senior High School, English is not only a compulsory subject but it is also included as one of subjects examined nationally. In learning English, there are four basic skills that must be mastered. They are listening, speaking, reading and writing. These basic skills are interrelated each other. One can speak well if he can listen to English well, and one can write well if he has been able to read well. According to Jones (2001), having skills in the English language is an important factor that helps someone to gather information.

As already discussed before, reading is one of the four basic language skills. Nuttal (1983) defines that reading is the process of receiving and interpreting information encoded in language form via

the medium of print. Furthermore, Peggy (2006) defines reading as an active cognitive process of interacting with the print and monitoring comprehension to establish meaning. Basically, the main purpose of conducting reading activity is to gain ideas and information. In teaching reading, the students are expected to be able to develop their comprehension and understand the message provided by the writer in the reading text. Abisamra (1979) states that reading is the meaningful interpretation of printed letters into the meaning.

The process of teaching reading at Senior High School is conducted through the implementation of genre-based approach. As you know, there are thirteen genres of English text, and one of them is narrative text. Narrative is a text that is used to entertain readers. Like the other kinds of text, there are three components of narrative text. They are social function, generic structures and language features.

Based on the interview with the English teacher at one senior high school in Padang, the writer knew that the ability of the students at that school in reading narrative text is still low. It is supported by information given by the teacher that the students' score on some tests are still disappointed. There are many students who are not interested in reading, because the teachers just use the usual techniques in teaching.

In teaching, teachers need media to make the teaching learning process will be easier and more interesting. Media comes in many different forms, such as pictures, videos, power point, etc. In teaching reading, teachers can use powerpoint as a media.

Murphy (2004) defines PowerPoint as a program in a computer. This program is usually used to present a worksheet, a lecture, or a sermon. Even though the program is greatly useful to learners,

teachers rarely use it in their teaching sessions. The application of power point nowadays is highly relevant because the expository instruction by the teacher is being abandoned.

By using this, the teachers can make a wonderful and interesting power point in order to draw students' attention.

Based on the facts above, the writer is interested in discussing power point as a teaching media that can be used to guide students to read narrative text.

## **2. Review of The Related Literature**

### **Concept of Reading**

According to Peggy (2006), reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. This definition suggests the need for an interactive model of reading which combines the top-down (whole language)

and bottom-up (skills) models. This interactive model leads to the skills taught in the context of real text. Markstein (1977) suggests two roles of reading: fluency and pronunciation. Fluency refers to the speed or rate of reading, as well as the ability to read materials with expression. They define fluency as the ability to read connected texts rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading, such as decoding. Pronunciation refers to the ability to utter the words of the reading text correctly and meaningfully. In other words, the sounding of the words is consistent with the native pronunciation and the people who might listen to the sounding of the words can understand the meaning clearly.

### **Reading Process**

According to Seyler (2004) there are three common process of reading. They are: having enough vocabulary, connecting and

predicting in reading and the reading context.

- Having enough vocabulary

We will read more easily if we have rich or enough of vocabularies because we have to use our knowledge of words when we are reading.

- Connecting and predicting in reading

Readers are unrequired to read each word in a passage to obtain meaning. They may remember many sentence patterns and knowledge about many subjects. They will make perception from incomplete sentences because they are looking for meaning. In fact, active reading requires making expectation, or anticipating what the writer's think.

- The reading context

In the reading context, readers take many skills to the written text, consist of knowledge and the cognitive skill are required to drive meaning. Knowledge and experience are brought by readers as well as

values and belief to reading experience. Knowledge about the topic or experience relevant to the topic helps the reading process. Then, in the reading context reader has to think of every elements before reading. Through reflection we use the knowledge we have and figure it out what questions we need to answer.

### **Reading Strategies**

According to Nunan (2003), there are four strategies of reading. First is surveying. There are some steps in using surveying. Firstly, preliminary structuring: discovering, before reading throughly. Secondly, establishing a purpose. Thirdly, estimating difficulty and time. Consider the total amount of time that you have and estimate the difficulty of the material. Lastly, questioning. Questions will occur during and after reading, but start them early during survey reading.

The next strategy of reading is scanning. Scanning is used to search for

specific piece of information (e.g. a name, a date) or to get an initial impression of whether the text is suitable for a given purpose. Another reading strategy is skimming. Skimming is used to get and comprehend the gist of the material quickly. Still the other reading strategy is intensive reading. Nuttal ( 1983) says that intensive reading involves approaching the text under the close guidance of the teacher that forces the students to pay great attention to the text.

### **Problem in Reading**

Sheng (2004) states that: there are two problems which some readers could have at the beginning of reading. First, they are not patience in reading and studying. Second, they are not able to focus on reading.

The students are usually not patience in reading and studying. This is an old problem which has become more common in our times, especially when there are so many other distractions. Many students are

not persevering with their reading, and they need to take their time and be patient. No one has the patience to study, read books and treasures of knowledge in depth. When a student starts to look at a book, she/he soon puts it aside and becomes busy with something else.

In addition, the readers are not able to focus on reading. Many readers read only with their eyes, not with their minds, and they do not focus their minds and make an effort to understand. The readers may let their mind wonder all over the place, thinking of all kind of worries and other business, then suddenly notice that a long time has passed and they have not learned anything worth remembering.

### **Principles of Teaching Reading**

According to Nation (1997), there are some principles in teaching reading. They are:

1. Exploit the reader's background knowledge.

2. Build a strong vocabulary base.
3. Teach reading strategies.
4. Encourage readers to transform strategies into skills.
5. Build assessment and evaluation into your teaching.

### **Techniques in Teaching Reading**

Lundgren (2002) mentioned some techniques in teaching reading. The techniques can be applied by english teacher in teaching reading. They are as follows:

- a. Integrating Reading Strategies.

Instruction in reading strategies is not an add-on, but rather an integral part of the use of reading activities in the language classroom.

- b. Using Authentic Materials and Approaches

For students to develop communicative competence in reading, classroom and homework reading activities must resemble (or be) real-life reading tasks that involve meaningful communication.

### c. Reading Aloud in the Classroom.

Students do not learn to read by reading aloud. A person who reads aloud and comprehends the meaning of the text is coordinating word recognition with comprehension and speaking and pronunciation ability in highly complex ways.

### d. Focus: The Reading Process

To accomplish this goal, instructors focus on the process of reading rather than on its product.

## **Concept of PowerPoint**

Microsoft PowerPoint is an electronic presentation program that helps people present a speech using a collection of slides. A PowerPoint presentation is a collection of slides that can be used to create oral presentations. It is now one of the most widely applied software in classroom teaching. Fisher (2003) states that power point is a type of presentation software that allows one to show color text and images

with simple animation and sound. Power point is the most popular because it comes bundled with microsoft packages. Power point will run on either Macintosh or Windows PCs. The files are easy to create and can be e-mailed as attachments. They can be posted on or downloaded from websites, and can be converted to html WebPages. Not only PowerPoint presentations can be traded and exchanged, they can also be modified to fit any individual classroom setting.

## **Advantages of Power Point**

According to Xingeng (2012) there some advantages of powerpoint:

- *Producing Better Visual Effects and Deeper Impression*

The contents of a science lecture is often abstract, sometime they are hardly to explain using chalkboard. However, by presenting PowerPoint slides inserted with pictures, flow charts, schematics, animations, even

video clips, the lecture may become vivid and attractive to students.

- *Speeding up the Information Transfer*

In a PowerPoint presentation, the teacher can deliver more information than by traditional lecture. The amount of information transferred in a traditional lecture is often limited by the writing speed of the instructor on chalkboard. But in a PowerPoint presentation, all outlines were typed previously in slides.

- *More Precise and More Systematic*

A well-prepared PowerPoint may present students with more precise contents of science knowledge.

Murphy(2004) states that powerpoint offers a number of advantages to the teachers to the teaching learning process. It provides for teaching learning materials that are arranged systematically, (2) It stimulates students' interest in the lesson, (3). It can

present a concept clearly and systematically, (4) It can produce a conducive atmosphere during the teaching learning process (5) It saves the teacher's and the students' time and energy, (6) It expands the students' participation, particularly if they are assigned a project that involves all the students' participation.

It facilitates changing and removing or deleting and adding something on the slide that has been used. These facilities are useful given the fact that mistakes are normal in human activities. Mistakes that are probably made in arranging teaching material in power point can be removed without any difficulty.

### **Use of Power Point in Teaching Reading**

According to Fenn (2008), PowerPoint is a successful tool to deliver material in the classroom and persuade students' reading skills. PowerPoint is highly used to assist the teacher and the students in teaching learning process. The



use of powerpoint can be one of the important aids for teaching in classes. It makes the students feel more enjoyable in learning English so that the atmosphere of the class is more favorable.

Powerpoint plays a major role in the development of students' skill in reading. To improve students' interest in reading skill, the teacher should make the lesson more fascinating and competent to reduce the students' difficulties. As a result, the teacher needs an appropriate technique. The appropriate technique has a significant role in determining the success of teaching learning process.

Power point gives a new strategy for the students in learning reading. Power point stimulates students' interest, when pictures are included. While using Power point students will pay much attention to the pictures, charts, tables, etc. In addition, the sizes of the letters appear bigger and

highlighted which would help learning the words, spelling, etc.

### **Generic Structure of Narrative Text**

- **Orientation**

The characters and a short background or certain facts are revealed to help the readers understand the person and the events. Sometimes a situation is described for the reader to understand an event. Orientation means to introduce the participants or the characters of the text, the time, the scene, creating the picture of the setting and atmosphere.

- **Complication**

The structure of narrative tells us of event involving the main character, either the character goes against tradition or does something quite unexpected. Complication is where the problem happens; such crisis happens in there. Complication is divided into major and minor complication.

- **Resolution**

At this part of the narrative the complication is resolved. Somebody steps in to something happens so that everything is settled. Resolution is the final series of the events which happen in the story of the text. Like complication, resolution is also divided into major and minor resolution.

### **An Overview of Narrative Text**

Abisamra (1979) states that narrative text is a kind of written text that tells a story. It has character, setting, and action. The characters, setting and the problem of the narrative are usually introduced in the beginning of the text. The problem reaches its high point in the middle. The ending resolves the problem. The purpose of this narrative text is to recount a personal or fictional experience or tell a story based on real or imagined event. In well written narration, a writer uses a fairy stories, mysteries, personal experience, legend stories, romance, humor, or fantasy to create

a central theme or impression. The details work together to develop an identifiable story line that is easy to follow and paraphrase.

### **Language Features of Narrative Text**

According to Wartini (2006), narrative text has some language features. They are as follows;

- Presented in spoken or written form
- The use of first or third person ( I, we she, it, they)
- The use of past tense ( sometimes in present tense)
- Chronological (plot or content have a chronology of events that happened in a particular order)
- Main participants are characters with recognisable qualities, often stereotypical

In addition, Mukarto, *et. al* (2004) state that a narrative text is usually in the past and it uses a lot of action verbs. It also

uses connectors to express sequence, such as first, next and then.

### **Social Function of Narrative Text**

According to Blake (2002), the social function of narrative text is as follows:

- Creating a sense of shared human experience. By using text the reader can make a conclusion and information based on the story.
- Providing entertainment because more people enjoy an impressive text. Most of the narratives are myths, folktales and fables so it can make the readers enjoy reading the text.
- Amusing and interesting the reader. Sometimes the text in the story is funny and can make the readers or students happy.
- Helping the writer deal with crisis by explaining and informing. In the narrative text, the conflicts of the

story also solve and the writer also gives the information at the end of story.

- Providing perception of contents. The readers are free to get the point about the text but it must have related with the content of the story.
- Helping the reader discovered values of live and many options in live. After reading the text, the reader can get the point about information that has been given by the writer in the text.

### **3. The Procedure of Teaching Reading a Narrative Text Through PowerPoint**

#### **3.1 Preparation**

- a. Before coming to the class the teacher designs the PowerPoint presentation.
- b. The teacher prepares the students with the concept of narrative text by using PowerPoint media.

### Generic structure

- Orientation : introducing the participants and informing the time and the place.
- Complication : describing the rising crises which the participants have to do with.
- Resolution : showing the way of participant to solve the crises, better or worse.

### Lexicogrammatical futures of narrative text.

- Focus on specific and usually individualized participants.
- Use of material processes (and in text behavior and verbal processes).
- Use of relational processes and mental processes.
- Use of temporal conjunctions and temporal circumstances.
- Use past tense.

- c. The teacher prepares some pictures to students related to the topic of the text that they will read. For example, the pictures of snow white.
- d. The teacher prepares some questions to the students about the pictures above.
  - What do you think about the pictures above?
  - Who are they?
  - What are they doing?
  - Where they live?
  - What is the story about?
- e. The teacher prepares an example of narrative text : Snow White.
- f. The teacher prepares generic structure of snow white.
- g. The teacher prepares lexicogrammatical features of snow white.

### 3.2 Implementation

1. Teacher brainstorms the students about narrative text .Teacher asks the students about narrative.

- Have you ever heard or read some story? Or have your parents ever read for you some stories before you slept?
- What are the stories?
- Which one is your favorite story?
- Could you give me short explanation about it?

2. The teacher shows some pictures to students related to the topic of the text that they will read. For example, the pictures of snow white.

- What do you think about the pictures above?
- Who are they?

- What are they doing?

- Where they live?

- What is the story about?

3. The teacher shows a video about snow white to make them more interesting.

4. The teacher divides the students into several groups.

5. The teacher gives the text about snow white to the students to understand more about narrative.

6. The teacher asks the students to read the text

7. The teacher asks the students to answer some questions about the text above by using scanning strategies. The teacher discusses the questions with the students before they answer the questions.

a. Who are the characters in the story?

b. What is the purpose of the text?

- c. Why did she run away from home?
  - d. With whom snow white lived finally?
8. The teacher discusses the answers of the questions with the students and then explains the generic structure of narrative text through the story of Snow White.
  9. The teacher concludes the lesson together with the students about definition and purpose of narrative text.

### **Conclusions**

Reading is one of four basic skills of English. It is very important in learning a language. So that, teacher should teach reading by using some techniques in order to solve the problems in teaching reading. One of the techniques that can solve the problem is powerpoint application. Teaching reading through powerpoint can make teaching and learning process easier. There

are some advantages of using power point in teaching reading, as follows; 1). Powerpoint can assist the teacher and the students in teaching learning process, especially in teaching reading. The use of powerpoint media eases the teacher to explain the material to the students in the class. The teacher can create the learning material more creative and interesting systematically. 2). The powerpoint media attracts the attention of the students to focus on learning material. So, they can follow the teaching learning process actively. 3). It can motivate the students to create the creative presentation in the form of powerpoint in the class. 4). At last, teaching reading by using powerpoint can create and support a creative, active and enjoyable teaching learning process.

### **Suggestions**

In using power point to teach reading, there are many things that could be prepared, likes facilities (electricity, computer and in focus) and also English

teacher itself. The English teachers are suggested to train in various computer applications (especially powerpoint) that are suitable for teaching English. Then, the schools should facilitate computers for the students and teach them how to operate the computer. So that, they can implement it in learning English.

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