

**POWER POINT SHOW AS VISUAL MEDIA TO  
TEACH RECOUNT WRITING FOR EIGHT  
GRADES OF VISUAL, AUDITORY, AND  
KINESTHETIC STUDENTS AT SMP BINA  
BANGSA SURABAYA**

**THESIS**

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recount, procedure and report texts.<sup>3</sup> They have to know kinds of genre text to write in paragraphs. Especially for tenth graders, based on the competence-standard and the basic-competence of English learning, they are taught a kind of text called recount text. Writing recount text is very important to be taught in eight grade students to study the next complex genre text called narrative text. So they have to study recount text first.

Besides, young writers (students) need to be exposed to a range of different text types and they need to be shown how the texts are different in their generic structure.<sup>4</sup> For example, in case of recount text, there are three parts, namely orientation, event(s), and reorientation. Here, the researcher focuses on recount text. The purpose of writing recount text is to give the readers information by presenting series of events. It hopefully entertains the readers by reading the events recounted. Recount text is used to develop students' ability in writing. The students who learn recount text are hopefully able to understand the generic structure of the text and able to develop and generate their ideas based on language features of it.

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<sup>3</sup> Direktorat Pendidikan Dasar dan Menengah. *Peraturan Menteri Pendidikan Nasional No. 22*. (Jakarta : Depdiknas, 2006)

<sup>4</sup> David Nunan, *Language Teaching Methodology : A Textbook for Teacher* (London : Prentice Hall, 1991), 89.







photo.<sup>10</sup> Because of the advantages, then PPS as program from Microsoft Power Point is a suitable visual media for learning subjects selected in this study, especially to teach recount writing for all learning styles, whether visual, auditory and kinesthetic learners.

According to the VAK (Visual, Auditory, and Kinesthetic) theorists, the teachers have to present information in the classroom based on the students' learning style. Learners use all three learning styles to receive and learn new information and experiences effectively when they are in the appropriate learning styles. The learning styles are first *visual learners*, they learn best through written language, such as reading, writing tasks and pay attention to teachers if they watch the media for example charts, demonstrations, videos, and other visual materials. The second is *auditory learners*, they learn best by talking to a teacher or a tape recorder and hearing what is said. The third is *kinesthetic learners*, they learn best by moving and using the body such as when listening to teachers they may want to take notes for moving their hands. When reading, they like to scan the material first, then focus on the details (get the big picture first) and take note to remember what they get.<sup>11</sup> Based on the styles above, teacher needs to present information using

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<sup>10</sup> Johandayani. Thesis : "Pengaruh Pemanfaatan Media *Microsoft Powerpoint* terhadap Hasil Belajar Siswa Kelas VII SMP Negeri 2 Malang pada Mata Pelajaran Geografi". (Malang : Universitas Negeri Malang, 2009), 04.

<sup>11</sup> Donald Clark. 2011. "Visual, Auditory, and Kinesthetic Learning Styles (VAK)", (<http://www.nwlink.com/~donclark/hrd/styles/vakt.html>, accessed on April 24, 2012).















4. *Writing recount text* is to write a paragraph in the past tense form based on the generic structure of recount text: introductory paragraph that tells 5W + 1H, the next section is sequence of events, and the last is conclusion.
5. *Visual students* learn best through written language, such as reading and writing tasks. They remember what has been written down directions and pay better attention to teachers if they watch them. They learn better with charts, demonstrations, videos, and other visual materials.
6. *Auditory students* learn best by talking to a colleague or a tape recorder and hearing what was said by the teachers or their friends.
7. *Kinesthetic students* learn best through using the body. They like to move around, touch and talk, and use body language for processing knowledge.

## **G. Thesis Organization**

Organization of this thesis is composed of five chapters. The first chapter is introduction. It discusses about background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation of the study, definition of key terms, and research report writing organization.

The second chapter is review of related literature. It discusses to underline the theories.

The third chapter is research method. It discusses about research design, research setting and subject, source of the data, data collection technique, research instrument, research procedure, and technique of analyzing data.

The fourth chapter is research findings and discussion. It contains research finding on the implementation of using Power Point Show (PPS) as visual media to teach recount writing, the process of using Power Point Show as visual media to teach recount writing, the students' writing achievement before and after the implementation of Power Point Show as visual media.

The last chapter is conclusion and suggestion. In this chapter, the researcher presents conclusion and suggestion related to the research finding and discussion.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses the literature which is related to this research. This chapter is about relevant knowledge and theoretical background in the field of study. They are PowerPoint Show as visual media including definition of visual media, the use of Power Point Show as visual media includes definition of Power Point and advantages of Power Point. The next is about the teaching of writing including the nature of writing, the importance of writing, the teaching and learning writing, recount text, generic structure, and language feature. The last is about visual, auditory and kinesthetic students and Power Point Show (PPS) as visual media in teaching recount writing for visual, auditory and kinesthetic students. The literature is presented to support the writer's discussion related to the topic.

#### **A. Theoretical Background**

##### **1. PowerPoint as Visual Media**

###### **a. Definition of Visual Media**

It is possible for teacher to use everything as teaching media to support the process of teaching and learning in the class. Appropriate media lead students to receive the information. As Smaldino states that a medium is a means of









import the photos, music, texts etc. to be viewed in the form of power point show for presentation in teaching and learning process.

Power Point Show, called PPS becomes popular to transfer the information easily and effectively. A PPS is just a PPT file with a different file extension that tells PowerPoint to open directly into slide show view. It's mean that not in editing view. The user can covert one file to another by renaming the files and it needs the same software of PowerPoint to view it in the form of PPS.<sup>24</sup> By saving as a PPS (PowerPoint Show), when the user double-click it, it will auto get into the show mode. It makes the presentation look so much more professional as visual media in teaching and learning process.

Diversity Mayer, Plass, Chun & Leutener illustrate that visual media is the combination of sound, text, computer data, animation video, etc. So teachers have multiple conveying and displaying means to present the teaching material to arouse students' interest, which would make the whole class more effective. For example, if encountering a boring topic but a necessary one, teachers can play a piece of light music at the beginning of the class to create a relaxing environment, which can help students become more focused. Also, instructors can make use of visual images relative to the boring topic to arouse students' interest. Thus, visual media has this quality to sustain learners' participation by using the visual media's integration of text, sound, animation, graphics and

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<sup>24</sup> Wendy Russell. 2003. *12 Tips about PowerPoint Slide Show*.  
([http://presentationsoft.about.com/od/powerpointtips/ss/pps\\_to\\_ppt.htm](http://presentationsoft.about.com/od/powerpointtips/ss/pps_to_ppt.htm). accessed on June 13, 2012)



















writing is boredom and time consuming to learn.<sup>37</sup> This wrong mindset affects the students' success in writing. Other aspect that should come into consideration by the teacher in teaching writing is that the teacher should be able to build motivation and define problems to motivate students to write. A motivation from the teacher is perhaps the most significant, if not the only reason, for students' successful in learning to write.

To get successful in writing, it is important for the teachers to make the students get motivated of what they ask their students to write about. Both element of good writing and students' motivation should be handed by the teacher. Students with good mastery of elements of good writing may not be able to write well if he has no motivation to write.<sup>38</sup> In this case, a teacher should be more creative in teaching writing and offer students with an interesting and useful strategy or media.

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<sup>37</sup> Afif Arifin, Bachelor Thesis : *"The Use of Picture Sequence of The Jawa Pos' "Senyum itu Sehat" in Teaching Writing Recount Text to the Tenth Graders of SMA 1 An-Nuqayah Guluk-Guluk Sumenep"* (Surabaya : The State University of Surabaya, 2011), 04.

<sup>38</sup> Fitri Khoirun Nisa, Bachelor Thesis : *"Teaching Descriptive Writing by Using Photos as Media to the Eight Grade Students of SMP Jati Agung Taman Sidoarjo"* (Surabaya : State Institute of Islamic Studies Sunan Ampel Surabaya, 2011), 20.

























not monotonous way. As visual media, power point is very clear to be viewed with LCD. The previous researcher uses the media to make the students easier to understand reading easily and he gets improvement successfully in teaching English by using PowerPoint.

The next research is done by Johandayani. “Pengaruh Pemanfaatan Media *Microsoft Powerpoint* terhadap Hasil Belajar Siswa Kelas VII SMP Negeri 2 Malang pada Mata Pelajaran Geografi”.<sup>50</sup> The researcher also uses PowerPoint as media to teach geography. The materials provide in text, colors, image and animation.

Overall, the writer’s proposal is different from the writers above although the previous studies give the researcher a lot of information about utilizing PowerPoint as media in teaching and learning process. But in this study, the writer focuses on PowerPoint Show (PPS) as visual media to teach recount writing for eight grades of visual, auditory and kinesthetic students at SMP Bina Bangsa Surabaya. The purpose of this research is to describe how teacher uses Power Point Show (PPS) as visual media to teach recount writing for eight grades of visual, auditory and kinesthetic students and to know student’s achievement in writing recount text before and after using PowerPoint.

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<sup>50</sup> Johandayani. Bachelor Thesis : “Pengaruh Pemanfaatan media *Microsoft Powerpoint* terhadap Hasil Belajar Siswa Kelas VII SMP Negeri 2 Malang pada Mata Pelajaran Geografi”. (Skripsi, Jurusan Geografi FMIPA Universitas Negeri Malang, 2009)

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher discusses and reviews research methodologies that are used in this study. First, this chapter discusses about research design, continues with setting and subject of the study and population and sampling. Next, is discusses about research instrument, data analysis technique, and hypothesis testing.

#### **A. Research Design**

This study intends to investigate the implementation of Power Point Show (PPS) as visual media to teach eight grades of visual, auditory, and kinesthetic students in teaching writing recount text. Based on the research problems and the background of the study discussed on chapter one, the researcher uses descriptive quantitative research. The focus is on the teaching learning process during the implementation of PPS and the students' ability before and after using PPS as visual media. The researcher practices teaching writing recount text by using it in the auditory, visual and kinesthetic class, and using experimental design. It is a preconceived plan for conducting an experiment.

Experimental designs commonly involve two or more groups, one for each of the experimental treatments and possibly a control group. The experiment







## **B. Research Setting and Subject**

The setting of the study is conducted at SMP Bina Bangsa Surabaya, North Siwalan Kerto II/7 Surabaya . The subject of this study is all of eight grades in integral class (Auditory, Visual and Kinesthetic students) at SMP Bina Bangsa Surabaya. The writer doesn't need to classify what kind of learning style the students in this school because they have been already classification, there is the classification class for each learning style. Because at the first time the students enroll this school, there is a typology test to decide what kind of the best learning style for each students whether visual, auditory, or kinesthetic.

## **C. Population and Sampling**

The population for this study is all of eight grades in integral class (Auditory, Visual and Kinesthetic students) at SMP Bina Bangsa Surabaya. There are two classes: regular and integral class. Based on teacher's recommendation, the writer teaches class A that contains 33 students of kinesthetic and visual learning styles and class B contains 33 students of auditory and visual learning styles. So the total is 66 students.

The sample of this study, the writer is guided by the statements of Suharsini Arikunto. He states that if the research subject is less than 100 people, it's better to take all of it. So the research subject is all research population. But if the subject is more than 100 people, it is allowed to take sample 10%-15% or









		conclusions) <b>Poor:</b> the content of the paragraph is not develop does not show knowledge the generic structure of recount text (orientation, series of events, and conclusion)
Organization	20-18	<b>Very good:</b> well organize and complete generic structure (orientation, series of events, and conclusion). Fluent expression, ideas are clearly
	17-14	<b>Good:</b> logical sequence of generic structure (orientation, series of events, and conclusion), loosely organized but main ideas stand out, limited supported.
	13-10	<b>Fair:</b> lack logical sequencing of generic structure (orientation, series of events, and conclusion), bad organization of the text body.
	9-7	<b>Poor:</b> no generic structure (orientation, series of events and conclusion), does not communicate, no organization, not enough to evaluate.
Vocabulary	20-18	<b>Very good:</b> appropriate language feature of recount text, effective word/idiom, choice and usage, appropriate word/key words based on picture sequence in recount text, the meaning is understandable.
	17-14	<b>Good:</b> appropriate language feature of recount text, occasional errors of word/idiom form/choice/usage/, limited word/keyword of picture sequence <i>but meaning not obscured</i> .
	13-10	<b>Fair:</b> inappropriate language feature of recount text frequent errors of word/idiom form/choice/usage/, limited word/keyword of picture sequence <i>but meaning obscured</i>
	9-7	<b>Poor:</b> inappriante language feature of recount text, many errors in the use of key word in picture sequence, little knowledge of English vocabulary/idiom/word form, not enough to evaluate
Language use	25-22	<b>Very good:</b> word showing the order events, the use of simple past tense, action verb, articles, proper noun, pronouns.
	21-18	<b>Good:</b> limited showing the order events, the use of simple paste tense, action verb, article, proper noun, pronouns but meaning seldom obscured.
	17-11	



4. Before conducting the post test, the researcher as the teacher gives the teaching for control group and experimental group. Both groups have the same materials dealing with recount text. It is about definition, generic structure, language feature and the example of recount text to make the explanation clearly and understandable. But in control group receives manual teaching by hand out, and for experimental group will be explained by showing PPS.
5. The Research Implementation Steps
  - a. Preparing Lesson plan for each meeting
  - b. Doing pre-test, The test is about writing recount text with the topic "Holiday experience"
  - c. Giving explanation manually for control group. The experimental group receives treatment by studying the materials by using Power Point Show (PPS) to improve recount writing. The implementation of treatment as follows :
    1. The treatment is conducted three times; every meeting has 1x60 minutes
    2. The first treatment, studying about recount text by showing Power Point Show such as definition, generic structure, and its language feature
    3. The second treatment, studying about the use of past tense to strengthen in writing recount text by using PPS











## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the researcher analyzes the data that has been collected during the research. This chapter presents the result of the study based on the problems stated in Chapter I. It deals with the analysis interpretation of the data which were obtained from pre and post tests, extended checklist and observation. The researcher also discusses about the use of Power Point Show (PPS) as visual media to teach recount writing for eight grades of visual, auditory, and kinesthetic students and the students' ability in writing recount text before and after using PowerPoint as visual media in the technique of descriptive and quantitatively.

Before the researcher explains the result of discussion, the researcher is going to describe the general description of SMP Bina Bangsa Surabaya. The general description is described as follows:

#### **A. General Description of the School**

##### **1. Profile of SMP Bina Bangsa Surabaya.**

SMP Bina Bangsa Surabaya is one of favorite Islamic Junior High Schools in Surabaya. It is located on Jl. Siwalankerto Utara II/7 Surabaya. This school has categorized the learners based on VAK learning styles. When the first time the students enroll this school, there is A Typology Test (a Test of VAK Type) to decide what kind of the best learning style for each student (Visual, Auditory and







## **B. Research Finding on The Use of Power Point Show (PPS) as Visual Media to Teach Recount Writing for Eight Grades of Visual, Auditory, and Kinesthetic Students**

### **1. Research Description**

#### **1.1 The Research Result on 11 June 2012**

The research on 11 June 2012 at 08.00-11.00 was the first research which had purposes to know the competence of eight grade visual, auditory and kinesthetic students in writing recount text. In this meeting, the researcher invited the students (control group and experimental group) to learn recount text by giving pre test and they did the test which was suitable with the instruction, but the researcher did not give treatment (just a glance explanation orally to recall their understanding about recount text) in order to get pure result (before the students recognize and use Power Point Show for experimental group).

The observation result for control group and experimental group were they felt confused and happy when the researcher gave pre test. They felt confused because they never got the test like the researcher was given and did not remember what recount text is. Thus, some of them were unhappy because they did the test with cheating their friends and many students had same writing with their friends because they felt difficult to organize the idea. Few of them also felt happy because some of them still remembered about recount text although just little.

## **1.2 The Research Result on 12 June 2012**

The research on 12 June 2012 at 08.00-11.00 was the second research, giving the first treatment after doing pre test and after knowing pre test result. The researcher came to the class 60 minutes for each group. In this meeting, the meaning and the generic structure of a short recount essay in a written form accurately were given through viewing Power Point Show (PPS) for experimental group. But for control group, the students got the same materials such as experimental group, but they got the explanation through teacher's explanation. Thus, the researcher explained it manually.

The observation result for control group was they felt such as usual in the class at the time English teaching and learning. The researcher asked to the students to read the hand out about recount text together. After that the researcher explained the hand out manually to the students. The students and researcher identified together the material of recount text through hand out such as the generic structure of the recount text, the language feature of the recount text, and the last the researcher gave simple example of recount. However, in the observation result for experimental group was the students read very compacted when they and the researcher read together from Power Point Show that viewed from LCD. The students and researcher identified together the communicative objective of the recount text through PPS, the generic structure of the recount text through PPS, the language feature of the recount text through PPS, and the



last the researcher gave simple example of recount text through PPS. The students saw the explanation about recount text in the PPS seriously.

### **1.3 The Research Result on 13 June 2012**

The research on 13 June 2012 at 08.00-11.00 was the third research, giving the second treatment after doing the first treatment and after knowing test result about recount text end the end of first treatment. The researcher came to the class 60 minutes for each group. In the second treatment, the researcher added the explanation about the use of past tense in the recount text. Both control and experimental group had the weakness about simple past. Therefore the researcher gave explanation about simple past in recount text for control group. But for experimental group, they saw the explanation about simple past through PPS.

The observation result for control group was they felt such as usual in the class at the time English teaching and learning. For the first, the researcher asked the students for remembering about recount text such as kind of genre that was used in the text, a glance about recount text, identified the generic structure of the recount text, identified the language feature of the recount text and strengthened the use of simple past tense by viewing it in PPS for experimental group.

The researcher explained the hand out for control group about the use of simple past in recount text manually to the students. The students recalled about recount text, and the researcher gave simple example of recount text through hand out. They were sighing when the researcher gave the hand out about simple

past in recount text. Because they were getting bored, the researcher did warming up to get them spirit again.

In the observation result for experimental group was the students read very harmonious when they and the researcher read together from Power Point Show that viewed from LCD. The students and researcher remembered together about recount text through PPS, and the last the researcher gave simple example of recount text through PPS. The students saw the explanation about recount text in the PPS seriously.

#### **1.4 The Research Result on 14 June 2012**

The research on 14 June 2012 at 08.00-11.00 was the fourth research, giving the third treatment after doing the second treatment and after knowing test result about the use of simple past in recount text in the end of second treatment. The researcher came to the class 60 minutes for each group. In the second treatment, the researcher strengthened the example of recount text about holiday through viewing PPS for experimental group and for control group they were given hand out.

The observation result for control group was some of them felt bored because every meeting they got recount text. So, the researcher invited them to do a game for warming up because kinesthetic students liked moving their body when teaching and learning process. After that the students read again the

example of recount text in the hand out. Last, the researcher gave simple test to make recount text. The students did it lazily.

In the observation result for experimental group was beyond the researcher's expectation. The students were very interested when the researcher viewed the example of recount text through PPS. There were clear texts, clear and interested picture about the researcher's holiday experience, and also the music in PPS until the end of slide. They also laughed when they saw many animals in the picture. They really enjoyed it. Last, the researcher gave simple test to make recount text. The students did it seriously.

### **1.5 The Research Result on 15 June 2012**

The research on 15 June 2012 at 07.00-10.00 was the fifth research, which had to know the competence of visual, auditory and kinesthetic students' writing recount after knowing test result about recount text in the end of third treatment for both control and experimental group. The last treatment through viewing the example of recount text in PPS form had done for experimental group and the researcher came to the class 60 minutes for each group. In this meeting, the researcher examined the students' understanding of recount text about their unforgettable experience. Thus control group and experimental group received post test based on the same instruction. The researcher did not give hand out or PPS in order to get pure result (after the students recognized the hand out and PPS as visual media for recount writing).

The observation result for control group was same such as the test before. They did the test unenthusiastically. Most of them forgot about the explanation before, so they felt difficult to organize the idea. Their works were complete but they could not explore and organize the idea well such as just one sentence or two sentences in each paragraph.

In the observation result for experimental group was very good. The students were enthusiastic to do the test. They did the test without cheating their friends (not such as in the pre test). Many of them did the writing fast and they were easy to explore their idea. So their writing was complete for example Ainun Munawaroh's sheet. Moreover their writing were more than the line for each paragraph for example Sahrul Andre Kusuma's sheet, Dewangga Adi's sheet. They did good job.

## **2. The Implementation of Using Power Point Show as Visual Media to Teach Recount Writing**

Before conducting the class, the researcher was helped by the teacher for selecting recount text materials and the extended checklist would be signed by the real teacher as the observer. But for the field note in extended checklist, the researcher fulfilled it after the treatment done in every meeting in order to be sure some detailed information about the condition of the class such as everything that happens in the research is reported in detail. So, the researcher remembered for the first time she entered the class until she went from the class. For example, the

teacher's and students' activity in teaching and learning English by using Power Point Show as visual media to teach visual, auditory and kinesthetic students, the teaching and learning process, the media and materials that researcher had prepared. They were collected from the first meeting until sixth meeting. The role was to support observation checklist.

In the first meeting, the researcher entered to class A first, and then in class B, she conducted the class normally. She did not tell the students about the research, but she wanted to learn for teaching and to be closed with students of SMP Bina Bangsa Surabaya. In other words, they did not know that they were being observed to get the nature of students. The researcher had greeting and introduction, and then she checked the students' attendance. Next, the researcher started the lesson by asking them about the kinds of texts that they knew. Some of them are able in mentioning some texts, including recount text. After that she divided them into two groups (Group A for Control Group and Group B for Experimental Group) by lottery technique. Each student took the lottery to know their group, whether group A or B. She also gave suggestion for group A and B for bring dictionary until Friday (15 June 2012) and they had to enter the class based on the group in lottery (Group A in the class A at 8 o'clock and Group B at 10 o'clock in class B). She did the same action for control group and experimental group. The researcher gave treatment by showing the material through PPS in experimental group.

The research on 11 June 2012 at 10.00-11.00 in experimental group (Group B) had purpose to know the competence of eight grade VAK learners in writing recount text. In this meeting, the researcher invites the students to learn recount text by giving pre test and gets the students to do the test which is suitable with the instruction, but the researcher does not give treatment (just a glance explanation orally to remember their understanding about recount text) in order to get pure result (before the students recognize and use Power Point show for experimental group). The observation result of experimental group was they felt confuse and happy when the researcher gives pre test. They felt confuse because they never get the test like the researcher was given. So, some of them was unhappy because they did the test with cheating their friends because they felt difficult to organize the idea. Few of them also felt happy because some of them still remembered about recount text although just little.

The research on 12 June 2012 at 10.00-11.00 in group B was giving the first treatment after doing pre test and after knowing pre test result. The researcher came to the class 60 minutes. In this meeting, the teacher entered and greeted the students. She checked the students' attendance and the condition of students. There were no students absent in that day. Then she asked some questions in order to remind about recount text. The meaning and the generic structure of a short recount essay in a written form accurately were given through viewing Power Point Show (PPS) for experimental group. The observation result for experimental group was the students read very compacted when they and the

researcher read together from Power Point Show that viewed from LCD. The PPS was well presented and clearly seen by all students in the class B. The students and researcher identified together the communicative objective of the recount text through PPS, identify the generic structure of the recount text through PPS, identify the language feature of the recount text through PPS, and the last the researcher gave simple example of recount text through PPS. The students saw the explanation about recount text in the PPS seriously.

The research on 13 June 2012 at 10.00-11.00 in group B was giving the second treatment after doing the first treatment and after knowing test result about recount text in the end of first treatment. The researcher came to the class 60 minutes. In the second treatment, the researcher started the lesson as same as the previous meeting. She checked the students' attendance and the condition of students. There was a student who was absent in that day, the name is Lia Yunita Sari. Before started the lesson, she discussed shortly about previous meeting. And then she added the explanation about the use of past tense in the recount text. Most of them both in the control and experimental group had the weakness about simple past. So they saw the explanation about simple past through PPS. Most of them seemed to be active in seeing the PPS. The observation result for experimental group was the students read very compact when they and the researcher read together from Power Point Show that viewed from LCD. The students and researcher remembered together about recount text through PPS,

and researcher gave the use of simple past tense in recount text through PPS. The students saw the explanation in the PPS seriously.

The research on 14 June 2012 at 10.00-11.00 in group B was giving the third treatment after doing the second treatment and after knowing test result about the use of simple past in recount text in the end of second treatment. The researcher came to the class 60 minutes. In the third treatment, the researcher started the lesson as same as the previous meeting. She checked the students' attendance and the condition of students. There was no students who absent. And then she reviewed the use of simple past in recount text to make them remember. Then, she strengthened the example of recount text about holiday through viewing Power Point Show (PPS) for experimental group. The observation result for experimental group was beyond the researcher's expectation. The students were very interested when the researcher viewed the example of recount text through PPS. There were clear texts and interested picture about the researcher's holiday experience, because it happened in Surabaya zoo. It was chosen because it was familiar place in Surabaya and suitable for holiday. The students laughed when they saw many animals in the picture. They also heard the music in PPS until the end of slide. They really enjoyed it. Last, the researcher gave simple test to make recount text. The students did it seriously.

The research on 15 June 2012 at 09.00-10.00 in group B was the last meeting of this research which has to know the competence of visual, auditory and kinesthetic students' writing recount after knowing test result about recount



text in the end of third treatment. The last treatment through viewing the example of recount text in PPS form had done for experimental group. And the researcher came to the class 60 minutes. In this meeting, the researcher started the class as same as the previous meeting. She entered the class, greeted, checked the students' attendance and asked the condition of students. There was no students who absent. Then she checked students' understanding of recount text by asking the students, for remembering about recount text such as kind of genre that was used in the text, a glance about recount text, identified the generic structure of the recount text, the language feature of the recount text from Orientation, Sequence of events and Reorientations. Then she examined the students' understanding of recount text about their unforgettable experience. In other word, the experimental group received post test based on the same instruction in control group, but the researcher did not give hand out or PPS in order to get pure result (after the students recognized the hand out and PPS as visual media for recount writing). The observation result for experimental group was very good. The students were getting spirit to do the test. They did the test without cheating their friends (not such as in the pre test). Many students did the writing very fast and they easy to explore their idea. So their writing was complete in a piece of test, example Ainun Munawaroh's sheet. Moreover their writing was more than the line for each paragraph. For example Sahrul Andre Kusuma's sheet, Dewangga Adi's sheet. They did good job.





19	5010	MUHAMAD EKA YUDHA	70	72
20	5012	MUHAMMAD ANGGA B. Y.	68	76
21	5014	MOHAMAD RIZKY PERMANA	70	88
22	5021	NITA DWI NINGTIYAS	72	73
23	5028	NUR HIDAYATI	69	69
24	5031	PUTRI INTAN PERMATA SARI	70	83
25	5033	RAFI DWI ARDIYANTO	60	86
26	5038	RAYNALDO RISANTORO	59	79
27	5041	RIO WICAKSONO	55	74
28	5042	RISKI SOFIYAN	63	61
29	5046	RONY ASHARI	51	68
30	5055	SONY PURNAMA	70	86
31	5056	SOVI DWI WAHYUNINGRUM	73	75
32	5068	YAHYA SARI MUHAMMAD	69	73
33	5070	YOLANDHA FERDINANT Y.	78	79
		Total	2227	2411
		Means	67.48	73.06

Table 3

**The calculation scores of experimental group**

No.	Induct	Name	Before ( $X_1$ )	After ( $X_2$ )	d	$d^2$
1	4942	AINUN MUNAWAROH	69	90	21	441
2	4947	ANISYAH MIFTAH FARADILLAH	75	93	18	334
3	4953	AYU WULANSARI	60	83	23	529
4	4955	BAGAS FEBRIANA ANTONO P.	69	68	-1	1
5	4961	CINDY KARTIKA AKHADILLA	67	70	3	9
6	4962	DEASTEANDA TINUNG S.	67	89	22	484
7	4966	DEWANGGA ADI TIARNO	69	89	20	400
8	4968	DIAN PUTITASARI	72	92	20	400
9	4995	FRANKY DINO DUMANAW	69	80	11	121
10	5074	MISHAWANTI PUJI LESTARI	70	88	18	324
11	4978	ELANG JULIAN FRIZKY	70	72	2	4
12	4988	HARDINAH FIKA BAITUN NOVIA	62	69	7	49
13	4994	LIA YUNITA SARI	65	69	4	16
14	5018	NANDA YUDANATA	69	72	3	9
15	5024	NOVIA DWI ANGGREINI	72	94	22	484
16	5026	NOVITA TYAS NINGSIH	76	96	20	400



$$= 2178.72$$

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}} = \frac{11.90}{\sqrt{\frac{2178.72}{32(32-1)}}} = \frac{11.90}{\sqrt{2.196}} = \frac{11.90}{1.481} = 8.035$$

$$df = N - 1$$

$$= 32 - 1$$

$$= 31$$

$$t_{table} = 1.697$$

$$t_{value} > t_{table} = 8.035 > 1.697$$

$$SD_{Experimental\ Group} = \sqrt{\frac{\sum d^2}{N}} = \sqrt{\frac{6715}{32}} = \sqrt{209.84} = 14.48$$

Table 4

## The calculation scores of control group

No.	Induct	Name	Before (Y <sub>1</sub> )	After(Y <sub>2</sub> )	d	d <sup>2</sup>
1	4933	ACHMAD MUZAKKI	72	70	-2	4
2	4934	ADE HARDIANTO	65	65	0	0
3	4939	AGNES PRAMESTHI PERMATA S.	73	72	-1	1
4	4949	APRILIYAN DWI WALUYO	72	74	2	4
5	4950	ARDHIAN INDRA PRASETYA	66	67	1	1
6	4951	AXL KURNIAWAN EKAPUTRA	60	68	8	64
7	4958	BAYU KURNIAWAN	60	61	1	1
8	4971	DITO BAGAS PUTRA	72	72	0	0
9	4975	DYAN PRATIWI ANWAR	75	76	1	1
10	4979	EMBUN DHITA MARETHA K.	65	68	3	9
11	4985	FITRA JUNI KURNIAWATI	70	65	-5	25
12	4984	FITRA KURNIA HENDRIYANTO	68	65	-3	9
13	4987	HAMIDATUL ULUM	71	71	0	0



$$= 3192 - \frac{33124}{33}$$

$$= 3192 - 1003.7$$

$$= 2188.3$$

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}} = \frac{5.51}{\sqrt{\frac{3188.3}{33(33-1)}}} = \frac{5.51}{\sqrt{2.072}} = \frac{5.51}{1.439} = 3.829$$

$$df = N - 1$$

$$= 33 - 1$$

$$= 32$$

$$t \text{ table} = 1.697$$

$$t \text{ value} > t \text{ table} = 3.829 > 1.697$$

$$SD \text{ Control Group} = \sqrt{\frac{\sum d^2}{N}} = \sqrt{\frac{3192}{33}} = \sqrt{96.72} = 9.83$$

$$t = \frac{x_1 - x_2}{\sqrt{\frac{(SDeg^2)}{N_1 - 1} - \frac{(SDcg^2)}{N_2 - 2}}} = \frac{2609 - 2411}{\sqrt{\frac{14.48}{32 - 1} - \frac{9.83}{33 - 2}}} = \frac{198}{\sqrt{\frac{14.48}{31} - \frac{9.83}{32}}}$$

$$= \sqrt{\frac{198}{0.467 - 0.307}}$$





arrange the recount text. So they needed media to make their writing skill better especially in English. The researcher focused on writing skill in recount text because many students usually faced many difficulties in exploring their ideas or even finding the appropriate words to what they want to write.

To increase writing skill was by using Power Point Show (PPS) that was easy to be understood for them. PPS as visual media were given for visual, auditory and kinesthetic students in order to improve their writing especially in exploring their idea to write recount text. The PPS which was viewed to them were about the meaning and the generic structure of a short recount essay, the use of simple past tense in recount, and the example of recount text about holiday. All of them were viewed through Power Point Show (PPS).

PPS was given to visual, auditory and kinesthetic students during the treatment for experimental group. In this research there were three treatments. The first treatment was about the meaning and the generic structure of a short recount essay, the second treatment was about the use of simple past tense in recount, and the third treatment was about the example of recount text about holiday. After doing treatment by using Power Point Show (PPS) in writing recount text for visual, auditory and kinesthetic students, the researcher gave post test for experimental and also for control group. Then, the researcher collected the result data of pre test and post test recount text to calculate the research result based on The ESL composition profile based on Recount Text ( According to Holly Jacobs, Stephen Zingraf, Deanna Warmuth, V. Faye Harfiel, and John

Hughey). The last, the researcher groups them based on the table of score pre test and post test.

Based on the research which analyzed with t-test, it could be shown that the differences of the pre mean scores of two groups were far. The experimental groups' score (81.53) was higher than control groups' score (73.06). At the beginning, the students of the two groups had a little difference in their writing ability while the scores of the experimental group were higher than the control group amount (33.49). So  $H_0$  was rejected and  $H_a$  was confirmed, it meant that using Power Point Show (PPS) as visual media to teach writing recount text was effective. In other words, there was a positive effect of using Power Point Show (PPS) as visual media to teach writing recount text for eight grades visual, auditory and kinesthetic students at SMP Bina Bangsa Surabaya because the mean score before treatment was smaller than the mean score after treatment, that was  $69.62 < 81.53$  were differences in visual, auditory and kinesthetic students of writing's competence.

Based on research result above, it was clear that Power Point Show (PPS) as visual media to teach writing recount text for eight grades visual, auditory and kinesthetic students at SMP Bina Bangsa Surabaya were proved. The students were more enthusiastic, they could understand the material effectively and they could explore their idea in writing recount after using Power Point Show (PPS) as visual media.

For the data above, it could confirm at Bill Alexander's theory that some learners may have a particular learning preference, eg visual learning style. And in reality these learners, like all learners, have to do and use multiple learning styles. Another potential difficulty is that teachers may label students as learners of a particular style for example, 'kinesthetic learners', when it is more accurate to say that these are learners who often learn well in kinesthetic learning style, but who can use other learning styles to access information with help and a sympathetic approach to other styles of learning.<sup>59</sup> Here, teachers could not structure all learning in one style for any one particular group of learners. Because they might have multiple learning styles to learn effectively as well as media that they used, they might get variety. The teacher should not label specific media for specific learning style. So, it could be concluded that there was improvement in writing recount text by using Power Point Show (PPS) as visual media for eight grades visual, auditory and kinesthetic students at SMP Bina Bangsa Surabaya.

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<sup>59</sup>Bill Alexander. "Understanding Different Learning Styles That Students Use Is Essential For Planning Successful Learning Programs. ". ([www.classroom-management-success.org/different-learning-styles.html](http://www.classroom-management-success.org/different-learning-styles.html)), accessed on March 31, 2012)



## **2. The Students' Ability in Writing Recount Text Before and After Using Power Point Show (PPS) as Visual Media**

Based on the statistical data, there is improvement in the ability of writing recount text for visual, auditory and kinesthetic students. The students are more enthusiastic, they can understand effectively, explore their idea and write the organization based on the explanation and example in writing recount after using Power Point Show (PPS) as visual media. Moreover, their writings are beyond the researcher's expectation that they write more than the line for each paragraph. They do good job. It is very different before using Power Point Show (PPS), the students feel confuse and difficult to organize the idea. Most of them cheat to their friends, and their pre tests are same with others from the title until the contents. Thus, it can be concluded that visual, auditory and kinesthetic students' ability in writing recount text after giving treatment by using PPS are increased. Visual, auditory and kinesthetic students have multiple learning styles to learn effectively. As well as media that they use, they may get variety such as PPS as visual media to teach Visual, Auditory, and Kinesthetic students.

### **B. Suggestion**

Based on the research result and discussion about the research result, it can be concluded that there are four suggestions. They are:













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