



ADVISOR APPROVAL SHEET

This thesis by IZZATUL MILLAH entitled POWERPOINT SHOW AS VISUAL MEDIA TO TEACH RECOUNT WRITING FOR EIGHT GRADES OF VISUAL, AUDITORY, AND KINESTHETIC STUDENTS AT SMP BINA BANGSA SURABAYA has been approved by thesis advisors and could be proposed to fulfill the requirement of graduated degree in English Teaching of Tarbiyah Faculty State of Islamic Studies Surabaya.

Surabaya, July 25th, 2012 Advisor I.

M. Syaifudin, M.Ed. (TSL) NIP:197310131997031002

Advisor II,

Sigit Pramono Jati M.Pd NIP:198605182011011005

APPROVAL SHEET

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Approved, of Tarbiyah Faculty

NIP.196203121991031002

The Board Examiners Chair,

M. Syaifudin, M.Ed. (TSL) NIP. 197310131997031002

Segretary,

Sigit Pramono 33ti, M.Pd. NIP. 198605182011011005

Examiner

NIP. 197408042000031002

Examiner 2

<u>Dra. Irma Soraya, M.Pd.</u> NIP.196709301993032004

DECLARATION

Yang bertanda tangan dibawah ini:

Nama

: Izzatul Millah

NIM

: D05208089

Jurusan

: Pendidikan Bahasa Inggris

Fakultas

: Tarbiyah

Judul skripsi : POWER POINT SHOW AS VISUAL MEDIA TO TEACH

RECOUNT WRITING FOR EIGHT GRADES OF VISUAL.

AUDITORY, AND KINESTHETIC STUDENTS AT SMP BINA

BANGSA SURABAYA

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ABSTRACT

Millah, Izzatul. 2012. Power Point Show as Visual Media to Teach Recount Writing for Eight Grades of Visual, Auditory, and Kinesthetic Students at SMP Bina Bangsa Surabaya. A Thesis. English Department, Tarbiyah Faculty, State Institute for Islamic Studies. Advisor: M. Syaifudin M.Ed. (TSL) & Sigit Pramono Jati, M.Pd.

Keyword: Power Point Show as Visual Media, Writing Ability, Recount text, Writing Recount Text, Visual, Auditory, and Kinesthetic Students

Writing is a language skill in English and it may become difficult subject for students. Many students usually face difficulties in exploring their ideas or even finding the appropriate words to write. Therefore, teachers have to overcome this problem and they have to find out a way to motivate their students to write for exploring and organizing the idea in order to have a good writing, especially writing recount text for eight grades of visual, auditory and kinesthetic students.

In this thesis, the researcher tries to prove the theory of Bill Alexander, he states that the teachers need to be careful that they don't label students as specific kinds of learners, because students have different preferences in teaching and learning process. All learners can learn to process information in more than one style. So the teachers have to be able to process information in a variety of ways while teaching and learning process to receive the materials effectively. As well as media that they use, they may get variety. The teacher should not label specific media for specific learning style such as visual media for visual students, auditory media for auditory students etc.

This thesis specifically focuses on Power Point show (PPS) as visual media to teach recount writing for eight grades of visual, auditory, and kinesthetic students. Therefore, the researcher conducts the research in the eighth grade students because this level has several problems in writing skill. The main objectives of this paper are (1) to describe how to use Power Point Show (PPS) as visual media to teach recount writing for eight grades of visual, auditory, and kinesthetic students (2) to know the students' ability in writing recount text before and after using Power Point Show as visual media.

The design of this research is descriptive quantitative. The experiment approach is pretest posttest control group design. In this research, the researcher acts as participant (teacher) when the teaching and learning process conduct in the class. The real teacher and another observer observe the researcher and students' activities during the implementation of using PPS. Moreover, the researcher uses instruments to collect the data, namely: recount writing pre and post tests, extended checklist, and statements of observation by the observer.

In implementing the study, the researcher acts the activities through five treatments for control group and experimental group. For experimental group, they are: pre test, giving materials about recount text in the form of PPS, strengthening the use of simple past in recount text in the form of PPS, giving example of recount text in the form of PPS, and the last by giving post test without any media to measure the improvement after implementing PPS. The researcher acts the same activities for control group. But it is without media, just by giving explanation or manual teaching. Based on the research which analyzed with t-test, it can be shown that the differences of the pre mean scores of two groups are far. The experimental groups' score (81.53) is higher than control groups' score (73.06). At beginning, the students of the two groups have a little difference in their writing ability while the scores of the experimental group are higher than the control group amount (33.49). Thus, H_o is rejected and H_a is confirmed. This means that using Power Point Show (PPS) as visual media for eight grades visual, auditory and kinesthetic is effective and get improvement in exploring their ideas.

Finally, this research is expected to give useful contribution for teacher and students in teaching learning process of English writing. The English teacher should use any media (it can be visual, kinesthetic or auditory media) to explain the materials for VAK students when teaching and learning process, not just specific media for specific learning style. The teacher also must develop the creativity in teaching process to make enjoy the learning condition in the class. Therefore, the students can learn effectively and they must be encouraged in the learning process in the classroom to achieve the success of teaching learning process.

TABLE OF CONTENTS

COVER	i
ADVISOR APPROVAL SHEET	ii
EXAMINER APPROVAL SHEET	iii
DECLARATION	iv
DEDICATION	v
MOTTO	vi
ABSTRACT	vii
ACKNOWLEDGMENT	viii
TABLE OF CONTENTS	хi
LIST OF TABLES	xiv
LIST OF APPENDICES	xvi
CHAPTER I	
INTRODUCTION	
A. Background of the Study	1
B. Statements of the Problems	8
C. Objectives of the Study	9
D. Significance of the Study	9
E. Scope and limitation of the Study	10
F. Definition of Key Terms	11
G. Thesis Organization	12

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background	14
1. Power Point as Visual Media	14
a. Definition of Visual Media	14
b. The use of Power Point as Visual Media	17
1. Definition of Power Point	17
2. Advantages of Power Point	20
2. The Teaching of Writing	23
a. The Nature of Writing	23
b. The Importance of Writing	25
c. The Teaching and Learning Writing	26
d. Recount Text	28
1. Generic Structure	28
2. Language Feature	29
3. Visual, Auditory and Kinesthetic Students	30
a. Characteristics of Visual Learners	32
b. Characteristics of Auditory Learners	33
c Characteristics of Kinesthetic Learners	24

B.	Power Point Show (PPS) as Visual Media to Teach Recount Writing for V	/AK
	Learners	35
C.	Review of Previous Study	37
СНАР	TER III	
RESE	ARCH METHODOLOGY	
A.	Research Design	39
B.	Research Setting and Subject	43
C.	Population and sampling	43
D.	Research Instruments	44
E.	Data Collection Technique	48
F.	Data Analysis Technique	51
СНАР	TER IV	
RESUI	LT AND DISCUSSION	
A.	General Description of the School	54
	1. Profile of the School	54
2	2. Vision and missions of the School	55
:	3. Curriculum of School	56
4	4. Facilities of Education	56
4	5. Extracurricular	5 7

B. Research Finding on The Use of Power Point Show (PPS) as Visual Me	dia to
Teach Recount Writing for Eight Grades of Visual, Auditory and Kines	thetic
Students (VAK Learners)	58
1. Research Description	58
2. The Implementation of The Use of Power Point Show (PPS) as \	/isual
Media to Teach Recount Writing	63
3. The Result of Students' scores Before and After Using Power Point	Show
(PPS) as Visual Media to Teach Recount Writing	69
C. Data Analysis	76
D. Discussion	. 76
CHAPTER V	
CONCLUSION AND SUGGESTION	
A. Conclusion	80
B. Suggestion	81
BIBLIOGRAPHY	

BIBLIOGRAPHY APPENDICES BIOGRAPHY

LIST OF TABLES

TABLE 1	THE SCORE OF EXPERIMENTAL GROUP
TABLE 2	THE SCORE OF CONTROL GROUP
TABLE 3	THE CALCULATION SCORES OF EXPERIMENTAL GROUP
TABLE 4	THE CALCULATION SCORES OF CONTROL GROUP
TABLE 5	RESEARCH SCHEDULE OF MEETING
TABLE 6	ESL COMPOSITION PROFILE BASED ON RECOUNT TEXT
TABLE 7	THE FINAL TEST SCORE OF EXPERIMENTAL GROUP
TABLE 8	THE FINAL TEST SCORE OF CONTROL GROUP

LIST OF APPENDICES

Appendix 1	A TYPOLOGY TEST (VAK TYPE) OF SMP BINA BANGSA
Appendix 2	PRE TEST SHEET OF RECOUNT TEXT
Appendix 3	POST TEST SHEET OF RECOUNT TEXT
Appendix 4	LESSON PLAN CONTROL GROUP
Appendix 5	LESSON PLAN EXPERIMENTAL GROUP
Appendix 6	EXTENDED CHECKLISTS
Appendix 7	STATEMENTS OF OBSERVATION
Appendix 8	THE MATERIAL OF TREATMENT
Appendix 9	SURAT KETERANGAN

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is a language skill in English and it may become difficult subject for students. According to Mr. Riyadi, the English teacher in Junior High School says that many students usually face difficulties in exploring their ideas or even finding the appropriate words to write.¹ So, teachers have to overcome this problem and they have to find out a way to motivate their students to write.

Although some students are always happy to write in English, others are reluctant to start their assignments even to finish it. This unwillingness may derive from anxieties they have about their handwriting, their spelling, or their ability to construct ideas, sentences and paragraphs. If these insecurities are reinforced because they are unable to complete writing tasks successfully, then the students' attitude to writing is likely becoming more and more negative. It is a common problem that the students are unable to complete writing tasks.

In the context of the teaching of English in Junior High School (JHS) in Indonesia, the teaching of writing focuses on five text types: descriptive, narrative,

¹ Based on interviewing Mr. Riyadi as English teacher in SMP Bina Bangsa Surabaya. On Monday, December 12th 2011 at 11.00 A.M.

² Jeremy Harmer, *How to Teach Writing* (England: Longman, Inc. 2004), 61.

recount, procedure and report texts.³ 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. 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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³ Direktorat Pendidikan Dasar dan Menengah. *Peraturan Menteri Pendidikan Nasional No. 22*. (Jakarta: Depdiknas, 2006)

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

Because writing is an important language skill, English teacher should be able to help their students to develop their writing ability. A teacher should hesitate to give writing practices and exercise to his students. He needs to decide on which type of exercise that is supporting the aims to develop their writing ability. To increase the students' desire to write, they need interesting and fun learning process. In order to make it, the teacher should be supported by good and interesting techniques and media to teach recount writing.

Based on the function, media has many important roles for learning process. One of them is transferring a message. It is also supported by Smaldino in his book he states that media are a mean of communication and the source of information between source and the receiver of information.⁶ Media play an important role because it can help the teachers transfer the message or information to the students effectively. So, the students not only get the information but also get motivated in their learning process.

Media that can be used in teaching and learning are currently quite a lot and quite varies, depending on the needs. In the era information of technology, the use of media is always needed in the classroom. In presenting material, teacher uses media too, both electronically and non electronically. As Dabutar states that today, information technology has been progressing very rapidly such as

⁵ Bambang Yudi Cahyono, *Techniques in teaching EFL Writing*. (Malang: State University of Malang Press. 2009), 20.

⁶ Sharon E. Smaldino - Deborah L. Lowther - James D. Russel, *Instructional Technology and Media for Learning* (New Jersey: Person Education, 2007), 06.

multimedia. It can make a variety of ways to facilitate the delivery of information, such as Microsoft PowerPoint.⁷

He also states that PowerPoint slides provide facilities to accommodate the key points of discussion to be presented to the learners. By using animation, a slide can be modified. Many facilities such as front picture, sound and effect can be used to make a good slide. When the slide is presented, then the listener's attention can be drawn. It is clear that the function of Microsoft PowerPoint is to assist the user in presenting presentation through slides. It also provides many facilities so that the students can receive the information effectively.

Microsoft PowerPoint is considered as visual media that provides movies, sounds, text and graphic animations, hyperlinked buttons, text, and almost anything saved in a digital format. It can be placed in the presentation to make it truly as media for presentation. The use of PowerPoint in presenting material today is more attractive in teaching and learning process. Not only in the form of slide with text but also in the form of PowerPoint presentation show as visual media presentation.

Suhendri states that one of the use of Microsoft PowerPoint is interesting because there are color choices, fonts, animation, both animated text and images or

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⁷ Jelarwin Dabutar. 2008. "Pengaruh Media Pembelajaran". An Online Education Article. (http://researchengines.com/0408jelarwin.html, accessed on March 31, 2012)

Bid. Accessed on April 24, 2012).

⁹ Richard C. Forcier & Don E. Descy, The computer as an Educational Tool: Productivity and Problem Solving. (New Jersey: Pearson Education Inc., 2008), 313.

photo.¹⁰ 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.¹¹ Based on the styles above, teacher needs to present information using

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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.

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

all three styles. Because each student has a different way while teaching and learning process to receive the materials effectively.

In this case, the teacher should not label each student as a specific kind of learning style. Because students may have more than one styles. It is also supported by Alexander in his book; he states that the teachers need to be careful that they don't label students as specific kinds of learners, because students have different preferences in teaching and learning process. All learners can learn to process information in more than one style and in real teaching the teachers have to be able to process information in a variety of ways and all students need to learn how to do this.¹²

For examples, some learners may have a particular learning preference, eg visual learning style. In reality of teaching and learning process, these learners like all learners, have to do and use multiple learning styles. Another problems are that teachers may label students as learners of a particular learning style for example, 'kinesthetic learners', it is more accurate to say that these learners often learn well in kinesthetic learning style, but another teacher can use other learning styles to access information with help, needs and another approach for other learning styles.¹³ Here, teachers cannot label all learning styles in one style for any one

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¹² James W. Alexander, 30 Ways to Use Kinesthetic Learning in the Classroom: A Kindle Book (Amazon Media EU, 2011)

¹³ Bill Alexander. "Understanding Different Learning Styles That Students Use Is Essential For

¹³Bill Alexander. "Understanding Different Learning Styles That Students Use Is Essential For Planning Successful Learning Programmes.". (www.classroom-management-success.org/different-learning-styles.html, accessed on March 31, 2012)

particular group of learners because they may have multiple learning styles to learn effectively. As well as learning style that they may have use various media to learn effectively, they may get variety. The teacher should not label specific media for specific learning style. Thus, PowerPoint Show as visual media may be suitable to be presented in visual, auditory and kinesthetic students.

In this study, the writer is interested to do research in SMP Bina Bangsa Surabaya because that 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 students. ¹⁴ So, the writer does not need to classify what kind of learning style the students in this school because all students get classification class for each learning style. The students of eight grades also have been categorized based on learning style, whether they are visual, auditory, or kinesthetic.

Based on the explanation above, the researcher wants to do a research by using visual media such as Microsoft PowerPoint Show to teach eight grade visual, auditory, and kinesthetic students because they seldom receive media in English teaching and learning process and many students usually face many difficulties in exploring their ideas in English writing. So, it makes students bored and teaching monotonous especially in writing. Here the researcher has to

¹⁴ Based on interviewing Head Master of SMP Bina Bangsa Surabaya. On Tuesday, December 13th 2011 at 10.00 A.M.

¹⁵ Based on interviewing Mr. Riyadi as English teacher in SMP Bina Bangsa Surabaya. On Monday, December 12th 2011 at 11.00 A.M.

overcome this problem to find out a way to motivate their students to write by using visual media for visual, auditory and kinesthetic students.

The activity of using PowerPoint Show (PPS) as visual media should be implemented in teaching writing recount text to make the students ready and also interested in doing the task that will be given by the teacher. Here, the writer's aim is to help visual, auditory and kinesthetic students learn recount text writing effectively by using Microsoft PowerPoint Show (PPS) so they can improve their writing.

B. Statements of the Problems

Based on the background presented earlier, the researcher formulates statement of the problems as follows:

- 1. How is Power Point Show (PPS) as visual media used to teach recount writing for eight grades of visual, auditory and kinesthetic students at SMP Bina Bangsa Surabaya?
- 2. What is the students' ability in writing recount text before and after using PPS as visual media?

C. Objectives of the Study

According to statements of problem, the writer purposes are:

- To describe how to use Power Point Show (PPS) as visual media to teach recount writing for eight grades of visual, auditory and kinesthetic students at SMP Bina Bangsa Surabaya.
- To know the students' ability in writing recount text before and after using PPS as visual media.

D. Significance of the Study

This study is very important to motivate both teachers and students since the fact shows that they dislike writing.

1. For the writer:

The writer can use Power Point Show (PPS) as visual media to teach recount writing for eight grades of visual, auditory and kinesthetic students so that they can accept what the writer conveys to them and help the students to describe their ideas in writing recount text.

2. For the teacher:

The teacher can use visual, audio or another media to explain the materials for visual, auditory and kinesthetic students when teaching and learning process especially in English teaching. Referring to Alexander's opinion, that the teacher should not label each student as a specific kind of learning style because they may have more than one style and have different preferences to learn. Here,

Power Point Show (PPS) as visual media may be suitable for students that seldom receive media.

3. For the students:

The students are easier to understand and describe their ideas in writing recount text through using PPS and teaching and learning process will be more fun because they get new media.

4. For the society:

This research is useful for people who read to improve the students' writing skill through using PPS as visual media. Because it presents new way to apply a media in teaching learning process especially English teaching.

E. Scope and Limitation of the Study

There are several text types or genres which are taught to eight grade students. In this study, the researcher focuses on recount text by using Power Point Show (PPS) in order to improve the students' writing ability so that the researcher will do the collaborative research on the scope and limitation as follows:

- This study is implemented to the eight grade student of SMP Bina Bangsa Surabaya
- 2. There are three kinds of students based on their learning style. They are visual, auditory, and kinesthetic students. Here, the researcher focuses on

all of them because they seldom receive media in English teaching and learning process.

- Among four skills of English such as listening, speaking, reading and writing. The researcher teaches more in writing skill.
- The researcher introduces and uses a technique of Power Point Show
 (PPS) as visual media in teaching writing.
- 5. The topics of using Power Point Show (PPS) are about recount text and its example in the form of PPS.

F. Definition of Key Terms

In order to avoid understanding of some terms used in this study, the following parts will clarify.

- 1. Power Point Show (PPS) as visual media refers to presentation software to show and create presentations in slide format by combining the effects such as text, images, music, etc. It is visual media and suitable for all learning styles. Here, this media are applied for visual, auditory and kinesthetic students.
- 2. Writing ability is the ability of the students to produce paragraph from their own idea
- 3. Recount text is a type of text that related to personal experiences in the past tense

- 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

communication and source of information.¹⁶ It has an important role in learning process. Media can be used to eliminate the students' boredom. If the students are interested in what they are doing they will enjoy the teaching learning process and understand the subject matter that is given.

Moreover, today the development of media is related to development of technology which brings new innovation. Rossi also states that media are devices and the appearance of a new medium always constitutes a technological innovation.¹⁷ The development of technology can be used as media in teaching and learning process in the classroom to provide special enrichment materials and experiences.

Kreidler states that the ultimate aim of media is to give students opportunity to express their own ideas freely; using the language patterns they have learned. Students need this kind of opportunity in order to begin to use English in a way that enables them to express their ideas, interests, feelings and needs clearly, correctly, and confidently.¹⁸ This is undoubtedly their goal in studying English and it is the teacher's role to help them reach it.

¹⁶Sharon E. Smaldino - Deborah L. Lowther - James D. Russel, *Instructional Technology and Media for Learning* (New Jersey: Person Education, 2007), 06.

¹⁷ Peter H. Rossi, - Bruce J. Biddle."The New Media and Education". (Ed). (Chicago: Aldine Publishing Company, 1966), 05.

¹⁸ Carol I. Kreidler, Visual Aids for Teaching English to Speakers of Other languages. Washington D.C: United States Information Agency, 1968), 41.

Hamalik in Arsyad also suggests that the use of media in teaching and learning can bring new desires and interests, motivational and stimulating learning activities on students. ¹⁹ So students are not only receiving the information successfully but they also enjoying the learning process with new interests. By giving media to them, it brings the impact for teaching and learning process.

Rival and Sudjana state that visual media aims are to introduce, establish, enrich and clarify the abstract concepts to students and encourage more student activities. So that information in lesson can be presented more concrete.²⁰ In the process of learning, the media also play an important role for the development of the teaching system. As a visual medium that helps to give a real visual experience to the students.

Then the visual technology was born to combine mechanical and electronic discovery for the purpose of learning. Visual media products such as Power Point Show are used in teaching and learning process to convey information to the students effectively for interactive activities in teaching learning process.

Prof. Dr. Azhar Arsyad M.A. Learning Media (Jakarta: PT. Grafindo Persada King, 2009), 15
 Nana Sudiana – Ahmad Rivai, Teknologi Pengajaran (Bandung: Sinar Baru Algesindo, 2003), 57.

b. The Use of PowerPoint as Visual Media

1. Definition of PowerPoint

Stephen states that PowerPoint is a presentation graphics package.²¹ Microsoft Power Point is a presentation application program under Microsoft Office. Microsoft Power Point is a visual program created by the Microsoft Company and it is specifically designed to deliver a presentation for this program comes with various features menus that can make it as an interesting medium of communication.

The most widely known presentation software is PowerPoint. The user only needs a slide to create and project colorful and animated visuals. These packages allow the user to include text, draw pictures, produce tables, diagrams, and graphs, import digital photos and video clips, include audio, and create animation.²² With the help of slide, the user can import photos and music in each slide and combine it with the texts. So it becomes perfect presentation.

To get all of them, the presenter needs a slide to combine those in a lot of slides. According to Jerrold E. Kemp slides are a form of projected audio-visual materials that easy to prepare for helping presentation effectively.²³ The user can

²¹ Moira Stephen, *Presentations with PowerPoint Learning: Learning Made Simple* (Oxford: Elsevier, 2006), 02.

²² Sharon E. Smaldino - Deborah L. Lowther - James D. Russel, *Instructional Technology and Media for Learning* (New Jersey: Person Education, 2007), 258.

²³ Peter H. Rossi, - Bruce J. Biddle."The New Media and Education". (Ed). (Chicago: Aldine Publishing Company, 1966), 40.

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.²⁴ 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

Wendy Russell. 2003. 12 Tips about PowerPoint Slide Show.
http://presentationsoft.about.com/od/powerpointtips/ss/pps_to_ppt.htm. accessed on June 13, 2012)

images to present the learning content in a multi-dimensional way. According to cognitive psychology, learners can receive information through five senses. Trylong (1973) proves that the five senses play an effective role in getting information through experiments: 83% information is obtained visually, and 11% is obtained auditorially. Other information is through olfactory organ (3.5%), tactile organ (1.5%), and taste organ (1%). Visual media apply in the language class can offer big ways to convey the information.²⁵

Visual media product, such as Power Point, can really get the students follow the topic. Presentations can become extremely complex and help students. Because they become aware that they are not writing a series of paragraphs. Through PowerPoint, it will be presenting a series of main ideas, facts, or short descriptions. The presentation will be a series of charts, and student must have a good idea of how their topic is to be broken up.

Visual media presentation has a number of ways that the media can be manipulated to support or enhance the topic in teaching learning process. One of the important work that is needed in teaching by using presentation is writing the script and storyboard are requiring narrative message. Narrative is a guide to describe the subject matter or visualization. Some clues to write a script narration:²⁶

²⁵ Liu Fang (Fancy), Bachelor Thesis: "Using Multimedia to Motivate EFL Students' Interest in English Language Learning" (Platteville: University of Wisconsin, 2010), 09.

²⁶ Prof. Dr. Azhar Arsyad M.A. Learning Media (Jakarta: PT. Grafindo Persada King, 2009), 94

- 1. Write a short, compact and simple
- 2. Write a headline such as writing, short and precise, rhythmic and catchy
- 3. Posts do not have to be a complete sentence
- 4. Avoid technical terms
- 5. Write in active voice
- 6. Try every sentence of not more than 15 words
- 7. Reread the narrative
- 8. Edit and revise the manuscript narrative if necessary.

2. Advantages of PowerPoint

The use of PowerPoint as visual media in the classroom has significantly increased globally in recent years. Because it can give many advantages both teacher and students. One of the advantages of media Microsoft Power Point according to Suhendri is interesting because there is a game presentation colors, fonts and animation, both animated text and animated images or photo.²⁷ The advantage here, Microsoft Power Point is a suitable medium for learning subjects.

There are various terms and images that have displayed. If using Power Point as teaching media, teacher can easily explain the material because it can be

²⁷ Johandayani. 2009. 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, p 22

seen clearly. The biggest advantage of this program is no need to purchase the software because it is already available in Microsoft Office. So at the time of installation of Microsoft Office programs with Microsoft Power Point program itself will be installed. This will certainly less the burden of the development of learning with computers, mainly in terms of financing.²⁸

Jones suggests that Microsoft PowerPoint as visual media is expected for using it in teaching and learning activities. There are many reasons but the key ones include:²⁹

- Appropriate use of PowerPoint can enhance the teaching and learning experience for both teacher and students
- 2. It provides encouragement and support by facilitating a presentation in a professional manner. The templates provided have been designed to default to good presentation criteria such as the number of lines of information per slide and appropriate font sizes and types, etc: using the styles of the default templates can significantly improve the clarity and structuring of a presentation.
- 3. A presentation can appeal to a number of different learning styles and be made more stimulating. Teachers are encouraged to incorporate more sophisticated visual and auditory media into presentations.

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²⁸ Ibid. p 23

²⁹ Allan M Jones, "The use and abuse of PowerPoint in Teaching and Learning in the Life Sciences: A Personal Overview". *Life Sciences Teaching Unit*. Vol. 2 No.2, November 2003, 02.

- 4. Attracting the attention of students because teacher presents the material in different way.
- 5. PowerPoint presentation has a positive influence on students. Harrison (1999) argues that PowerPoint enhances instruction and motivates students to learn. So, PowerPoint enhances instruction and motivates learning activities of students to learn.30
- 6. In this visual media environment, students will become more active and autonomous. They will be engaged in the language learning effectively via the attractive pictures, animation and text. They collaborate with their classmates to solve a problem or complete a project in a relaxing environment. Students can learn on their own according to their plans or purposes and teachers can act more as a guide rather than a knowledge-giver. This environment increases the effectiveness of language learning and teaching.31

This process includes analysis of existing components or aspects of the media so that media Microsoft power point lesson is really effective for use in learning. Smaldino also states the advantages of using PowerPoint: 32

1. Easy to create and use. Students, as well as teachers can make digital presentations with little training on the software itself.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

³⁰ Hossein Nouri - Abdus Shahid, "The Effect of PowerPoint Presentations on Student Learning and Attitudes". Global Perspectives on Accounting Education. Vol. 2 No.3, May 2005, 53-73

³¹ Liu Fang (Fancy), Bachelor Thesis: "Using Multimedia to Motivate EFL Students' Interest in English Language Learning" (Platteville : University of Wisconsin, 2010), 13.

³² Sharon E. Smaldino - Deborah L. Lowther - James D. Russel, Instructional Technology and Media for Learning (New Jersey: Person Education, 2007), 259.

- 2. Notes projected for teacher and students. The notes also cue for the students as to the key points of presentation.
- 3. Supports inclusion of multimedia. Text, visuals, animation, audio, and video clips can be included.
- 4. Instructional technology and media for learning.

2. The Teaching of Writing

2.1 The Nature of Writing

Writing as the way of communication is one of language skills that should be known for students in junior high schools. Herman states in Cahyono that writing is communicative act, it is a way of sharing information, thoughts, experiences, or ideas, between ourselves, such as our lives and our experiences.³³ This statement is acceptable and reasonable since writing is one way for someone to express his feeling, ideas, thought, and opinion. So, the important role of writing in communication cannot be denied. By writing someone can share their thought, feeling, and ideas. Writing is the skill that provides understanding, involvement to affect experiences and events at the same time.

Writing is also a productive skill which requires thought, discipline, and concentration. It is different from speaking skill even though they have similarity in common. It involves committing something to a relativity permanent form. In

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³³ Herman in Bambang Yudi Cahyono, Techniques in Teaching EFL Writing (Malang: State University of Malang Press, 2009), 16.

expressing knowledge of the content, students conduct a memory search and call prior knowledge and experience they have experienced that they have ever had for example by watching a demonstration. The demonstration is the example of prior experience and knowledge which enable them to write a piece of text.

According to Afif in Pravitasari, writing deals with following abilities:³⁴

- a. Ability to write words
- b. Ability to arrange words into phrase
- c. Ability to write a sentence
- d. Ability to compose a paragraph

However, those four abilities do not simply imply that writing is to arrange words into phrases, phrases into sentences, and sentences into paragraph. It involves organization of thought, sound usage of the English language and imagination. To gain such abilities, there must be regular practice and exercise so that writing proficiency can be successfully acquired.

For many people, writing is a process that involves prewriting, developing the solid support, organizing and supporting material in a draft, revising and editing to ensure an effective essay. To learn the sequences will give the learners confidence to write in a piece of writing. Prewriting such as freewriting, questioning, making a list, clustering, and preparing an outline also become a

³⁴ 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), 12.

way to think on paper to get ideas that will be developed.³⁵ English as second language students always do this writing process in English to make their writing better.

2.2 The Importance of Writing

Writing is one way of communication. Students can use their language to express their ideas, thoughts. It is very important ability to be conducted in the teaching learning process so that why writing become one of foundational skills in English.

According to Harmer in Arifin, there are four reasons of why teaching writing is important. The first is reinforcement the explanation that some students acquire language in a purely or oral way, but most of us benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as aid to committing the new language to memory. Students often find it useful to write sentences using new language after they have studied. The second is for language development that students cannot be sure, but it seems that the actual process of writing (rather like the process of speaking) helps us to learn. The third is learning style, some students are fantastically quick at picking up language just by looking and listening. For many learners the time to think, to

³⁵ John Langan. College Writing Skills with Readings (New York: McGraw-Hill, 2008), 25

produce language in a slower way, is invaluable. The last is writing as a skill. It is a basic language skill which just as important as speaking, listening, and reading.³⁶ These for reasons are the teacher's task to apply in the classroom.

2.3 The Teaching And Learning Writing

Writing as a productive skill is taught in the classroom and the outside. Traditionally, the teacher performs as a guide who sometimes explains the necessity of teaching material and the students pay attention on what their teacher explains. These are the common English teaching when writing course is conducting. The teaching and learning of writing are two inseparable process in which they complementary relation of the other. Additionally, the teacher teaches the students how to write well, while the students follow the instruction, direction, assistance, and suggestion from teacher.

Considering the importance of writing, the teacher's task is to apply in the classroom. Unfortunately there are many teachers who lack of teaching techniques to enable their students to write well. Arifin states that the teachers do not seek effective way for teaching writing. Because they argue that teaching

³⁶ 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), 03.

writing is boredom and time consuming to learn.³⁷ 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.³⁸ 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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³⁷ 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.

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.

2.4 Recount Text

In English there is a type of text called recount text. It is a type of text that is related with personal experiences that usually in the past tense form.³⁹ This text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

Generally, a recount text has specific participants, uses simple past tense, uses action verbs, uses linking items, and avoid details irrelevant to the purpose of the text.

2.4.1 Generic Structure

The generic structure or schematic structure refers to the plot which is occurred alongside the text, or stages where idea or information inside the text is mapped. Generic Structure of Recount text shows as follows:

- Orientation: A stage where the characters or participants, place and time are introduced.
- 2. Events: A stage that describing series of event that happened in the past, some existing plots which chronologically recounted.

³⁹ Ike Priehatini, Bachelor Thesis: "The Use of SWELL (Social Interactive Writing for English language Learners) in Teaching Writing Recount Text at the First Grade of SMA Hidayatut Thullab Sampang" (Surabaya: State Institute of Islamic Studies Sunan Ampel, 2011), 09.

Reorientation: a closing paragraph which states personal comment of the writer to the story. It indicates that the events are ended.

2.4.2 Language Feature

Language Feature is grammatical feature which appears in a text as its. The following features of recount text appears:

- a. Introducing personal participant; I, my group, etc
- b. Using chronological connection; then, first, etc
- c. Using linking verb; was, were, saw, heard, etc
- d. Using action verb; look, go, change, etc
- e. Using simple past tense

The following is an example of recount text which is suitable for the eighth grade of SMP Bina Bangsa Surabaya students adapted from Artono Wardiman et al.⁴⁰

A letter

Kupang, May 7, 2008

Dear Paula,

Hello Paula, how are you? It's been a month since I last heard from

orientation

orientation

Hello Paula, how are you? It's been a month since I last heard from you Well, I just wanted to tell you that I was in a hospital last week. According to the doctor; I was infected by dengue fever.

At first, I felt my body became weak then I fainted when I was studying in Event 1 the classroom. Then, I was taken to the hospital because of the high fever.

⁴⁰ Artono Wardiman, - Maduki B. Jahur, - M. Sukirman Djusma, *English in Focus 2 : for Grade VIII Junior High School (SMP/MTs)* (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), 122.

At the hospital, I was brought into the emergency unit. The doctor Event 2 immediately gave some treatment. Finally, I had to stay there for one week. Every day the doctor kept me on a drip.

At the seventh day, my condition was getting better. After the final check, Closing the doctor gave me permission to go home. Now, I'm okay and because of my illness, I am now more careful about keeping in my house clean especially my room, I don't want to get the same illness again.

OK, I think that's all from me, write to me soon ok?

Regards Nadira

3. Visual, Auditory and Kinesthetic Students

Students' ability to understand and absorb the lessons must have different level. Some students are fast and medium, others are very slow. So they must take a different way to understand the information or the same lesson in a different learning style.41 Differences in learning styles show the quickest and best way for every student to be able to absorb information from outside. If teachers understand how different learning styles of each student are, it will be easier to communicate and deliver maximum results to the student.

Reid on Lightbown states that the term "learning style" has been used to describe an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills.⁴² So the teacher should encourage learners to use all learning style that available on them.

⁴¹ Hamzah B. Uno. Orientasi Baru dalam Psikologi Pembelajaran. (Jakarta: PT Bumi Aksara, 2006),

⁴² Patsy M. Lightbown and Nina Spada. *How Language are Learned*. (New York: Oxford University Press, 2006), 59.

According to Pritchard learning style is defined variously as:⁴³

- 1. A particular way in which an individual learns
- 2. A mode of learning an individual's preferred or best manner in which to think, process information and demonstrate learning
- 3. An individual's preferred means acquiring knowledge and skills
- 4. Habits, strategies or regular mental behaviors concerning learning, particularly deliberate educational learning that an individual displays.

So, learning style is a preferred way of learning and studying because students do not learn in the same way. Each student has an approach to learning which they feel comfortable. They can take opportunities to improve their potential for learning when they face learning activities in teaching and learning process.

By understanding the learning styles, teacher will find out their students' individual learning styles. Then they will take the necessary steps to help students learn faster and easier. One of the first steps is to identify the student's learning style as visual, auditory, or kinesthetic.⁴⁴ The advantage of knowing VAK (learning style) is to develop ways of thinking to learn more effectively such as visual learners learn by what they see, auditory learners do it through what they hear, and kinesthetic learners learn through movement and touch. Although some students can use the three styles of learning, but many students tend to one among three learning style.

⁴³ Alan Pritchard. Ways of learning (Learning Theories in Learning Styles in the Classroom). (New York: David Fulton Publishers, 2005), 53.

⁴⁴ Bobby & Mike Hernacki Deporter, Quantum Learning (New York: Major Mizan Media, 1999), 112.

3.1 Characteristic of Visual Learners:

Bobby & Mike Hernacki Deporter explains that visual learners have characteristic such as:⁴⁵

- a. They enjoy what is seen than what is heard
- b. They enjoy the visual association
- c. They Speak quickly
- d. They concern with appearance, both in dress and presentation
- e. They are good speller and they can see the actual words in their minds
- f. They do not want disturbed by the noise
- g. They have problems to remember verbal instructions unless it is written
- h. They often ask for help people to speak
- i. They are quickly and diligently reader
- i. They prefer to read
- k. They require vision and objectives of a problem
- I. They are meaningless doodling while talking on the phone and meeting
- m. Forgot to deliver verbal messages to others
- n. They often answer questions with short answers yes or no
- o. They prefer demonstration than speech and prefer art than music

The approach of visual learning styles are teachers convey information or subject matter in the form of graphic films, slides, illustrations, cross-streaks,

⁴⁵ Ibid, 116.

picture cards, notes, and drawing cards glow that can be used to describe a sequence of information.

3.2 Characteristic of Auditory Learners:

Bobby & Mike Hernacki Deporter explains that auditory learners have characteristic such as:⁴⁶

- a. They talk to their self work ethic
- b. They are easily distracted by the noise
- c. They always move their lips and pronounce the writing on the book while reading
- d. They feel nice to read aloud and listen
- e. They can repeat back and mimic tone, bars, and color of sound
- f. They find it difficult to write, but great for storytelling
- g. They speak in rhythm pattern
- h. They are usually a fluent speaker
- i. They more like music than in art
- j. They learn by listening and remembering what was discussed rather than being viewed
- k. They like to talk, likes to talk and explain things at length
- l. They have problems with jobs that involve visualization

⁴⁶ Bobby & Mike Hernacki Deporter, Quantum Learning (New York: Major Mizan Media, 1999), 118.

- m. They are more proficient spelling harder than writing
- n. They prefer oral rather than reading a comic joke

The approach that can be done for auditory learning style is to use a tape recorder as a tool for recording readings or record that is read to the class or teacher to be heard. The second ways is by interviewing or engage in discussion groups. The third approach is to try to read the information and then summarized in an oral form and then be heard again, the last is to do the review verbally with friends or teacher.

3.2 Characteristic of Kinesthetic Learners:

Kinesthetic learners can't exactly learn the best from just hearing something said or from seeing it, they need to do it. They establish physical action such as miming or role play seems to help the learning process. So, kinesthetic learners need to move around and work manually with ideas. They sometimes have difficulty sitting still in class just listening. The more activity they experience while doing a skill, the better they learn it. The more skin and muscles they use, the better they remember. According to Bobby & Mike Hernacki Deporter, there are many characteristic of kinesthetic learners, as follows:⁴⁷

a. They speak slowly

⁴⁷ Bobby & Mike Hernacki Deporter, Quantum Learning (New York: Major Mizan Media, 1999), 118

- b. They respond to the physical attention
- c. They touch people to get their attention
- d. They stand when talking to people
- e. They always oriented to the physical and sedentary
- f. They learn through practice
- g. They memorize by walking and seeing
- h. They use a finger as a guide when reading
- i. They use many gestures
- j. They are unable to sit for a long time
- k. They use the words that contain action to speak
- 1. When they read, they reflect their action with gesture
- m. They game by using gesture

Kinesthetic learning approach for characterizing these learners is they learn best through the experience of using different models or working in the lab or playing while learning. Kinesthetic learner is also easier to absorb and understand information by tracing the image or words to learn to speak it or understand the facts to test memory recall by looking straight facts on the ground.

B. Power Point Show (PPS) as Visual Media to Teach Recount Writing for Visual, Auditory and Kinesthetic Students

In teaching recount writing, a teacher usually gives explanation about recount text orally or by using some examples in the textbooks that used in the

school. It is acceptable since the teacher wants to show the correct example of writing a recount text. Unfortunately, there are many teachers asking students to write such a recount text by referring to the previous example in the book. And the students get the difficulty to explore their ideas because some students do not have any idea to write. The teacher does not give any media to make them easier to accomplish their writing. Therefore, the use of visual media such as Power Point Show is needed in learning process, especially in writing recount text. Students that have creative imagination will often find the new language easily and they feel enjoyable through the use of Power Point as visual media, while it is difficult to learn just from textbook or dictionaries.

The use of Power Point Show (PPS) as visual media may give new situation in teaching learning process for visual, auditory and kinesthetic students. Because they seldom get media in learning, PPS is useful and help them to give brainstorming and motivation in writing recount. Kemp states that by using visual media presentation, it can give motivation for students to learn a subject or topic that they get in teaching and learning process. It means that by using PPS, the students can get their motivation to write. In other words, PPS also helps to visualize the object before they start to write a recount text. They can compose

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⁴⁸ Jerrold E. Kemp. *Planning and Producing Audiovisual Materials*.(New York: American Book-Stratford Press Inc., 1980), 04.

their ideas easily because PPS can give information and example about the material clearly by looking in LCD.

As stated before, it can be concluded that this study is conducted to test hypothesis which is consisted of two major hypotheses: the null hypothesis (H₀) states that there is no significant difference in writing recount text between the students who are taught by using PPS and who are not. The alternative hypothesis (Ha) states that there is a significant difference in writing ability in recount writing between the students who are taught by using PPS and who are not. The hypothesis that is tested is the null hypothesis.

C. Review of Previous Studies

In the research, it is necessary to find previous studies to avoid plagiarism.

Some similar studies have been conducted to find out the effectiveness of using Power Point as media in teaching learning process.

The previous study is done by Choirul Mu'minin about "Using PowerPoint for Teaching Reading at Second Grade of Mts. Hasanuddin Tebel Gedangan Sidoarjo". 49 The researcher uses "PowerPoint" to teach English Reading to the Junior High School Students for VII Class A. He also applies an action research design. The strength is that he implements the new way to teach reading, so it is

⁴⁹ Choirul Mu'minin, Thesis "Using PowerPoint for Teaching Reading at Second Grade of Mts. Hasanuddin Tebel Gedangan Sidoarjo" (Surabaya: State Institute of Islamic Studies Sunan Ampel Surabaya, 2011)

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". ⁵⁰ 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.

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

approach which is used by the researcher is Pretest-posttest control group design. Campbell and Stanley originally believed that it is an excellent design and also used when the treatment is short. This design involves just two groups, the group that receives the experimental treatment and the control group. The subjects are randomly assigned to the two groups prior to the experiment, and the experimental group receives the experimental treatment. This design often uses symbols to describe the experimental design. R means that the subjects are randomly assigned, X is used to represent the experimental treatment, O means observation, that is, either a pretest or a posttest of the dependent variable. For example, the pretest-posttest control group design is written:⁵¹

ROXO

RO - 0

The top line represents the experimental group; the second line the control group. Translated into words these symbols means:

- 1. R indicates the groups are randomly assigned
- 2. O indicates both groups are given the pretest
- 3. X indicates the experimental group is given the treatment
- 4. (Dash) indicates the control group gets no treatment
- 5. 0 indicates both groups are given the posttest

⁵¹ Walter R. Borg. Applying Educational Research. (London: Longman Group Ltd., 1987), 229.

The step of pretest and posttest of writing recount text by using PPS in experimental group at period of time for research subject especially for auditory, visual and kinesthetic students can be described below:⁵²

Pre Test Treatment Post Test

TI
$$X_1, X_2, X_3$$
 T2

Pretest and posttest step

- 1. Giving TI (pre test) to measure skillful in writing recount text score for visual, auditory and kinesthetic students before using PPS as visual media.
- 2. Giving $X_{1,2,3}$ (treatments) for students by using PPS at period of time for research subject especially for visual, auditory and kinesthetic students.
- 3. Giving T2 (post test) to measure visual, auditory and kinesthetic students' achievement in writing recount text score after using PPS as visual media.

A pretest provides a measure on some attributes or characteristics that the researcher assesses for participants in an experiment before they receive a treatment. After the treatment, the researcher takes another reading on the characteristics. A posttest is a measure on some attributes or characteristics that

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⁵² Irawan Soehartono, *Metode Penelitian Sosial* (Bandung: PT. Remaja Rosdakarya, 1999), 40.

are assessed for participants in an experiment after a treatment.⁵³ The simple words, experimental group receives a specific treatment; the control group receives no treatment. Using a control group enables the researcher to discount many alternative explanations for the effect of treatment.

There are two groups of students given pre test and post test. When achievement test is used in the research, pretesting is a problem if the same form is used for both the pre- and posttest. Ary et al recommend using equivalent forms rather than the same test.⁵⁴ Because if the same form for both the pre- and posttest, the subjects may do better on the posttest because they have learned subject matter from a pretest, have become familiar with the format of the test, and have developed strategy for doing well on the test. So, the level of difficulties both the pre- and posttest are same. Then, the result of students' pretest and posttest are determined by using the scores to measure their writing ability before treatment. Then, the post test is done after pre test by using PPS as visual media based on the design above. From those steps, the best result for visual, auditory and kinesthetic students will be known.

The aim of this study is to help visual, auditory and kinesthetic students learn recount text writing effectively through using PPS as visual media so can improve their writing.

⁵³ John W. Creswell. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. (New Jersey: Pearson Education Inc., 2005), 285.

Mary, Lusy Cheser Jacobs, Christine K. Sorensen. Introduction to Research in Education.

⁽Canada: Nelson Education Ltd., 2006), 274.

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

20%-25% or more than it is.⁵⁵ Refer to the Arikunto's opinion, the researcher takes the all of students in integral class, 66 students.

The researcher enters each class to decide the control group and experimental group randomly. Every student from class A and B gets the lottery technique. The paper of lottery contains group A (as control group) and group B (as experimental group) to make students remember their group in the next meeting.

D. Research Instrument

As stated in the research problem and objectives of the study, that this study is to describe how to use PPS as a visual media to teach recount writing and to know the students' achievement in writing recount text before and after using PPS. In accomplishing it, the researcher takes four instruments in collecting the data. They are as follows:

1. Pre test

Pre test is done before the treatment is given to the experimental and control group. It is conducted for knowing the previous ability of both control group and experimental group in their writing. The students are asked to write about their holiday experience in form of recount text by

⁵⁵ Suharsini Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), 130.

using pencil and paper test from the researcher. They have limited time (30 minutes) to do it and it is allowed to open dictionary.

2. Post test

Post test is done by both groups. After the experimental group get treatment by showing PPS as visual media, and the control group get no media (teaching manually), the post test is conducted for auditory, visual and kinesthetic students. From here, the researcher gets the students' writing both experimental group and control group. Then it will be analyzed.

3. Extended checklist

It is needed to get all data, including everything that happens in the research is reported in detail from the first until the end and during the implementation of PPS as visual media to teach auditory, visual and kinesthetic students in teaching writing recount text. Extended checklist has five categories, namely the researcher activity, students' activity, teaching and learning process, material and media. It is done by giving tick "yes" or "no" format. It is also like a field note that the aim is to record everything that happens during the teaching writing recount text by PowerPoint. After the researcher implements PPS, she has to remember the important things that happen in the teaching and learning process during the implementation of PowerPoint every meeting. So, the researcher notes during the

observation. The role of extended checklist is to support observation checklist.

4. ESL Composition Profile

It is used to assess the students' writing and their ability on writing recount text before and after the implementation of PPS as visual media to teach auditory, visual and kinesthetic students. It has categorized on four criteria, namely very good, good, fair, and poor. For example, the content of student's writing is "very good" when the criteria such as knowledgeable, relevant to the assigned topic and the generic structure and the language feature of recount text are complete. The ESL composition profile can help the examiner to decide on which level the composition is and evaluate the students' writing. It can be seen in the following table. ⁵⁶

Table. 1. Holly Jacobs, Stephen Zingraf, Deanna Warmuth, V. Faye Harfiel, and John Hughey ESL Composition Profile Based on Recount Text

Component	Score	Criteria
Content	30-27	Very good: knowledgeable, the content of the paragraph relevant to assigned topic. Generic structures of recount are complete (orientation,
	26-22	series of events, and conclusion) Good: most of content support the topic, sure
	21-17	knowledge of subject, mentions generic structure of recount text, but lack detail.
	16-13	Fair: the content of the paragraph has to be more develop, inadequate development of the structure of recount text (orientation, series of events, and

⁵⁶ 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), 26.

	T	
		conclusions)
		Poor: the content of the paragraph is not develop
1		does not show knowledge the generic structure of
		recount text (orientation, series of events, and
		conclution)
Organization	20-18	Very good: well organize and complete generic
		structure (orientation, series of events, and
		conclusion). Fluent expression, ideas are clearly
	17-14	Good: logical sequence of generic structure
		(orientation, series of events, and conclusion),
	13-10	loosely organized but main ideas stand out,
	15-10	limited supported.
	9-7	Fair: lack logical sequencing of generic structure
		(orientation, series of events, and conclusion),
		bad organization of the text body.
		Poor: no generic structure (orientation, series of
	1	events and conclusion), does not communicate,
		no organization, not enough to evaluate.
Vocabulary	20-18	Very good: appropriate language feature of
		recount text, effective word/idiom, choice and
		usage, appropriate word/key words based on
	17-14	picture sequence in recount text, the meaning is
		understandable.
		Good: appropriate language feature of recount
	13-10	text, occasional errors of word/idiom
		form/choice/usage/, limited word/keyword of
	9-7	picture sequence but meaning not obscured.
	:	Fair: inappropriate language feature of recount
		text frequent errors of word/idiom
		form/choice/usage/, limited word/keyword of
,		picture sequence but meaning obscured
		Poor: 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 consugn to
Language	25-22	Very good: word showing the order events, the
use		use of simple past tense, action verb, articles,
	21-18	proper noun, pronouns.
		Good: limited showing the order events, the use
		of simple paste tense, action verb, article, proper
	17-11	noun, pronouns but meaning seldom obscured.

	10-5	Fair: mention the order of event rarely, major problem in the use of simple past, action verb, articles, pronoun, meaning obscured of confused. Poor: did not mention the order of event, dominated by errors, in the use of past tense,
ļ		does not communicate, not enough to evaluate.
Mechanics	5	Very good: readable, few errors of spelling capitalization, paragraphing.
	4	Good: readable but occasional errors of spelling, capitalization, paragraphing but meaning not
	3	obscured
		Fair: readable but frequent errors of spelling,
	3	capitalization, poor handwriting, meaning confused or obscured.
		Poor: unreadable/dominated by errors of
		spelling. Capitalization, paragraphing,
		handwriting illegible, not enough to evaluate.

E. Data Collection Technique

In order to know the use of PPS as visual media and the students' ability in writing recount text before and after using PPS, the researcher uses Pretest-posttest control group design. The techniques are conducted as follows:

- 1. The researcher decides the sample of research is all the best class of integral class (Class A and B).
- 2. The researcher takes each student for every class randomly by lottery technique. Group A as control group and group B as experimental group.
- 3. The researcher gives pre test both for control group and experimental group before they get treatment.

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
 - 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

- 4. The third treatment, studying the example of recount text in the form of PPS
- 5. The activity which is done in giving treatment is:
 - a. Introduction, by repeating the material activity which will be done by students
 - b. Lead in, giving the chances for students and material to enhance recount text
 - c. Closing, students are asked to write recount text
- d. Doing post-test, this is done after doing treatment
 The aim is to know the difference of the subject research in writing recount text by using PPS. It will be done after giving treatment.

6. The Last steps

- a. After they get treatment three times, they get post test about unforgettable experience (the same test for control group and experimental group).
- b. Analyzing the research result, the researcher analyzes the data by using a formula to calculate the research result used sign test.
- c. Writing the report of the research result, it includes research schedule, research description, and the data analysis.

For the first step in implementation, the researcher comes into the classroom and teaches while observing learning process during the implementation of PPS in teaching recount text from the first meeting until the last meeting. In this

step, the researcher pays attention, listens, and takes notes related to the activities inside the classroom by using filed note and the observation checklist is done by another researcher.

The next step is, the researcher collects the students writing recount from the first meeting until the last meeting and assessed by using ESL (English as a Second Language) composition profile by Jacobs et. al. After the teacher explains the recount text and implements PowerPoint to teach recount text in every meeting, the students will be given the task based on their understanding in writing recount. The result of their writing will be assessed to get their writing achievement.

F. Data Analysis Technique

After the data needed are collected, the further step is analysis as follows:

- Data from observation will be reported in the form of extended checklist for note report
- 2. Data from pre- and posttest will be analyzed and grouped based on ESL Composition Profile according to Holly Jacobs, Stephen Zingraf, Deanna Warmuth, V. Faye Harfiel, and John Hughey in ESL Composition Profile Based on Recount Text They are grouped in every part show different case
- 3. Data from students' task of writing scores in ESL Composition Profile Based on Recount Text will be collected to know their achievements by scoring on pretest and posttest. Wiersma et al state that pretesting and posttesting require

that each individual subject be identified so that pre- and posttest scores can be paired. The subjects are randomly assigned to the groups from the population, and the effects of the various experimental treatments can be investigated by comparing the performances of the groups.⁵⁷ After that the researcher compares the scores in the form of table that includes score before and after for each group.

4. After the data of writing score are collected, the further step is analysis. This is done into quantitavely by using statistical calculation of t-test to find out the difference score between control group and experimental group whether it is significant or not. Here the researcher uses three formulas. First, to analyze the significance difference between the result of pre test and post test.⁵⁸

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

t : the t-ratio

M_d : mean from the different pre test and post test

X_d: the deviation of each subject (d-Md)

 $\sum X^2 d$: the sum deviation square

N : subject on the sample

$$Md = \frac{\sum d}{N}$$

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⁵⁷ William Wiersma – Stephen G. Jurs. Research Method in Education: An Introduction. (United States of America: Pearson Education Inc., 2009), 144.

⁵⁸ Suharsini Arikunto, Prosedur Penelitian (Jakarta: Rineka Cipta, 1992), 261.

The formula to calculate of the final test scores of experimental group:

$$SD_{x1} = \sqrt{\frac{\sum d^2}{N}}$$

Then, the writer uses the formula of t-test below to analyze the final test both experiment group and control group:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{SD X_1^2}{N_1} - \frac{SD X_2^2}{N_2}}}$$

 $X_1 - X_2$: the difference between two means

SD : standard deviation

N : number of subject

The last formula is t-test, the writer uses to analyze the significant difference scores both groups:

$$t = \frac{M_X - M_Y}{\sqrt{\frac{\sum X^2 + \sum Y^2}{2N - 2} + \frac{1}{N} + \frac{1}{N}}}$$

M_x : mean score of experimental group

M_y: mean score of control group

 $\sum x^2$: the sum of deviation square of experimental group

 $\sum y^2$: the sum of deviation square of control group

$$dF = N1 + N2 - 2$$

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

Kinesthetic). So all students get classification class for each learning style such as visual, auditory and kinesthetic class.

Initially, SMP Bina Bangsa Surabaya get "A" accreditation. This school has regular and integral class for special students that have great competence and get Bina Bangsa Surabaya full day class. SMP Bina Bangsa Surabaya implements as follows:

- 1) Each classes contains of 32-40 students. Each grade contains of regular and integral class.
- 2) For integral class, they get three meetings of English lesson.
- Each class has been completed with TV, LCD projector, VCD, DVD, notebook, and internet.

2. Vision and missions of SMP Bina Bangsa Surabaya

- a. Vision of SMP Bina Bangsa Surabaya
 To create achievement of intelligent, skilled, independent, pious, and noble students
- b. Missions of SMP Bina Bangsa Surabaya
 - Carry out an intensive learning with guidance so that each student can develop optimally based on students' potential
 - Encourage and help students to recognize their potential

- Foster habituation to always increase the devotion to the Almighty God, Allah SWT
- Graduates scored a decent religious character, noble character (noble character) so that the source of wisdom in the act

3. Curriculum of School.

The curriculum adopted is a blend of the national curriculum based Education Unit Level Curriculum (KTSP) and based on science and technology with the understanding of IMTAQ. It also uses Competency-based curriculum and CTL (Contextual Teaching and Learning) to all levels of the class.

4. Facilities of Education.

- a. Islamic Education system and full day school.
- b. 18 classrooms.
- c. TV in every class.
- d. Language Laboratory
- e. Computer Laboratory.
- f. Science Laboratory.
- g. Library.
- h. Multimedia Room

- i. Mushalla/Mosque
- j. Polyclinic

5. Extracurricular.

In SMP Bina Bangsa Surabaya, there are many kinds of extracurricular built to create develop students' potential.

- a. Basket Ball
- b. Vocal Group
- c. Pramuka and PMR
- d. Pencak Silat atau Tapak Suci
- e. Group Band
- f. Badminton
- g. English Club
- h. Volley Ball
- i. Karya Ilmiah Remaja (scientific work of youth)

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

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.

3. The Result of Students' Scores Before and After Using Power Point Show as Visual Media to Teach Recount Writing

The data that were taken from the scores of the test of both groups were analyzed by using statistical calculation of t-test. There were some steps to analyze the data. First, the students' scores before and after using the treatments by using Power Point Show (PPS) for experimental group.

Table 1

The score of experimental group

No.	Induct	Name	Before (X ₁)	After (X ₂)
1	4942	AINUN MUNAWAROH	69	90
2	4947	ANISYAH MIFTAH FARADILLAH	75	93
3	4953	AYU WULANSARI	60	83
4	4955	BAGAS FEBRIANA ANTONO P.	69	68
5	4961	CINDY KARTIKA AKHADILLA	67	70
6	4962	DEASTEANDA TINUNG S.	67	89
7	4966	DEWANGGA ADI TIARNO	69	89
8	4968	DIAN PUTITASARI	72	92
9	4995	FRANKY DINO DUMANAW	69	80
10	5074	MISHAWANTI PUJI LESTARI	70	88
11	4978	ELANG JULIAN FRIZKY	70	72
12	4988	HARDINAH FIKA BAITUN NOVIA	62	69
13	4994	LIA YUNITA SARI	65	69
14	5018	NANDA YUDANATA	69	72
15	5024	NOVIA DWI ANGGREINI	72	94
16	5026	NOVITA TYAS NINGSIH	76	96
17	5027	NUR AULIA ROHMAWATI	69	89
18	5029	NUSAMBA DARMA KUSUMA	70	72
19	5039	RECY BAGAS DWI LAKSONO	71	91
20	5040	REFIANA EKY PRIANDINI	74	86
21	5044	RIZKI WAHYU RAMADHAN	68	90
22	5047	ROSY DINA HUSNA	76	90
23	5048	RUDYANSA DEWA WIBAWAH	69	70

24	5049	SAHRUL ANDRE KUSUMA	68	86
25	5051	SALAMUN BAKRIM	75	77
26	5054	SINTIA AGUSTIA PUTRI	73	75
27	5061	TRI NASTUTIK	69	90
28	5064	VERYDA AYU NINGSIH	75	89
29	5065	WAHYU MAS FIQIH	68	71
30	5066	WINALDY YUSUF	70	74
31	5069	YOGA DIAN PRATAMA	62	71
32	5075	MOHAMMAD FATAHILLAH	70	74
		Total	2228	2609
		Means	69.62	81.53

Next, this is the students' scores before the treatments and without the treatments in control group based on writer's research.

Table 2

The scores of control group

No.	Induct	Name	Before (Y ₁)	Without (Y ₂)
1	4933	ACHMAD MUZAKKI	72	70
2	4934	ADE HARDIANTO	65	65
3	4939	AGNES PRAMESTHI PERMATA S.	73	72
4	4949	APRILIYAN DWI WALUYO	72	74
5	4950	ARDHIAN INDRA PRASETYA	66	67
6	4951	AXL KURNIAWAN EKAPUTRA	60	68
7	4958	BAYU KURNIAWAN	60	61
8	4971	DITO BAGAS PUTRA	72	72
9	4975	DYAN PRATIWI ANWAR	75	76
10	4979	EMBUN DHITA MARETHA K.	65	68
11	4985	FITRA JUNI KURNIAWATI	70	65
12	4984	FITRA KURNIA HENDRIYANTO	68	65
13	4987	HAMIDATUL ULUM	71	71
14	4989	IDA PARWATI	63	63
15	4991	IWAN FADIL FIRRIZKY	76	76
16	4995	LUKMAN ADITYA FIRDAUS	59	79
17	4997	MOHAMMAD SYARIF H.	73	75
18	5003	MOCHAMAD BAYU A.	70	82

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

17	5027	NUR AULIA ROHMAWATI	69	89	20	400
18	5029	NUSAMBA DARMA KUSUMA	70	72	2	4
19	5039	RECY BAGAS DWI LAKSONO	71	91	20	400
20	5040	REFIANA EKY PRIANDINI	74	86	12	144
21	5044	RIZKI WAHYU RAMADHAN	68	90	22	484
22	5047	ROSY DINA HUSNA	76	90	14	196
23	5048	RUDYANSA DEWA WIBAWAH	69	70	1	1
24	5049	SAHRUL ANDRE KUSUMA	68	86	18	324
25	5051	SALAMUN BAKRIM	75	77	2	4
26	5054	SINTIA AGUSTIA PUTRI	73	75	2	4
27	5061	TRI NASTUTIK	69	90	21	441
28	5064	VERYDA AYU NINGSIH	75	89	14	196
29	5065	WAHYU MAS FIQIH	68	71	3	9
30	5066	WINALDY YUSUF	70	74	4	16
31	5069	YOGA DIAN PRATAMA	62	71	9	81
32	5075	MOHAMMAD FATAHILLAH	70	74	4	16
		Total	2228	2609	381	6715
		Means	69.62	81.53	11.9	209,84

THE CALCULATION SCORE OF EXPERIMENTAL GROUP

$$Md = \frac{\sum d}{N} = \frac{381}{32} = 11.90$$

$$\sum X^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$=6715-\frac{(381)^2}{32}$$

$$=6715-\frac{145161}{32}$$

$$= 6715 - 1536.28$$

$$=2178.72$$

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}} = \frac{11.90}{\sqrt{\frac{2178.72}{82(82-1)}}} = \frac{11.90}{\sqrt{2.196}} = \frac{11.90}{1.481} = 8.035$$

$$df = N - 1$$

$$= 32 - 1$$

$$= 31$$

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 ₁)	After(Y ₂)	d	d ²
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

14	4989	IDA PARWATI	63	63	0	0
15	4991	IWAN FADIL FIRRIZKY	76	76	0	0
16	4995	LUKMAN ADITYA FIRDAUS	59	79	20	400
17	4997	MOHAMMAD SYARIF H.	73	75	12	4
18	5003	MOCHAMAD BAYU A.	70	82	10	100
19	5010	MUHAMAD EKA YUDHA	70	72	2	4
20	5012	MUHAMMAD ANGGA B. Y.	68	76	8	64
21	5014	MOHAMAD RIZKY PERMANA	70	88	18	324
22	5021	NITA DWI NINGTIYAS	72	73	1	1
23	5028	NUR HIDAYATI	69	69	0	0
24	5031	PUTRI INTAN PERMATA SARI	70	83	13	169
25	5033	RAFI DWI ARDIYANTO	60	86	26	676
26	5038	RAYNALDO RISANTORO	59	79	20	400
27	5041	RIO WICAKSONO	55	74	19	361
28	5042	RISKI SOFIYAN	63	61	-2	4
29	5046	RONY ASHARI	51	68	17	289
30	5055	SONY PURNAMA	70	86	16	256
31	5056	SOVI DWI WAHYUNINGRUM	73	75	2	4
32	5068	YAHYA SARI MUHAMMAD	69	73	4	16
33	5070	YOLANDHA FERDINANT Y.	78	79	1	1
		Total	2227	2411	182	3192
		Means	67.48	73.06	5.51	96.72

THE CALCULATION SCORE OF CONTROL GROUP

$$Md = \frac{\sum d}{N} = \frac{182}{33} = 5.51$$

$$\sum X^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$=3192-\frac{(192)^2}{33}$$

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

$$=3192-1003.7$$

= 2188.3

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}} = \frac{5.51}{\sqrt{\frac{31.88.5}{52(32-1)}}} = \frac{5.51}{\sqrt{2.072}} = \frac{5.51}{1.439} = 3.829$$

$$df = N - 1$$

$$= 33 - 1$$

$$= 32$$

t table = 1.697

 $t \, value > t \, table = 3.829 > 1.697$

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

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

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

$$=\sqrt{\frac{198}{0.16}}=\sqrt{1237.5}=35.17$$

$$df = df EG + df CG = 31 + 32 = 63$$

$$t table = 1.697$$

$$t \, value > t \, table = 35.17 > 1.697$$

C. Data Analysis

From the result above, 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). It means that at 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).

The improvement of the scores in control group was lower than in the experimental group. There was a big effect between the scores before and after the treatment using PPS for experimental group.

D. Discussion

The visual, auditory and kinesthetic students faced difficulties in writing. When they get writing task, they used short sentences. They usually used simple sentences because they felt difficult in exploring idea and they forgot how to

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 H₀ 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.⁵⁹ 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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⁵⁹Bill Alexander. "Understanding Different Learning Styles That Students Use Is Essential For Planning Successful Learning Programs.". (www.classroom-management-success.org/different-learning-styles.html, accessed on March 31, 2012)

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusions

Based on the research above, there are two kinds of conclusion about Power Point Show (PPS) as visual media to teach recount writing for eight grades visual, auditory and kinesthetic students:

1. The Implementation of Using Power Point Show (PPS) as Visual Media to Teach Recount Writing

In this research, Power Point Show (PPS) is used to make the students easier to get the information effectively so they can understand the teaching of English writing. The researcher uses Power Point Show (PPS) on treatment after doing pre test. When using PPS, the researcher uses LCD to show Microsoft Power Point in front of the class and it becomes clearer. All Visual, Auditory, and Kinesthetic students are more enthusiastic and interested in the lesson that is given through PPS. Therefore, they can understand the information effectively; explore their idea to what they want to write and get spirit to face the post test.

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:

1. For the students

The researcher really hopes that the students learn English more actively. Students should have interest in writing English and they should not give up easily in learning English. If they get difficulties or problems they should ask with their teacher or their friends. PPS can help the students to learn writing effectively. Therefore, students must be encouraged in the learning process in the classroom to achieve the success of teaching learning process.

2. For the teacher:

The English teacher should use any media (it can be visual, kinesthetic or auditory media) to explain the materials for visual, auditory and kinesthetic students when teaching and learning process, not just specific media for specific learning style. Refer to Alexander's opinion that the teacher should not label each student as a specific kind of learning style because they may have more than one style and have different preferences to learn. Here, Power Point Show (PPS) as visual media is suitable for visual, auditory and kinesthetic students that seldom receive media. The teacher also must develop the creativity in teaching process to make enjoy the learning condition in the class.

3. For the school:

The school should give interesting media for visual, auditory and kinesthetic students, not just for Auditory and Visual students. Visual, auditory and kinesthetic students have more than one style to learn effectively such as PPS

as visual media to develop writing ability in English. So, they can get variety media in teaching and learning process.

4. For other researcher/for the reader:

The researcher does realize that this study is still far from being perfect. The researcher hopes that there will be other researcher who will do the same research about the material or technique to improve writing. The researcher does hopes that other researchers find more interesting techniques, and do the study intensively with more accurate data. Also, the researcher hopes that the next researcher can develop this research to be the better research next time with a different approach and analysis.

For the reader, the researcher hopes that this study can add the information about this study. Thus, it will give the little contribution about the use of PPS as visual media in teaching writing skill.

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