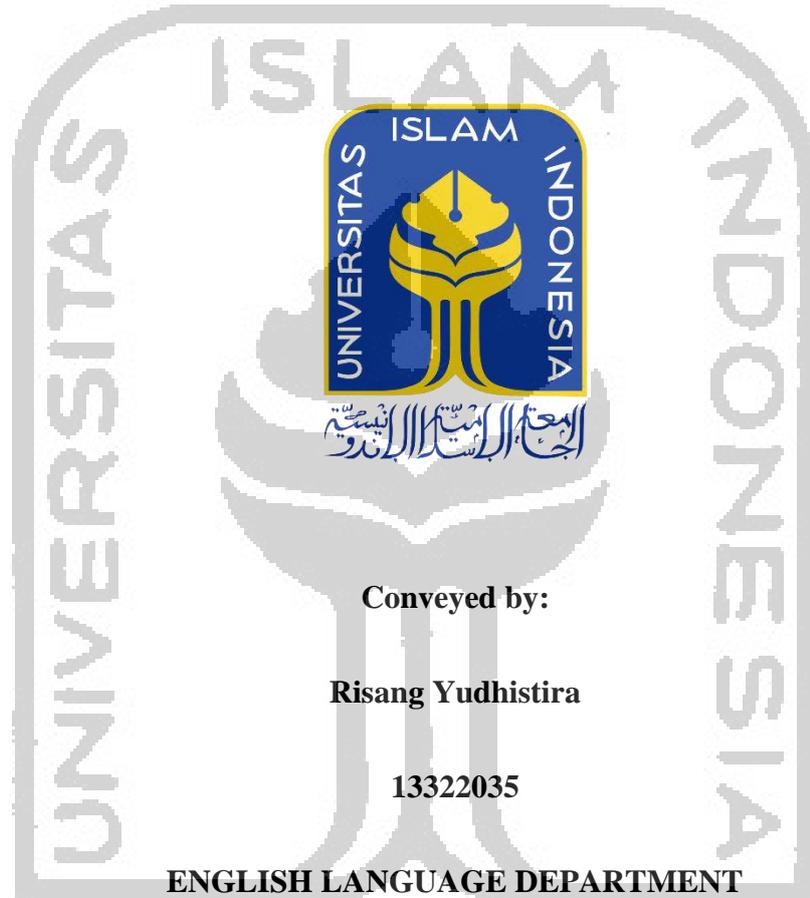


**The Use of Power Point for Classroom Practices to Teach Recount Text in Islamic
High School Yogyakarta**

Presented to the Department of English Language Education

As Partial Fulfillment of the Requirements to Obtain the *Sarjana*

***Pendidikan* Degree in English Language Education**



Conveyed by:

Risang Yudhistira

13322035

FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES

ISLAMIC UNIVERSITY OF INDONESIA

2019

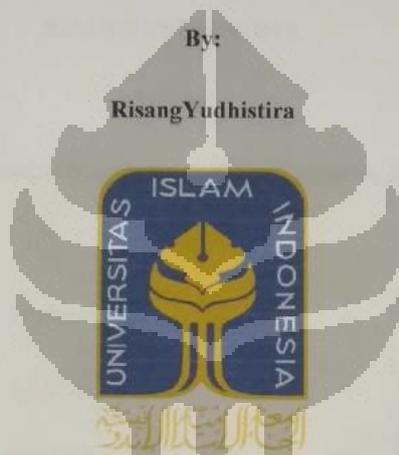
APPROVAL SHEET

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The Use of Power Point for Classroom Practices to Teach Recount Text in
Islamic High School Yogyakarta

By:

Risang Yudhistira



Approved on 17th of December 2019

By

Supervisor

A handwritten signature in black ink is written over a decorative horizontal line. The signature appears to be 'Intan Pradita'.

Intan Pradita S.S., M.Hum

NIP:123220403

RATIFICATION SHEET

THE USE OF POWERPOINT FOR CLASSROOM PRACTICES TO TEACH
RECOUNT TEXT IN ISLAMIC HIGH SCHOOL YOGYAKARTA

By:

RISANG YUDHISTIRA

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Defended before the Board of Examiners on 17th of December 2019 and Declared

Acceptable

Chairperson : Intan Pradita, S.S., M.Hum.

First Examiner : Rizki Farani, S.Pd., M.Pd.

Second Examiner : Ista Maharsi, S.S., M.Hum.

Yogyakarta, 18th of December 2019

Faculty of Psychology and Socio-Cultural Sciences

Islamic University of Indonesia

Head of Department,

FAKULTAS PSIKOLOGI DAN
ILMU SOSIAL BUDAYA

Ista Winda Astuti, S.S., M.Hum.

NIP: 0672216005

STATEMENT OF WORKS ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 17th of December 2019

The Writer,



Risang Yudhistira

13322035



لَا إِلَهَ إِلَّا اللَّهُ مُحَمَّدٌ رَسولُهُ

MOTTO

“Mistakes are a part of being human. Appreciate your mistakes for what they are:

precious life lessons that can only be learned the hard way”

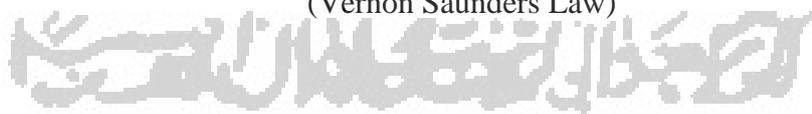
(Al Franken)

“Your time is limited, so don't waste it living someone else's life”

(Steve Jobs)

“Experience is a hard teacher because she gives the test first, the lesson afterwards”

(Vernon Saunders Law)



DEDICATIONS

Appreciatively, I dedicated this thesis to ME, another part of myself that always eager for challenges in life. And especially for:

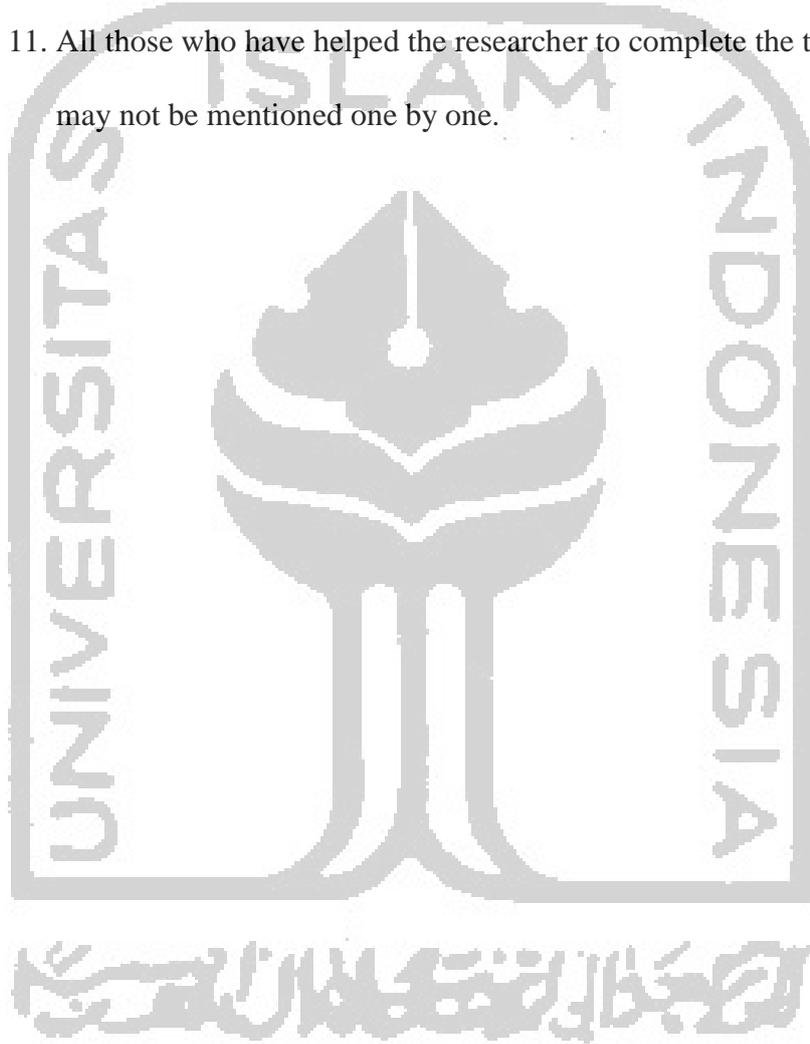
1. My beloved Parents: Angger Sukisno and Suhartini who always support me though their endless love and prayers.
2. My another lovable person Nuningsih Prapti Rahayu
3. My sisters & brother Sekar Murdani, Afghan, and Putu who always cheer me up, May Allah always give them health and always take care of them.
4. The head of English Language Education Department Mrs. Irma Windy Astuti S.S., M.Hum, also my thesis supervisor all this time Mrs. Intan Pradita S.S., M.Hum, May all your kindness can be merit for the hereafter.
5. My academic lecturer Astri Hapsari, S.S., M.TESOL.
6. My examiners Mrs. Ista Maharsi,, S.S., M.Hum and Mrs. Rizki Farani,, S.Pd., M.Pd
7. The whole lecturers at English Language Department of Faculty of Psychology and Socio-Cultural Sciences Islamic University of Indonesia and the staffs.
8. All my friends at English Language Education Department batch 2013 especially Aryo Ariffudin, Mohammad Ma'arif, Edwin

Haryanto, & Akhidz Amri may all of them be successful person in the future.

9. Another great friends Kinanthi and Mas Afri.

10. My supporting person Debby Kumala.

11. All those who have helped the researcher to complete the thesis which may not be mentioned one by one.



ACKNOWLEDGEMENT

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On behalf of the Author, this thesis could not be finished without the support of many people. Therefore, I would like to express my highest gratitude and appreciation to my beloved thesis supervisor Intan Pradita S.S., M.Hum, who have been very helpful and kind in giving me advice, ideas, guidance, and valuable time during the process of writing this thesis. My very warm thanks to all lectures at English Language Education Department, Irma Windy Astuti S.S.,M.Hum, Nizamuddin Sadiq, S.Pd., M.Hum., Puji Rahayu, S.Pd., MLST., Rizki Farani, S.Pd.,M.Hum., Ista Maharsi,,S.S., M.Hum., Astri Hapsari, S.S.,M.TESOL and Adam Anshori, S.S.,M.A., who had given meaningful knowledge.

Special thanks to all of my big family especially to my parents Angger Sukisno and Suhartini, also my sister Sekar Murdani, my brothers Afghan and Putu, and my supporting person Debby Kumala, for their loving support and encouragement since my study until then end of writing this thesis.

Last but not least, I want to say thank you so much indeed for all those who I could not mention the names one by one. Hopefully this thesis can be useful for us and become the input for the parties in need.

Yogyakarta, 17th of December 2019



Risang Yudhistira



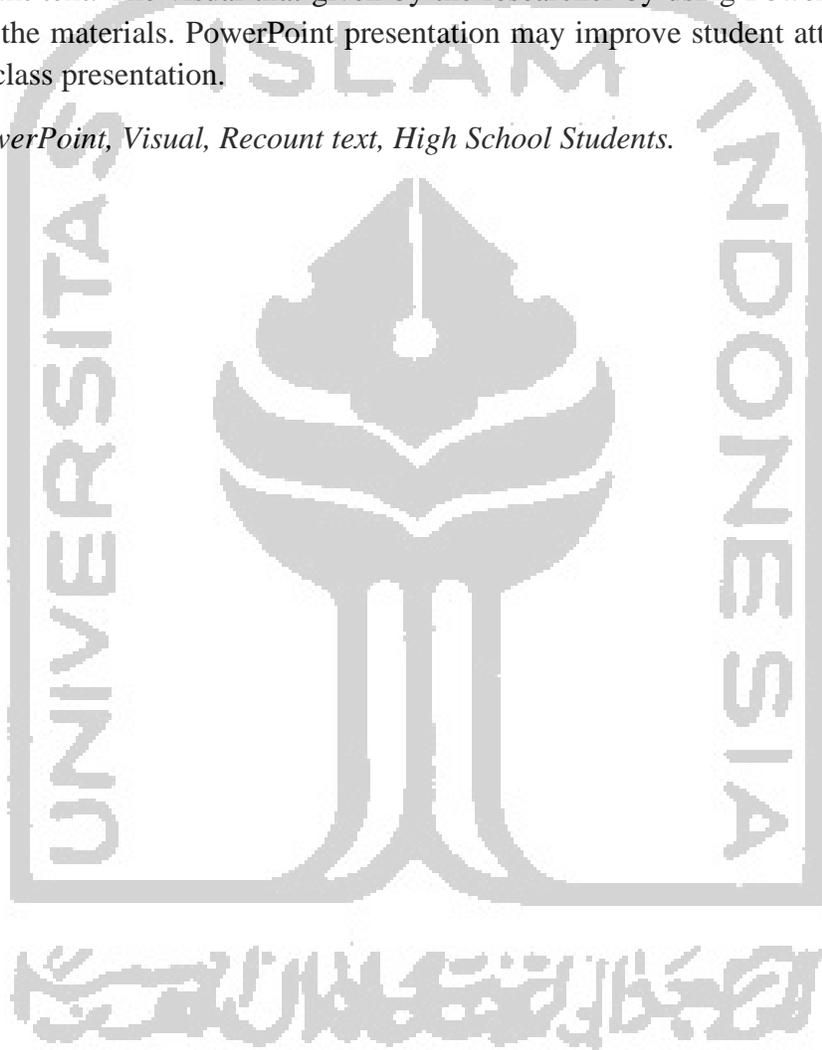
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ABSTRACT

In this global era, delivering materials using PowerPoint presentations in the classroom learning process have significantly increased. In this study, researcher has a direct observation and practice to know how PowerPoint can make students know and understand about recount text. Researcher also make PowerPoint can stimulate students' imagination and knowledge on how make the recount text. The visual that given by the researcher by using PowerPoint is the main tool to deliver the materials. PowerPoint presentation may improve student attitudes toward the instructor and class presentation.

Keywords: PowerPoint, Visual, Recount text, High School Students.



A. Background

In this era, the use of Powerpoint presentation in classroom activity have significantly increased. Presentation is a formal talk between one on more people that present ideas or information in a clear and structured way. In this research, researcher use PowerPoint to deliver the material from the teacher. This study investigates that PowerPoint can improve student learning process. The usages of multimedia learning include PowerPoint increased significantly in this global era (Connor and Wong, 2004). For example, for some difficult chapter, students with higher imagination have better score quizzes when they learn with PowerPoint than students that learn with traditional section. Moreover, Butler and Mautz (1996) concluded, that students considered multimedia presentations entertaining on a one class period experiment.

Using PowerPoint to deliver materials to students also apply the education theories that have been received from the researchers lecturer that had been learnt in class at university. From this research, researcher hope that students can apply the knowledge and theories based on the PowerPoint presentation in the learning activity. Researcher also hopes that students have skill to imagine their own knowledge and experience based on the peresentation, and students have skill to apply the result of the learning process.

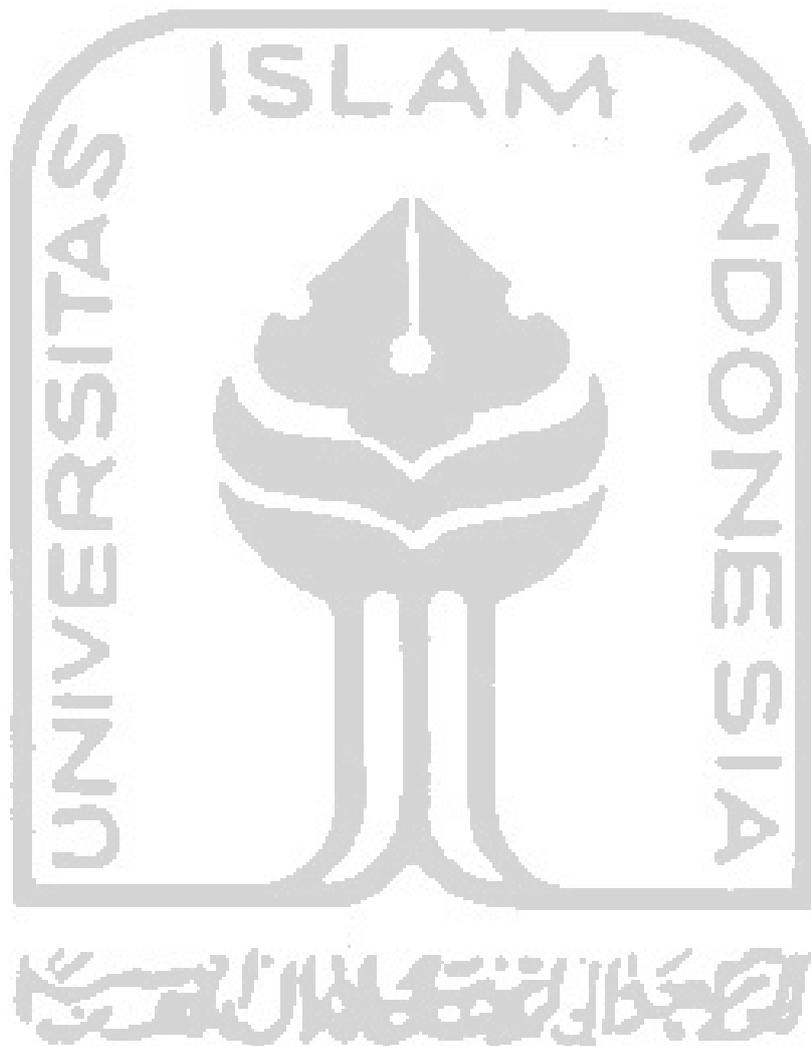
In other hand, the professionalism of teacher is needed, which the knowledge need a continuing process with practices and direct observation. This report does not only belong to us as getting hands on experience, but also for the next generation of educators.

Education is an important thing that is the basic aspect to build a fundament the upcoming generation, also to have an expectation in becoming qualified, responsible, and able to anticipate educational problems in the future. Education requires instruction of some sort from an individual or composed literature. The core meaning of education is always stimulated, alter, and develop human beings. Ultimately, it will guide to the changes of human being development.

During School Field Study Program in Islamic High School Yogyakarta, researcher teaches mostly in the 10th grade. Students of Islamic High School Yogyakarta mostly passive when the teacher begins the learning process. So, the teacher must have special ability on how to make the learning process more active. Based on those situations, researcher using PowerPoint media to teach recount text in Islamic High School Yogyakarta.

Recount text is a text that telling the reader about one story, action or activity. Its purpose is to entertaining or informing the reader. Recount text also a text which retells event or experiences in the past. Writers should remember that while the purpose is to retell they still need to craft their retelling to be interesting to the reader. Rather than retelling every minor

detail, the writer needs to select the important information or events, and expand on these in an interesting manner. You could focus on the place, time, events and results



B. CONSTRUCT

Based on Parks (1999), report that most of students like the teachers outline and graphs on the screen, and because of that PowerPoint presentation have a positive influence for students. The experts above conclude that PowerPoint makes students easier to accept the lesson and enjoy the learning process.

According to Anderson (in Dwi, 2010, 16), recount is a speaking or writing ability to tell what happened in the past events, or an ability to retells the past events, usually appropriate in what happened. The purpose of the text is to retell the past event that happened or to tell others experience in chronological order. The details in the recount include what happened, who was involved, where it took place, when it happened, and why it occurred.

This research about recount text is using Power Point Presentation and tasks. The research focus on how students can develop their knowledge about the clue that given in the presentation. It makes students apply their own intelligences to make their recount text.

There are three language features in how to make recount text. First is orientation. Orientation is about the introduction or explanation of the participants, time and place. Orientation features usually tell about who was involved in the text, where the events took place, what and when happened in the text. Second is an event. Events include the description about the part

of the text that happened in the past. Telling what happened and in what sequence. The last is reorientation. It is optional and it consists of events/ending and also stating writers personal comment to the story.



C. Implementation

In this chapter, researcher describes about the steps of the presentation and giving tasks using PowerPoint.

1. Activity 1: (Brainstorming)

Before teaching the students, the researcher make some simple example about recount text by tell last activity. After that, researcher asks some simple questions about students experience based on their last holiday. Researcher asks them by oral, such as: 1.) Where are you going when the summer holiday?, 2.) What did you do last night?, 3.) Where did you and your family spend the Idul Fitri's holiday?

2. Activity 2: (Giving Presentation using PowerPoint)

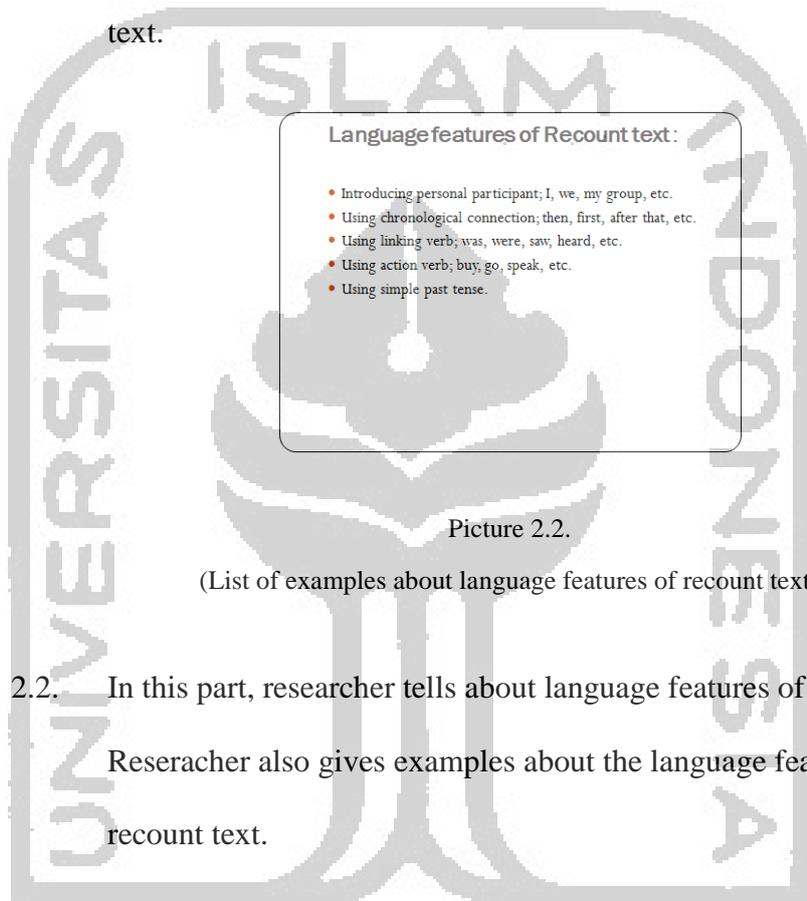
Researcher gives PowerPoint presentation about the explanation and definition.

- A recount text is a text which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Its purpose or goal is to entertain or inform about the past activity to the reader or listener

Picture 2.1.

(Definition of the recount text)

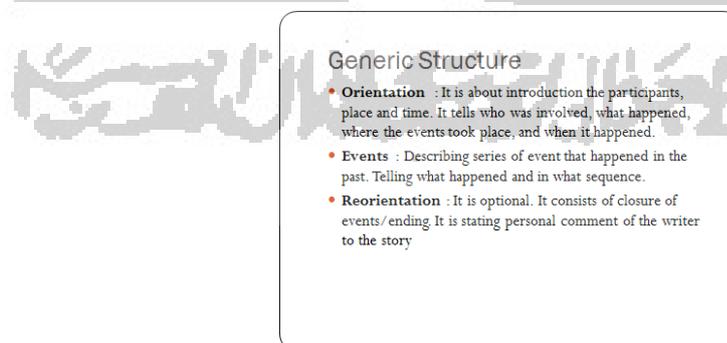
2.1. In this part, reseracher gives short explanation about the definition of recount text, the content of recount text, and the purpose of recount text.



Picture 2.2.

(List of examples about language features of recount text)

2.2. In this part, researcher tells about language features of recount text. Reseracher also gives examples about the language features of recount text.



Picture 2.3. (Explanation of the generic structure of recount text)

2.3. In this part, researcher gives explanation about the structure of the recount text, from the orientation, events, and reorientation (optional use only).

3. Activity 3: (Practice)

After the explanation is done, the researcher gives task. The tasks is to measure the students understanding about the recount text after the explanation from the teacher. Teacher expected that visual learning make student enjoy the process.



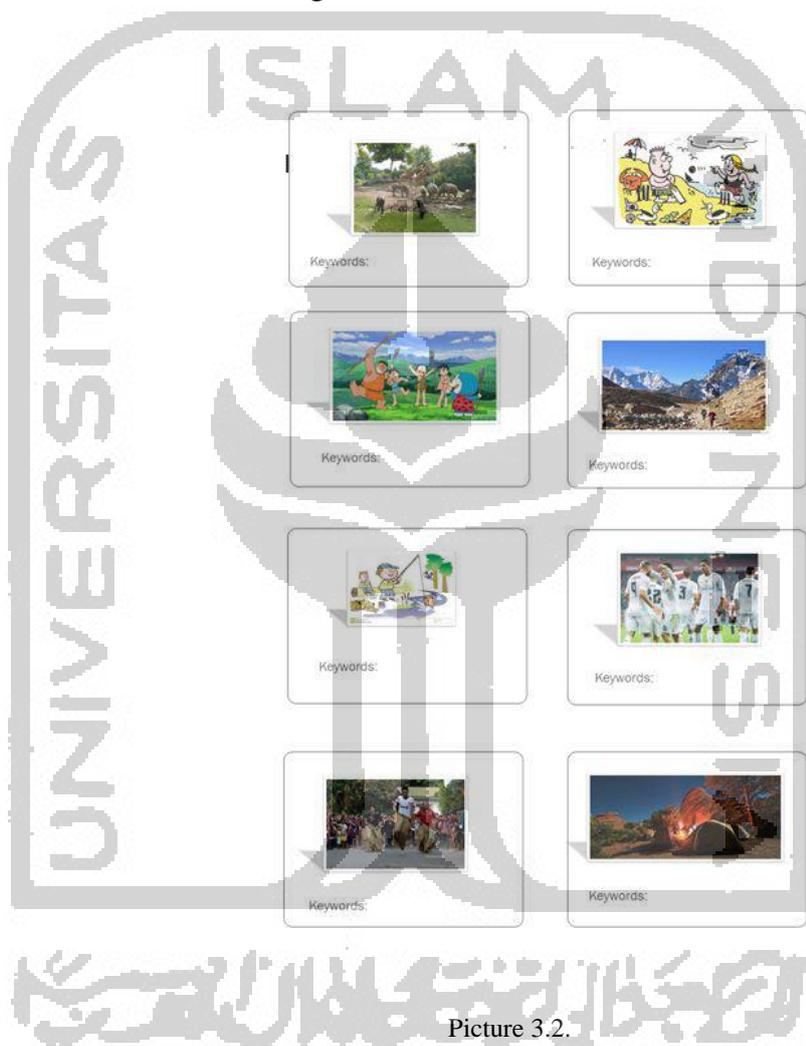
Picture 3.1

(The picture shows the example of task that given by the teacher to the students)

3.1. In this part, researcher gives an example on how to do in this tasks.

Keyword mean that students finds some keywords based on the picture.

The pictures below are some tasks that given by the researcher. There are six tasks that contain different pictures. Students must fill the keywords based on their knowledge.



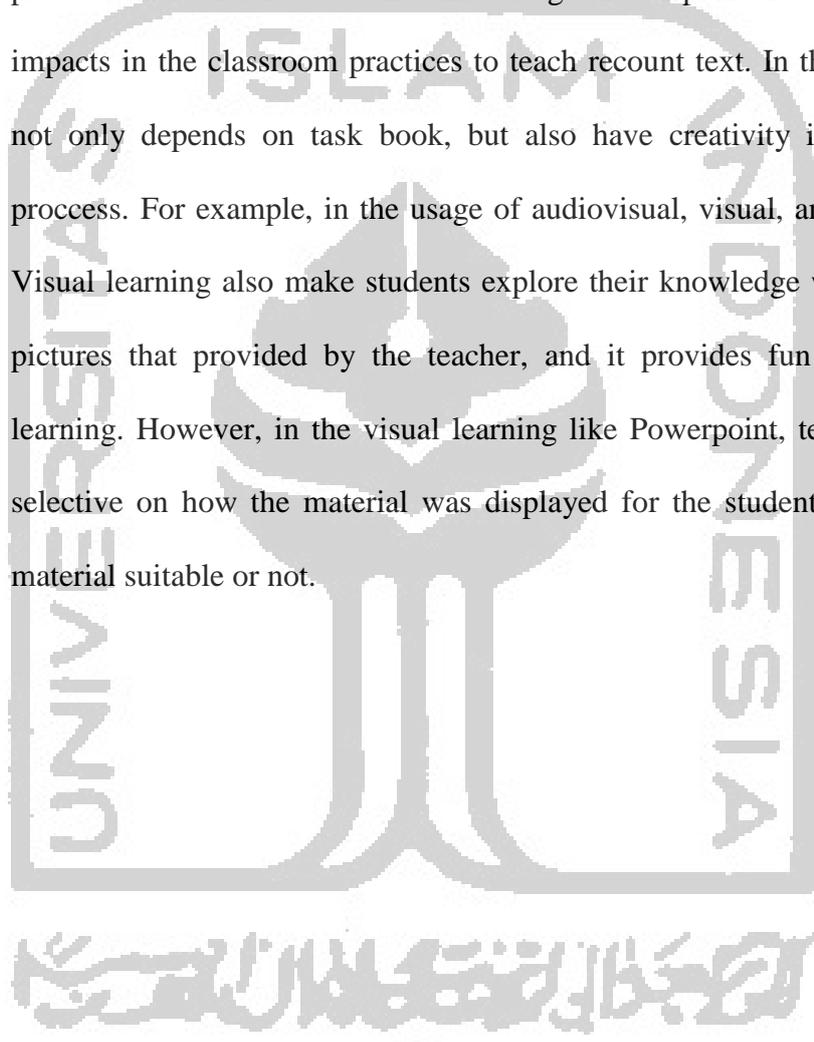
Picture 3.2.

(List of tasks that given by the teacher)

3.2. In this part, teacher check students result by read the result of the task one by one. It makes teacher know about students understanding on how to make recount text. The structure and the tenses are the most important things that corrected by the teacher.

D. Conclusion

All in all, the implementation of the Powerpoint in the learning process is useful for students knowledge. Powerpoint has many positive impacts in the classroom practices to teach recount text. In this era, teacher not only depends on task book, but also have creativity in the learning process. For example, in the usage of audiovisual, visual, and Powerpoint. Visual learning also make students explore their knowledge when they saw pictures that provided by the teacher, and it provides fun and engaging learning. However, in the visual learning like Powerpoint, teacher must be selective on how the material was displayed for the students, whether the material suitable or not.



E. References

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- Alley, M., Schreiber, M., Ramsdell, K., & Muffo, J. (2006). How the design of headlines in presentation slides affects audience retention. *Technical Communication*, 53(2), 233.

F. Appendices

Versi	:	Tanggal revisi	:
Revisi	:	Tanggal berlaku	:

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan pendidikan : SMA UII BANGUNTAPAN
Mata pelajaran : Bahasa Inggris
Kelas / Semester : XB / 1
Pertemuan ke- : 1 (Risang)
Alokasi waktu : 2 x 45'
Standar kompetensi : Reading & Writing 2x45' (1 x pertemuan)

1. Memahami makna dalam teks fungsional pendek dan teks monolog sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari dari mengakses ilmu pengetahuan populer.
2. Memahami makna dalam teks fungsional pendek dan teks monolog sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari dari mengakses ilmu pengetahuan populer.

Kompetensi dasar :

1. Merespon makna dalam teks lisan fungsional pendek (misalnya pengumuman, iklan, undangan, dll) resmi/tidak resmi sederhana dalam berbagai konteks situasi.

2. Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam teks berbentuk: *recount*, *narrative*, dan *procedure*.

Indicator :

1. Merespon teks lisan fungsional pendek.
2. Merespon teks monolog sederhana berbentuk *recount*, *narrative*, dan *procedure*.
3. Melakukan teks-teks lisan fungsional pendek (misalnya pengumuman, iklan, undangan, dll) resmi/tidak resmi.
4. Melakukan teks monolog lisan berbentuk *recount*, *narrative*, dan *procedure*.

A. Tujuan Pembelajaran

1. Pada akhir pelajaran diharapkan siswa mampu merespon teks lisan fungsional pendek.
2. Merespon teks monolog sederhana berbentuk *recount*, *narrative*, dan *procedure*.
3. Melakukan teks-teks lisan fungsional pendek (misalnya pengumuman, iklan, undangan, dll) resmi/tidak resmi.
4. Melakukan teks monolog lisan berbentuk *recount*, *narrative*, dan *procedure*.

B. Materi Pembelajaran

1. Membuat paragraf berdasarkan gambar
2. Membuat paragraph menggunakan past tense & irregular
3. Praktek

C. Metode Pembelajaran

Communicative approach

D. Kegiatan Pembelajaran

Tahap	Langkah-langkah Kegiatan Pembelajaran	Alokasi Waktu
I	<p>Kegiatan awal</p> <ul style="list-style-type: none"> - Mengucapkan salam dan sapa kepada siswa ketika masuk ruang kelas. - Mengecek kehadiran siswa. - Memperkenalkan diri dan tentang apa yang akan dipelajari selama 2x45 menit. 	10'
II	<p>Kegiatan inti</p> <ul style="list-style-type: none"> - Guru menjelaskan sedikit tentang materi yang sudah diajarkan. - Siswa dibedakan menjadi kelompok-kelompok kecil (1 kelompok beranggotakan 4-6 siswa) - Guru menentukan tema recount text dengan gambar. - Siswa membuat keywords sesuai tema yang telah ditentukan berdasarkan gambar. - Siswa mampu membuat paragraph recount text berdasarkan gambar. (orientation: 3 kalimat, event: 5 kalimat, reorientation: 3 kalimat). - Siswa mendapat feedback dari guru (Siswa menuliskan paragraph yang mereka buat sesuai dengan struktur yang benar) 	70' 10' 5' 10' 10' 30' 13'
III	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> - Siswa mengerti tentang recount text. - Memberi apresiasi kepada siswa. - Mengucapkan salam penutup. 	2'

A. Penilaian

1. Jenis Penilaian :
2. Teknik Penilaian : Performance Assessment (*writing*)
3. Bentuk Tes : Past tense structure
4. Pedoman Penskoran :

B. Media

1. Bahan : Worksheet
2. Alat : Spidol, Whiteboard.
3. Sumber Belajar : Power Point

C. Tindak Lanjut

Siswa melanjutkan membaca tentang bacaan-bacaan ataupun media lain yang berhubungan dengan recount text.

D. Refleksi

Guru memberikan tugas individu tentang pengalaman menarik yang pernah dialami.

Yogyakarta, 30 Agustus 2016

Guru Pembimbing Lapangan
PPL

Praktikan

Sri Lestariningsih, S. Pd.
Yudhistira

Risang

Recount text

- A recount text is a text which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened, and who it occurred. Its purpose or goal is to entertain or inform about the past actions of the reader or listener.

Generic Structure

- **Orientation** : It is about introduction the participants, place and time. It tells who was involved, what happened, where the event took place, and when it happened.
- **Events** : Describing series of event that happened in the past. Telling what happened and in what sequence.
- **Reorientation** : It is optional. It consists of closure of event, ending it. It stating personal comment of the writer to the story.

Language features of Recount text:

- Introducing personal participant, I, we, my group, etc.
- Using chronological connection, then, first, after that, etc.
- Using linking verb, was, were, saw, heard, etc.
- Using action verb, buy, go, speak, etc.
- Using simple past tense.

Practice



Keywords: music, guitar, melody, concert, song, rock

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Keywords:



Keywords:



Keywords:



Keywords:



Keywords:



Keywords:



Keywords:



Keywords: