DEVELOPING POWERPOINT SLIDE TO TEACH MODAL AUXILIARIES VERBS 'SHOULD AND MUST' ON GUIDING WRITING SIMPLE SENTENCES IN ENGLISH

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Abstrak

Menulis adalah kemampuan penting dalam bahasa inggris. Menulis terdiri dari pengetahuan, pengalaman, dan ide. Dalam kurikulum 2013, siswa di minta untuk membuat teks sebagai produk dari menulis. Siswa siswa kelas delapan mempunyai kewajiban untuk membuat kalimat sederhana menggunakan modal. Pada kenyataannya, siswa siswa tidak mengetahui bagaimana membuat sebuah kalimat yang baik menggunakan modal. Ini terjadi karena siswa kurang mengetahui grammar. Untuk menyelesaikan masalah, penggunaan *power point slide* di butuhkan untuk membimbing siswa menulis. Penelitian ini bertujuan untuk mengembangkan *power point slide* untuk mengajar modal dan membimbing siswa menulis berdasarkan kesulitan siswa dalam belajar bahasa inggris. Modifikasi model penelitian dan pengembangan oleh (Dick, Carey, & O.Carey, 2015) untuk menjelaskan pengembangan dari *power point slide.* Berdasarkan hasil dari research, siswa merasa tertarik belajar melalui *power point slide.*

Kata kunci: *menulis, modal, R&D, and power point slide.*

Abstract

Writing is an important skill in English. It consists of knowledge, experience and ideas. In 2013 Curriculum, students are asked to create text as the product of writing. eight grades students have obligation to make simple sentence using modal auxiliaries. In fact, the students do not know how to make a good sentence using modal auxiliaries verbs. Knowing the students learning need, difficulty, and style are important to get a good students' outcome in learning. For solving the problem, the use of power point slide is needed to guide the students writing. This study has a goal to develop power point slide to teach modal auxiliary and guide students writing based on the students' difficulties in learning English. The modified research and development designs by (Dick, Carey, & O.Carey, 2015) to explain the development of power point slide. Based on this research, the students feel interested learning through power point slide.

Key words: *writing; modal auxiliaries; R&D; and power point slide.*

INTRODUCTION

Writing is an important skill in English. It consists of knowledge, experience, and ideas. Writing is a productive skill that has a unique position in ELT (Klimova, 2012). In 2013 Curriculum, writing is one product besides speaking. In the latest revision of curriculum 2013, students are asked to create text as the product of writing (Kemendikbud, 2016). For example, eight grades students have an obligation to make a simple sentence using modal auxiliaries. In fact, the students do not know how to make a good sentence using modal auxiliaries verbs.

Among the five elements of writing, lack of grammar is taking a serious problem. It happens because the students still lack knowing grammar. Teaching grammar cannot do in isolation skill. (Singh, Singh, Razak & Ravinthar, 2017) state that more effective to teach punctuation, sentence variety, or isolation skill.

Therefore, teaching grammar must be followed and be combined with the other skill.

Based on researcher' experience, many students are not able to produce English in the written form properly. Almost all of the students get difficulties in mastering grammar and vocabulary. There are many ways to make the students able to write English well. Many kinds of media such are visual, audio, and audiovisual, are ever applied in classroom for teaching modal auxiliaries.

Unfortunately, those media still not appropriate to increase the students' motivation in learning. It happens because the media are not suitable for the students and the learning activities make the students feel bored. Moreover, every student also has different learning style such are visual, auditory, and kinesthetic. Knowing the students learning need, difficulty, and style

are important to get good students' outcome in learning (Sianipar,2017). For solving the problems, they need a medium to guide their learning based on their difficulties, need and types. Thus, they can be able to write a simple sentence properly.

The use of multimedia is needed to guide the students writing. Multimedia is a combination of pictures, text, video, games, and animation. It is believed to create authentic learning and integrate language skill easily. Gilakjni (2012) states that multimedia can improve learning than learning in a traditional way as to face to face. It teaches various types of learning style. Based on (Saputra, 2012) argues that multimedia is a good medium for teaching writing. It can increase students' ability in writing. Powerpoint slide is the example of multimedia, it is also believed to increase the students' motivation. it is common to teach the students in school. Powerpoint is easy to use in the classroom by the teacher and the students.

Therefore, this study will conduct research on how to develop a powerpoint slide to teach modal auxiliaries based on students difficulties.

METHODS

1. Participant

The participants of this research were the whole students in VIII D class from SMPN 50 Surabaya and an English teacher.

2. Instruments

In this study, for gathering the data by questionnaire. There were five questionnaires were used by the researcher. 1) Questionnaire one or Questionnaire students' difficulties, it was for collecting the students' difficulties in learning English based on the students and an English teacher. 2) for questionnaire two or medium expert's questionnaire, it was media expert's questionnaire. this questionnaire for validating the medium based on experts' judgments. 3) For questionnaire three or material expert's questionnaire, material expert's questionnaire was for validating the medium based on the material experts' judgments. 4) Questionnaire four or field trial I questionnaire, the questionnaire used for gathering the data from the students after field trial I. and 5) questionnaire five or students response questionnaire., this questionnaire was used to get the students' response about learning modal auxiliaries by powerpoint slide.

3. Procedure

The aimed of this research was to develop powerpoint slide and the types of design study were research and development (R and D) used Dick, Carey, & O.Carey, (2015) research and development model's as systematical to develop the process. There were seven steps modify in this study. It made the development process easier and answered the researcher's research question. The stages can be seen in figure 1 below :
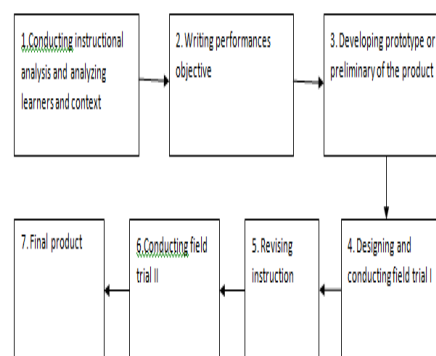

Figure 1 Research and development steps modified by the researcher

a. Conducting instructional analysis and analyzing learners and context

There were two activities were applied to get the data. (1) Choosing basic competence that suitable with the syllabus of the subject. The basic competence was 3.3 and 4.3, it discussed the modal auxiliaries verb. It focused on the use ''should and must'', because it was for eight graders students. (2) Thus, doing analysis based on students difficulties in learning English, especially modal auxiliary.

b. Writing performance objective

Analyzed eight graders syllabus, which was 3.3 and 4.3 basic competence. It discussed modal auxiliaries verb which were suggestion and obligation sentences material. The objective of this step was the Students would be easy to make simple suggestion and obligation sentence using modal auxiliary structure.

c. Developing prototype of product

After gathering the data on conducting instructional analysis and analyzing learner's context. Thus, decided the objective of the study in writing performance objective. Therefore, next step was developing a prototype of the product.

d. Conducting field trial I

There were many activities was done by the participants and the researcher. 1) students or participants have explained the lesson by the researcher. 2) The students learned in the group. The activities did in the

classroom used medium because powerpoint slide was included the power point text program and it could be shown on LCD.

e. Revising instruction

After conducting field trial I, the researcher revised the media based on expert, teacher, and students' judgments about this media on field trial I.

f. Conducting field trial II

After revising the product, the researcher conducted field trial II for the students and English teachers. To know the students' response to the product after the revision process. The researcher used the same participants who were students in the VIII D class. They played in group work and each group consisted of 2 students. Thus, after class, the researcher gave a questionnaire.

g. Final product

After conducting field trial II, doing revision based on field trial II is needed to get final product of power point slide.

4. Data analysis

This research used a qualitative and quantitative approach or mix method to analyze the data gathered on the questionnaires. These results were gotten in the form of numbers and it was explained and shown in words from. For media and material experts' questionnaires data were analyzed manually by using table score and criteria of the score, such as follow : Criteria of score :

1	=	Strongly agree
2	=	Agree
3	=	Disagree
4	=	Strongly disagree

a. Table of score :

Score	Percentage	Grade
32-25	100%-78.12%	Excellent
24-17	75%-53.12%	Good
16-9	50%-28.12%	Fair
8-0	Below 25%	Poor

The score was counted by using pattern as follow :

$$Score = \frac{Total\ points}{Max\ points} \times 100\%$$

Thus,for the questionnaire students' difficulties, questionnaire field trial I, and questionnaire students' responses, data were gotten in the form of numbers and described to words.

RESULTS& DISCUSSION

**1. Result of the questionnaire regarding the students' difficulties in learning**

As the result of students' questionnaire, the students had problem to learn English. It was on productive skills as writing sentences in English. They said that English was difficult to learn, because it was not their mother tongue. Lacked of vocabulary and did not mastery grammar well were the factors why they could not write good English sentence. For the learning, they said that the teacher ever taught them using power point text or traditional teaching. For the medium, Almost all of students in VIIID class are interested in learning through picture, games, and animation. They also said they wanted to play game as quiz.

Thus, for the result of the teacher's questionnaire, the students had a problem to learn English. Motivation was the factor, why they were not good at English. Based on the teacher's information if learning grammar in their school was not maximal because many students had low motivation in learning English. For the medium, she ever used flashcard and power point text to teach her students. For the components of medium, she wanted the researcher to combine flashcard and power point text to teach modal auxiliary.

The development of power point slide product.

A. Result of developing prototype of product

Developing a prototype of the product, it consists of multimedia's cover, menu, and level, lottery, building sentence, and quiz.
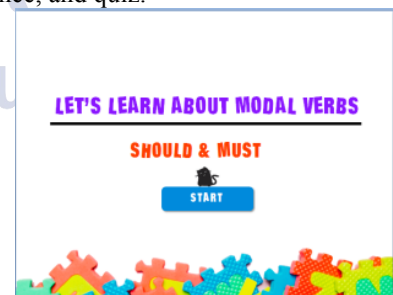
Picture: the part of power point slide pictures

After doing the development of the powerpoint slide, this medium got validated from media and material experts. This aim to know whether or not the medium was applicable in the teaching of modal auxiliaries.

B. Result of expert validation

1. Review from material expert

This review from the material expert was to validate both content and material of medium. This review was the result of a questionnaire distributed to material expert toward powerpoint slide. Based on the result of the questionnaire, this medium was good for teaching modal auxiliaries. The expert stated that the lesson of modal auxiliaries was suitable with the 2013 Curriculum. Also, the language level was suitable with eight graders syllabus. Besides, this medium had an interesting design since it was completed with many good pictures. It attracted the students in learning modal auxiliaries.

On the other hand, this medium still needed a revision to make it better. The expert suggested simplifying the vocabulary used in powerpoint slide, such as "longing" changed to"miss". For example, '' I am longing for my brother'', it was better to change into '' I miss my brother. She stated that the students could not handle the quizzes because the chosen vocabulary was difficult. ''Longing'' was an unfamiliar word for the students, if the researcher attached that words, perhaps the students would ask the meaning to the researcher. Besides, the word as longing, the expert also found another unfamiliar word for the students in this medium such as "hiccup". Hence, she suggested to change the words or to give students time to find out the meaning of some difficult words.

2. Review from media expert

This review dealt with the result of a questionnaire distributed to the media expert. The result showed that powerpoint slide had a good concept since it had three kinds of quizzes levels namely easy, moderate, and hard level. Also, this medium had good design, good coloring patterns, and well-chosen pictures. Those made the students learning modal auxiliaries easier and showed that the medium was good as a standard media.

On the other hand, this medium needed revisions in some parts. The expert underlined that there were three points to be modified. First, in powerpoint slide, she found that many links were error thus it could not run properly such as in building sentence page, this icon could not work when it was touched. Therefore, it needed to get revision since links were the key points in running this media. Second, the expert suggested making a guidance book for the user. Thus, the user would be easier to understand the use, the scoring, and the rules of the quizzes of this medium to be implemented in the classroom.

Third, the modal auxiliaries lesson should be added a particular explanation such as giving an example for each level. It would guide the students to finish the quiz easier and remember how to answer the quiz. Additionally, the expert also recommended making the design the suggestion and obligation worksheet for each level in order to avoid students' trouble on typing the answer in laptop. The worksheets were needed to print because the students would be easier to type their answer on the answer sheet then type on the laptop. Also, only many students had a laptop, therefore the expert suggested to print the worksheet.

3. The result of field trial I

In gathering the data of field trial I, the researcher used the questionnaire and observation checklist. In this part, the researcher invited the whole students in VIII D class. During the evaluation, the researcher started to explain the lesson briefly. It was begun by explaining the sentence structure of modal auxiliaries and how to make a sentence using the words '' should '' and '' must''. After explaining the lesson, she asked the students to answer the quiz. The students were attracted and then the teacher told the rules of the powerpoint slide's quiz and divided the students into six groups consisting of three to five students. Afterward, the students tried to finish the quizzes, it was started from an easy level, medium level to hard level. In this activity, the students admitted that they found it difficult to answer the quiz. They lacked some words meaning, for example, ''cough'' and ''hiccups''. However, the students could finish the quizzes.

After doing the quiz, the researcher distributed a questionnaire to the students and asked them to complete the questionnaire. The results showed that the students were pleased to learn modal auxiliaries by using this medium. They could answer the quiz on some levels. They also could identify the verb, noun, subject, and modal. The students said that they got new vocabulary from the quiz, although the vocabulary use was difficult for the students. Overall, the students gave positive response toward this medium. They also mentioned that the multimedia or powerpoint slide pictures were cool.

Many students felt challenging to answer more quiz. The students merely suggested adding more number in quizzes in order that if they got the wrong answer, they still got a chance to answer another quiz. Also, they believed that the number of quizzes they have, the more fun the class will be. Also, they can get more practice in understanding the meaning of difficult words.

C. The first product revision

1. Revision from material expert

As a result of the material expert's questionnaire, this medium was good, yet it also needed a revision. That was to simplify the vocabulary, the material expert suggested to change some words in powerpoint slide such as ''longing'' to '' miss''. She said that the vocabulary use was difficult for the students and those vocabularies were unfamiliar for them.

Picture: Before revision

Picture: after revision

2. Revision from media expert

From the result of media expert's questionnaire, There were needed three points to revise, 1) many links were an error, thus it could not run properly, 2) the expert suggested the researcher make a guide book for the user, 3) the modal auxiliaries lesson should be added particular explanation.


Picture: suggestion quiz (after revision)

Picture: user guide'' symbol''

Based on the media expert's suggestion, she said that many links were error thus it could not run properly when it was touched. For example, this icon did not work in suggestion page, when it was touched. Therefore, the researcher revised the icon because it was important in power point slide. The researcher also added '' user

guide symbol''. It showed particular information of many icons in power point slide as the name and function.
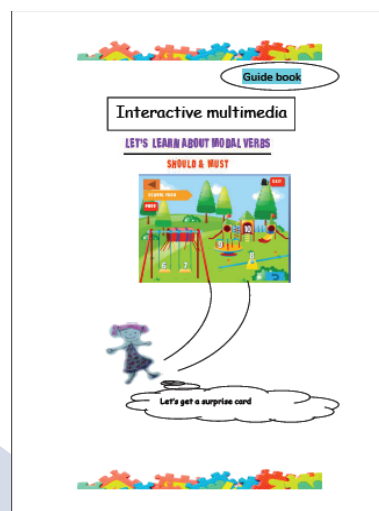
Picture : power point slide as guideline

Beside, revising the icon in powerpoint slide the media expert also commented to make a guide book for the user. Thus the expert made a guide book and showed how to operate power point slide properly, the rule of the quiz, and so on. The user only needed to read the book before implementing this medium.

The expert also suggested the researcher add more explanation of modal auxiliaries lesson. she said that the explanation should be revised, for example giving an example each level. it was to make the students understood the lesson easier. Hence, the researcher added example card and building sentence page in powerpoint slide
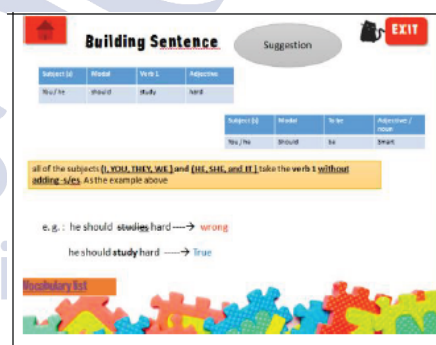
Picture: the explanations of modal auxiliaries lesson

3. Revision from field trial I

   As a result of field trial I, the students hoped the researcher to add large numbers of quizzes. Therefore, adding some numbers of quizzes in each level was needed. In this part, the researcher attached ''try again card'', it was for the groups who could not answer the quiz properly. Besides, try again card would make the class more fun. In addition, the students suggested adding some hints for the vocabulary used in a powerpoint slide. They said that the vocabulary used in this medium was difficult for them. The students found unfamiliar words that made the students difficult to finish the quiz. For the lack of vocabulary used in powerpoint slide, the researcher added vocabulary list. Before starting the class, the researcher gave a vocabulary list to make them familiarize with the vocabulary used in this medium. It was a vocabulary list, the students should match each word based on its type. The researcher only gave ten minutes to finish it.
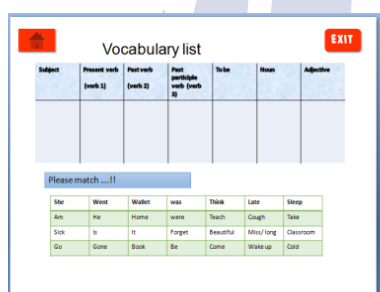
Picture : vocabulary list

D. The result of field trial II

   At the end of field trial II, the researcher distributed a questionnaire to the students to know the students' response toward learning through powerpoint slide. The result showed that the students felt pleased during learning modal auxiliaries since there were no comments for adding or simplifying some parts of this medium. They said that the vocabulary section helped the students to do the quiz. Even though word choice in powerpoint slide was difficult, they still do the quiz. Thus, for the difficult vocabulary, the students could see the meaning on vocabulary section.

E. Final product

   From field trial II, the students give positive result toward the power point slide. They felt pleased learning through this medium, also they did not comment for adding or simplifying some parts of this medium. Therefore, the researcher did not add many components again in a powerpoint slide.

F. Discussion

   The aim of this research is conducted to develop power point slide. It is used to teach modal auxiliaries verbs and to guide the students writing simple sentences. Before developing this medium, the researcher decides the components used in the classroom, the researcher distributes the questionnaire to know the students

difficulties, learning need and learning style ,because learning based on learning style has big influences for the students outcome (Oxford, 2003). Therefore, the researcher develops the medium based on the analysis of questionnaire related to the students' difficulties in learning. Almost all of the students in VIII class are interested in learning through picture and quiz. They are easier to answer the quiz, if the tasks are completed to the pictures.

   Thus, the medium is successfully developed since it fulfills the multimedia characteristics proposed by Munir (2012). As Munir said that there are four characteristics of multimedia, those are, 1) multimedia in education based on computer and software for learning. Since the aim of this study is to develop media for classroom implementation, this medium has fulfilled the first criteria because when conducting the research, the user presents the medium using laptop and LCD in class. Thus, the researcher uses a power point program for creating and developing the powerpoint slide. 2) multimedia consists of many components those are pictures, animation, text, voice, and video. Based on the review of media expert, this medium has fulfilled those components because there are many pictures, animations and so on in this multimedia or powerpoint slide.

   Then, from the students' questionnaire result, the students also give good feedback toward power point slide components. For example, they say that medium animations are cool and interesting. Then, the components are helping them to learn modal auxiliary easier. 3) multimedia is interactive media as giving feedback in learning and controlling by the operator. This medium is added with keyword and power point slide's guidebook. Thus, it is helpful to the user uses the media. For the feedback, the researcher takes three level quizzes and it is added with keywords, examples, description of lessons, and exercises.

   In conducting field trial I and II, the students get three kinds of level quizzes. Each students in the group gets one card in each level, it consists of one exercise and one picture in every level. After the students answer a quiz, the students get feedback for their answer. Thus, the teacher and the students will discuss the answer together in class. 4) Multimedia has flexible material for the students. Based on the material expert's judgments, this media is suitable with eight grader's syllabus. This medium can be used to teach grammar and writing in modal auxiliaries lesson.

   Based on students' questionnaire result show that almost all of the students give good respond toward interactive multimedia, they feel interested in learning through the picture and quiz in this medium. In the field I and II, the students feel that the building box is helpful to finish the quiz easier. They can make the sentence easily. besides, they feel enjoy the learning, they also feel challenging to get more quiz. The students also have the motivation to answer more quiz. Furthermore, the students suggest that the medium is better to add a lot of exercises. Overall, from this study, the medium still includes as a good category from the result of material and media experts' questionnaire and students

questionnaire, they say that this medium is appropriate to teach modal auxiliaries.

CONCLUSION AND SUGGESTION

Based on all of the data get from students' and teacher's questionnaire, almost all of the students in VIII Class are interested in learning through picture and quiz. They are easier to answer the quiz if the quiz is completed by picture. Thus, based on the teacher questionnaire, the teacher suggests combining both flashcard and power point. Therefore, picture, quiz, flashcard, and power point are developed into a medium called powerpoint slide.

This medium is validated by material and media experts. From the result of the questionnaire distributed to material and media experts, powerpoint slide is suitable with eight graders syllabus. It can be applied to teach grammar and writing in the modal auxiliaries lesson. Based on field trial I and II, this medium is applicable to use in the classroom. The students can make simple sentences easily. Therefore, powerpoint slide is included a good medium to teach modal auxiliaries and it has successfully developed.

For the students' response, they give good respond toward a power point slide. They feel happy to get more quiz, and this medium makes the students understand the learning easier. They also feel enjoying learning through powerpoint slide.

For the implementation of a powerpoint slide., there are some suggestions for the teacher. First, the teacher must read the guidebook to know how to operate and use this medium. It is for avoiding confusion to use the powerpoint slide. Second, for the worksheet, the teacher or the user will be given a soft file of the worksheet. There are two kinds of worksheet, obligation, and suggestion. The teacher should print the file before starting to learn. Third, for the group, interactive multimedia only takes six groups that consist of two or three students in each group, it is for increasing the students' work in groups. Therefore, the limitation member of each group is needed.

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