

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

PowerPoint, as one of Microsoft's softwares, has become a very popular presentation tool in both academic and professional lives. The ubiquity of PowerPoint in academic environment has increased from time to time as classrooms nowadays have been equipped with computers and projectors to enhance teaching and learning processes. Although PowerPoint is not a new invention in terms of technological software, many teachers remain using it as an instructional media to present learning materials in various levels of studies and subjects, such as science (Jones, 2003; Xingeng & Jianxiang, 2012), biology (Gürbüz *et. al.*, 2010), accounting (Can *et. al.*, 2012; Sugahara & Boland, 2007), technical education (Vivian *et. al.*, 2013), history (Schoeman, 2013), language studies (Abdellatif, 2015; Lari, 2014; Mahmoudzadeh, 2014; Ozaslan & Maden, 2013) and others. Despite the ubiquity of PowerPoint in teaching, there is a fact by Cornwell (2014) who states, "... many presentations do not use PowerPoint's potential (p.1)". It means that there are many teachers who still do not really optimize the potential of features (e.g., fonts, colors, charts, shapes, etc.) which are available in PowerPoint.

PowerPoint has many features that can substantively facilitate teaching and learning. For instance, as an example of the technological development, PowerPoint is well-known for its ability to show colored text and images with simple animation and sound (Fisher, 2003). It enables teachers to provide instructional multimedia delivery which generates different learning experiences for students compared to traditional classroom instruction which is commonly relying on a blackboard or whiteboard only. In addition, as cited in Szabo & Hastings (2000, p.176), Holzl (1997) points out that "PowerPoint is a user-friendly package that can be used for the creation of visually clear, dynamic and attention capturing presentations". Hence, PowerPoint's potentials are intended to

help teachers in presenting their materials and make students able to comprehend easily what is being taught.

As mentioned above that PowerPoint has been used in various subjects, there are some studies expressing that the use of PowerPoint presentation as a part of technology usage could function as a powerful pedagogical tool and it has acquired students' positive perceptions (Valencia, 2009; Lari, 2014; Oomen, 2012). Specifically, in English language teaching and learning, using PowerPoint in classrooms reveals positive impacts of PowerPoint in teaching the students. Rajabi and Ketabi (2012) confirm that Iranian college students taught by using PowerPoint about cohesive devices in writing showed better performance than those who are taught conventionally. A study conducted by Mahmoudzadeh (2014) also indicated that there was a significant effect of the use of PowerPoint on the improvement of Iranian EFL learners' abstract vocabulary knowledge. Moreover, by conducting pre-experimental study, the researchers in Indonesia found that the use of PowerPoint was effective in teaching descriptive text to the seventh grade students of MTsN 1 Pontianak and could improve students' achievement (Rahmaniah, Sada & Novita, 2014).

In an EFL teaching, writing remains as a great challenge to be taught and to be learnt. The difficulty and complexity lying on writing render the writing itself as the most difficult skill for L2 learners to master, in which the learners has not only to generate and organize their ideas, but also to pay attention to spelling, punctuation, word choice, handwriting and others (Harmer, 2007a; Richards & Renandya, 2002; Ur, 1991). Thus, the phenomenon of writing complexity becomes a very challenging responsibility for teachers in teaching writing. To deal with this problem, many educational experts have subsequently put their efforts in finding effective ways in teaching writing. There have been a great number of helpful technological tools or software as well that can be used in teaching writing to EFL students, e.g. blog, wiki, word processors, video, and others, including using PowerPoint as mentioned above. Sammons (1997) has found that in fact, PowerPoint presentations can enhance teaching and learning

process in writing classes. The survey pertaining to using PowerPoint in teaching writing which she conducted to students in Liberal Arts showed good results.

PowerPoint, as a technological teaching media, is expected to be more helpful when it is incorporated in some approaches. For example, there is a study explaining the benefits of using a technological tool in teaching writing within Genre-Based Approach. Kuswanto (2015) studied about the use of social media in Genre-Based Approach focusing on teaching argumentative writing and students' critical thinking. She said that social media was beneficial to be used in the three stages of Genre-Based Approach: Building Knowledge of the Field, Modeling, and Joint Construction. Social media in Building Knowledge of the Field and Joint Construction functions as source of information and accommodates students in practicing collaborative learning and peer evaluation. Then, in Modeling stage, students' critical thinking such as the open-mindedness are required by responding to other students' and teacher's comment on social media as one of the microblogging.

Therefore, as students always think that writing is the most difficult skill with its complexity, teachers may handle this kind of thought by designing the writing materials through PowerPoint which will be much better than using the blackboard or whiteboard. The sense of teaching writing on whiteboard would be completely different from teaching writing through PowerPoint. It is assumed that the use of PowerPoint would prevail on several things in terms of teaching and learning process, such as displaying pictures, making the explanation of the generic structures of the genres more understandable in colorful points, and so forth. Moreover, some potential features of PowerPoint are also assumed to be exactly appropriate applied to Genre-Based Approach by which the features of PowerPoint afforded to facilitate the stages of Genre-Based Approach in teaching writing. For instance, the features of PowerPoint, such as videos and images might build students' background knowledge in the 'Building Knowledge of the Field' stage; or, graphs, tables, diagrams, flowcharting, or a screen capture program could present the examples of the text in a more-organized way (see Sammons, 1997; Finkelstein, 2002).

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Regarding all the justification above, this present study is directed to investigate the use of PowerPoint in teaching English writing within the Genre-Based Approach. Many studies have examined the use of PowerPoint in some fields. However, studies concerning on the use of PowerPoint in EFL context are quite limited, particularly in terms of writing activity which is incorporated with Genre-Based Approach. The current study is also expected to find the best results that PowerPoint might be useful in teaching English writing through the Genre-Based Approach.

1.2. The Problem of the Study

The problems of the study are prepared in the following research questions:

1. How is PowerPoint used in teaching English writing within Genre-Based Approach?
2. What are students' perceptions on the use of PowerPoint in teaching English writing within Genre-Based Approach?

1.3. The Objectives of the Study

Built upon the research questions above, the purposes of the study can then be formulated as below:

1. To find out how PowerPoint is used in teaching writing within Genre-Based Approach.
2. To find out students' perceptions on the use of PowerPoint in teaching writing within Genre-Based Approach.

1.4. The Scope of the Study

This present study emphasizes on investigating the use of PowerPoint, particularly in teaching English within the Genre-Based Approach. Out of four skills in English, it is focused more on teaching writing. Moreover, the participants of this study are the students in one of public junior high schools in Cicalengka.

1.5. The Significance of the Study

It is expected that this study could confer decent results to be interpreted as useful and helpful information for English teachers regarding the use of PowerPoint. The information itself could also improve their practical strategy in teaching English writing by using PowerPoint through Genre-Based Approach in which the use of PowerPoint was appreciated to ease teachers in teaching. In addition, it is expected that this study could turn out to be a reference for subsequent studies in the same area. Other researchers might be undertaking more valuable study discussing the effectiveness of the use of PowerPoint on other fields with more specific discussion.

1.6. Clarification of Terms

1. PowerPoint is called as a *presentation program* creating *slideshow* – an individual unit of a presentation – which can be shown on a screen or monitor directly from the computer (Finkelstein, 2002) and supported by a combination of colored text, graphics, images, animation, sound and other multimedia features (Fisher, 2003; Farkas, 2005; Farkas, 2006).

2. Genre-Based Approach is known as an approach concentrated on teaching learners how to use language patterns for particular purposes by organizing messages and following certain social conventions (Hyland, 2003).

3. Writing is one of important skills in English and defined as such an activity in which the writers will be required to pour their ideas, knowledge and/or experiences into some cohesive words which will subsequently be organized to be some complete information provided for the readers (Brown, 2001).

1.7. The Organization of Thesis

This thesis consists of five chapters. Some brief information of the organization of thesis will be presented as follows:

Chapter I is an introduction. It discusses background of the study, problem of the study, objectives of the study, the scope of the study, the significance of the study, clarification of terms and the organization of thesis.

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Chapter II is literature review. It contains of related theories which underlie this study to be conducted. It is also supported by some related studied that have been examined before by other researchers.

Chapter III is research methodology. It explains the description of how the researcher obtains the data. It covers the details of research design, site and participants, data collection, data collection procedure and data analysis.

Chapter IV is findings and discussions. It provides the explanation of the data gained in answering the research questions by outlining the analysis and the discussion of the result of the study.

Chapter V is conclusion. This is the last chapter of the thesis. It offers a summary of the study to the readers regarding the result obtained throughout the process of doing the research. Additionally, it provides some recommendation for teachers, researchers, or other parties who need information to teach their students or to carry out further research, etc.