CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statement of the problems, purposes of the study, significance of the study, scope and limitation of the study, and definition of the key terms.

1.1 Research Background

It has been known that English skill is a very important skill to communicate with people around the world. It is necessary for Indonesian students, especially for Junior high school students to master English skill. Since the implementation of the 2013 curriculum states that English has been added to be an elective subject in the school, Indonesian students have been taught for at least 6 years; that is in junior high school and senior high school.

Learning English is important for Junior High School students because it is a means of international communication (Crystal 2003:45). Learning English involves four components such as vocabulary, pronunciation, spelling and grammar. Besides, the students have to master four skills; listening, reading, speaking, and also writing. Learning English also can be stated as essential need for elementary school until university students.

Teaching English in Junior High School is not easy as people think. If the teachers want to succeed in teaching English in class, they have to know the condition of the students, materials, and the use of media. Those components are essential and should be inter-correlated. One the other hand, there are factors that
cause difficulties in learning English. The first problem is related to the teacher, teacher did not use interesting media to conduct the teaching and learning process. Consequently, the teaching and learning process seemed less interesting. The second problem the teachers want to use multimedia in teaching English, but in the classroom, the supporting infrastructure like LCD projector, screen projector and electricity are not available.

Media as one of the components in teaching and learning process are used by teacher as a source to explain the materials to students. Since the existence of technology has given us a big influence in the educational field, there are many schools adopting technology as the sources in the teaching and learning process. In fact, technology has affected positively to the language teaching, especially in attracting the students’ motivation in learning a language.

One of the educational technologies that is easy to be applied as teaching aids is multimedia teaching aids. Multimedia teaching aids refer to any technological sources that bring information from the source of message to the destination. Teaching language, however, needs an advance media that have big contribution to the aim of the teaching and learning process. Multimedia teaching aids have a great potential in supporting the English teaching and learning process run well.

There are many multimedia which are often used by English teachers. One of them is powerpoint presentation. The previous research conducted by Frey & Bimbaum (2002) showed that students who were exposed to teaching methods with powerpoint presentation emphasized that their interest and achievements
were improved. They said that powerpoint presentation enhanced their learning and success because they were able to see the slides and texts on the screen and easily follow the subject.

Based on the preliminary study, the writer was doing internship in SMPN 3 Batu. The writer found problem that some students’ perception in using Powerpoint Presentation in learning English was low. The writer wants to analyze the student’s perception in 8th of I class at SMPN 3 Batu.

1.2 Research Problems

Based on the background of the study above, the researcher proposes three main problems. They are as follows:

1. What the students’ perception of the powerpoint presentation used by teacher in the teaching and learning English?
2. What the advantages of the powerpoint presentation used by teacher in the teaching and learning English?
3. What the disadvantages of the powerpoint presentation used by teacher in the teaching and learning English?
1.3 Research Objectives

Refering to the statement of the problems, the purposes of the study are stated as a follow:

1. To describe the students’ perception of the powerpoint presentation used by teacher in the teaching and learning English;
2. To describe the advantages of the powerpoint presentation used by teacher in the teaching and learning English;
3. To describe the disadvantages of the powerpoint presentation used by teacher in teaching and learning English.

1.4 Research Significance

It is expected that the result of this research will be useful for teachers, students and other researchers. For the teacher, the result of this study is expected to be useful in improving their ability in teaching English course. For the students, the result of this study is expected to improve student’s ability in learning English. For the other researchers who want to conduct a research about student’s perception of powerpoint used by the teacher in learning English, the result of this study is expected to provide them with a relevant reference.

1.5 Scope and Limitation

The scope of this research is focused on students’ perception of powerpoint presentation used by teacher in teaching and learning English. Meanwhile, the subjects of this research are 30 students’ second grade at SMPN 3 Batu.
1.6 Definition of the Key Terms

To avoid misinterpretation of the terms used in this study, the researcher clarifies the following terms:

1. *Perception* is the active process of creating meaning by selecting, organizing, and interpreting people, objects, events, situations, and other phenomena. Note that perception is defined as an active process (Wood 2010). In this study, perception is a process to identify students’ opinions of PowerPoint presentation.

2. *Learning* is relatively permanent change in behavior that occurs through experience (Santrock: 2001)

3. *Powerpoint Presentation* is a software tool that has become a presentation staple in lecture halls, conference rooms, and through the application of computer-based training (Alley & Neeley: 2005). In this study, powerpoint presentation is strategy that is used in the teaching and learning English.

4. *SMPN 3 Batu* is the one of Junior High School at the Batu region that is located in JL. Raya Beji No. 8, Kec. Junrejo, Kota Batu, Jawa Timur, Indonesia.