CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews some theories that are related to the students’ perception on using power point presentation in learning speaking. The review is about teaching and learning speaking, teaching media, the functions of teaching media, the types of teaching media students’ perception on teaching media, the factors affecting students’ perception, powerpoint presentation, the advantages of powerpoint, the disadvantages of power point presentation.

2.1 Learning English

English has increasingly become the medium in every domain of communication, both in local and global contexts. As a result, there is a demand for speakers who can use English effectively in every country. English is called the international language and is also the second language of many countries in the world. In Indonesia, English is considered a foreign language, for it is a language studied in an environment where it is not the primary means for daily interaction, and the use of the language is restricted. Even though English is said to be difficult to learn and to use, it keeps attracting people to learn it (Dian, Fajrina, and Hanifa, 2015).

Furthermore, Patel and Jain (2008, p. 29) stated that “the primary functions of language are communication, self-expression, and thinking”. Hence, it is obvious that language is a means of communication. For a learner to master a language well, she/he must be able to speak that language. Nunan (1991) also said that among the four key language skills, speaking is deemed to be the most
important skill that must be mastered well in learning a new language. For most people, mastering speaking skills is the single most important aspect of learning a foreign language, and success is measured in terms of the ability to carry on a conversation in that language (as cited in Dian, Fajrina, and Hanifa, 2015).

Learning English is a priority for all of the students of senior high school since it an important matter for their future. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have.

2.2 Teaching Media

In the teaching learning activity, the use of teaching media, generally, is to overcome the obstacles in communication, physical limitation in class and students’ passive attitude. Asnawir and Usman (2002) stated that teaching media are something that can deliver a message and stimulate the students’ mind, feeling, and interest in order to support them to learn. One of the many roles of instructional media is to attract students’ attention and to deliver the information (Kasbollah: 2001). From explanation above, it can be concluded that teaching media are tools to make the communication in the teaching learning process easier. Teaching media can facilitate the teachers to convey the material clearly so the students are able to understand it easily.

During teaching and learning activity, the teacher should need some media to make the teaching and learning process more effective and exciting. Numerous media used in the teaching and learning activities can improve the
teachers’ instruction. Furthermore, media can make the students more interested when they learn the material and get inspiration from the teacher.

### 2.2.1 The Functions of Teaching Media

According to Seriwati (2014: 1), media is useful to motivate the students during the teaching and learning process. The teachers and learners are facilitated by media in achieving the learning goals. Munadi (2010: 36) stated that normally there are four functions of media that are used by the teacher in the teaching and learning process. Those functions are: 1) the media can deliver the message clearly and make the teacher easy to explain the material. It means that the message is not verbalized (in the form of written words or oral). 2) The media can overcome the limitation of room, time, and sense. It means that if the object is too big, it can be replaced with realia, pictures, films, or models. In addition, if there is an event, and it happened in the past, it can be showed again through film records, videos, and photographs. If the object which is too complex (such as machines), it can be presented with models, diagrams. If the concept which is too wide (such as volcano, earthquake, climate, and etc.) it can be visualized in the form of films, pictures, etc. 3) Appropriate media can overcome the passive attitude of students and motivate them to learn. It means that the media can create the students’ interest in learning based on their ability and make them more interested directly. 4) The media are able to give some stimulus, equalize experience and come up with the same perception between the teacher and students with different characteristics, environment, and experiences.
Therefore, using media can help the teachers deliver material for the students. The media is an important tool for the teachers to explain some material clearly. Thus, the students will be more interested in learning English while using the media, and the students will be able to understand about the material that the teachers explain.

2.2.2 The Types of Teaching Media

There are several types of media that are used by the teacher during the teaching and learning activities. According to Wahidin (2010:2), media are categorized into four. They are audio media, visual media, audio visual media, and multimedia.

2.2.2.1 Audio Media

Audio media are the media used through sense of hearing. This media cannot be used for the person who is deaf (Wahidin, 2010:2). Meanwhile, audio media in the teaching and learning process is usually used to improve creativity and stimulate thinking and responsiveness. Based on explanation above, it can be stated that audio media are the kind of media which can only be heard and generally used for listening comprehension. Thus, the learners are more interested to study in the class. The examples of audio media are cassette tape, recorder, and radio.

2.2.2.2 Visual Media

Visual media are a media that can be seen by students’ eyes, for example pictures, maps, graphics, white boards, real objects, and diagrams. The visual
object that can be easily found in class is a real object because it has already been surrounding the teachers and students every day. According to Soulier (1981:7) Real objects are the things we come in contact with every day. Because we do not plug them in, we often fail to realize that as a resource they may be as important to the math and English teachers as they are to the basketball coach and the medical professor. It means that, when the teacher teach using the kind of visual media like pictures, it will give a link to students for remembering some words more easily to the original idea while the students look at the picture that is showed by the teacher. Visuals also can be used to attract the student’s attention, hold their attention, and generate emotional responses. Virtual also can simplify information that is difficult to understand. For example, diagrams can make storing and retrieving information easy to do.

2.2.2.3 Audio Visual Media

According to Haryoko (2008:3), audio visual media can develop the creativity of the students and teacher based on the application of technology and information. Audio visual media is a media that combination audio and visual which can be seen and heard by the students. The function of this media is to develop the sight and hearing. The examples of audio visual are films, videos compact discs, and televisions.

According to Patel and Jain (2008:64), it is believed that audio visual aids may create interest and motivation at the highest degree because through this teaching aids, learners’ both eyes and ears become active while they are widely used in the teaching of language. Also, it will give a high impact on their mind
when the teachers use audio visual media in the class while teaching English language. In addition, audio visual media can be a motivator for the students. Patel and Jain (2008:66) stated that audio visual aids work as motivators in the teaching learning process. Without the use of these aids the teaching becomes less alive. While a teacher uses teaching aids to clear his content, then students take more interest in that teaching. They mentally prepare for further teaching. They are motivated to work more and effective. Motivation, in other words, is the preparatory phase for all acts of the learning. Audio visual aids are helpful in establishing motivation. Both eye and ear become active while they use audio visual media in the teaching of language. Audio visual media can develop creativity and improve the students’ motivation and make teachers motivated to work more effectively.

2.2.2.4 Multimedia

The general terms multimedia refers to the example of the combination use of a variety of media formats in a given presentation or self-study program (Heinich et al, 2002: 242). The term multimedia is described early as attempts to combine various still and motion media for heightened educational in multiple formats; it involves integrating these formats into a structured program in which each element complements the other so that the whole is greater that the sum of its parts.

Multimedia can be a computer simulation or game, where texts, graphics, audio, and a high level of interactivity are combined together (Green, 2002:14). Multimedia can help the learner to get information in the teaching and learning
process. The examples of multimedia in education and training include slides with synchronized audio-tapes, videotapes, CD-ROMs, DVD, the World Wide Web, and virtual reality. According to Heinich et al (2002:242), the goal of multimedia in education and training is to immerse the learner in a multisensory experience to promote learning.

Based on the explanation above, it can be concluded that there are four kinds of media that are usually used by the teacher in the teaching and learning process. They are audio, visual, audio visual, and multimedia. Audio media are the media that can be heard, while visual media are the media that can be seen. Audio visual media is the combination of different types of media such as sound, animation, text, graphics, and video for the presentation of information by making use of computers.

2.3 Powerpoint Presentation

Powerpoint Presentation is part of the Information and Communications Technology (ICT) program developed by Microsoft in 1987. It is an application program of presentation bundled in Microsoft office (El-Ikhan, 2010). It consists of slides allowing the user to present messages (Asogwa, 2011). Information prepared on a computer could be better projected for larger audience using a Liquid Crystal Display (LCD) or DLP projector. Powerpoint Presentation could be used in the classroom for supporting student learning by combining computer and projector to display slides for illustrating a lesson. Powerpoint Presentation gives the user the opportunity to incorporate visual and auditory aspects to a presentation. It permits variety of manipulations by editing or text modification,
removal of existing slides and addition of new slides to make lesson more organized and flexible. Powerpoint Presentation can be regarded as a good instructional medium and a key for facilitating an effective teaching learning process. 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. In addition, Harrison (1999) argues that Powerpoint Presentation enhances instruction and motivates students to learn which it means that from the use Powerpoint Presentation can improve the students’ motivation in learning the material when in the classroom because the students need something different to learn the material in class that make them enjoy when their teacher delivers the material for them.

2.3.1 The Advantages of Powerpoint Presentation

Ozaslan & Maden (2013) concluded in their study that students learned better if the course material was presented through some visual tools. They also reported that teachers believed that Powerpoint presentation made the content more appealing; therefore, they helped them to take students' attention. The results of Corbeil’s study (2007) showed that students exposed to powerpoint presentations preferred them over the textbook presentations; she believed that the students were learning better when their attention was captured via highlighting, colour, different fonts, and visual effects. Powerpoint presentation could be used
for presenting new structures to students, practicing and drilling, or for reviewing language structures which have already been taught (Segundo & Salazar, 2011). Stepp-Greany (2002) reported, in her study, a number of benefits for students related to the general use of technology in classrooms including increased motivation, improvement in self-concept and mastery of basic skills, more student-centered learning and engagement in the learning process.

Xianiming (2005, p. 119) stated that Powerpoint Presentation has three benefits, they are as follows:

1. It helps the audiences have better understanding of the topic. Powerpoint Presentation will make the audience easy to understand the topic, steps, and contents to be discussed by looking at the Powerpoint Presentation displayed.

2. It helps the audience make a relation sheep among the ideas. Powerpoint Presentation slides are generally easier to see by a large audience when projected than other visual aids. PowerPoint is easy to create a colorful attractive design by using the standard templates and themes, it is easy to modify when compared to other visual aids such as the charts, the posters, or the objects.

3. Visual aids make the presentation to be more professional, interesting, informative, and persuasive. For make a good presentation only place essential points on the outline slide; avoid using long sentences, use key words and phrases instead; use proper font, size, color and background; avoid using animation that may cause distracting; use graphs rather than charts and data.
2.3.2 The Disadvantages of Powerpoint Presentation

Sanaki (2009) stated that Powerpoint Presentation has disadvantages, they are as follows:

1. Students who get too lazy and just read the text as indicated in the slides.

2. Though powerpoint presentation may save time, placing too much information on slides would reduce the ability of the audience to retain the message conveyed by the report.

3. Powerpoint presentation lack flexibility; using the powerpoint presentation program, can create, format and edit slides before a presentation. however, cannot edit or charge the contents and the format of the slides during a presentation. if a slide contains an error, cannot edit it right away without exiting the powerpoint presentation show.

2.4 Students’ Perception on Teaching Media

In learning English, students’ perceptions are important to support the learning process, especially in classroom activities. According to Michael (1999), perception is such feeling and thinking toward things and by a process. In addition, the definition of perception can be found in Searle (in Blake and Sekuler, (2006) “Perception is what a person (student) feel about a particular thing both consciously and unconsciously, whether visual or auditory, and thoughts that are caused by a process going in the brain”. In other words, perception is people’ opinion about something that they think is true. In this case, perception refers to someone’s sense or view toward a certain object. Furthermore, Robbins (1997) points out that perception is processes by which individuals organize and also
interpret their sensory experience so that it will bring meanings to them. Thus, it can be said that perception refers to someone’s sense or view toward a certain object. In other words, student’s perception is can be the essential factors to support the teaching learning process itself. In addition, perception is a process of receiving stimulus until the stimulus are realized and recognized (Irwanto, et al 1991 as cited in Utami, N, 2005).

According to Joshua, Susskind 2001; Nguyen, Thi Quynh Anh, 2011; Shishavan, Sadeghi 2009, Positive perceptions about using Powerpoint Presentation as a pedagogical instrument were pronounced. The vast majority of students claimed that the use of PowerPoint in the classroom is a source of excitement, motivation, learning and attraction.

Nagmeh M. Aghaee, 2010 found that Powerpoint Presentation seems particularly beneficial for supporting educational learning; though there are some negative aspect and limitations.

2.5.1 Factors Influenceing Perception

According to Robbins and Judge (2005), there are three factors that influence perception as follows:

1. Perceiver

   When a person is looking at the target and trying to interpret what they see, the interpretation is strongly influenced by the characteristics of the person which involve the attitude, personality, motives, interests, past experience, and expectations.
2. Target

The characteristics of target also affect what they perceive. Loud people are more likely to be noticed in a group than quite ones. The target and background also influence the perception.

3. Situation

The situation of how we see an object or events are also important. The time of some objects or events which have been seen will influence their attention.

In addition, Wood (2010) states that factors affect perception are physiology, age, culture, cognitive abilities and their self. It can be concluded that perception is influenced by several factors. These factors can emerge from the outside or within the individual. Thus, every person has a different perception about a particular object.

2.5.2 The Process of Perception

According to Wood (2010), perception consists of three processes: selecting, organizing, and interpreting.

1. Selecting.

In the selecting process, all stimuli are received. People have different level of experiences and sensory adaptation with environment.

2. Organizing.

In this process, a person will select what to notice then makes sense of it. They organize what they have seen and attribute the meaning to it. Explaining how to organize experience is constructivism, which organizes and interprets experiences by applying cognitive structures.
3. Interpreting.

Interpretation is the subjective process of explaining our perceptions in ways that make sense to us. To interpret the meaning of another’s actions, we construct explanations for them.

2.5.4 Types of Perception

According to Irwanto (2002), there are two types of perception which the result of interaction between person and object. They are negative and positive perception, both are explained in the following description:

1. Positive Perception

Positive perception is perception that describes all information (known or unknown) positively. In other word, positive perception is evaluating on object that involve their self which has positive interpretation. Besides, someone who has positive perception will accept and support the object that is perceived.

2. Negative Perception

Negative perception is perception that describes information (known/unknown) negatively or not suitable with the object perceived. In other words, negative perception is evaluating on object that involve their self which has negative interpretation. Besides, someone who has negative perception will reject the object that perceived. Thus, positive or negative perception will always affect person to do an action. Moreover, positive or negative perception depends on how person describe any knowledge of an object that perceived.