

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, and significance of the research.

1.1. Background of the Study

Nowadays, using audio visual media is familiar in learning process. According to Salvoy, Proctor and Savendy as cited by Pros (2013) thirty more presentations can be delivered using PowerPoint every day. Teacher often use PowerPoint as a media to explain the material of the lesson on the learning process. PowerPoint is as a media for teacher to deliver the material to the students and to make students easier to understand the lesson. Students also can use power point to present the presentation and to deliver the task and the lesson. According to Burke as (2009) PowerPoint can help student to understand the material especially the slides of the PowerPoint that help students to understand the material. Nowadays, PowerPoint is a simple media that teachers and students used on the learning process. PowerPoint can show a video, picture, card and all of it is only in one. So that, teachers do not have to cut out pictures and prepare cards. Teachers can also explain and deliver the lesson while the PowerPoint is on. However, teacher still needs to use PowerPoint to help them and to make the material in the class easier for students to understanding.

Power point gives benefit to deliver content in learning process. One of the examples of power point implementations is power point utilizations of English language learning. According to Lowry (1999) using power point can improve learning. Learning English is hard for the learners

that did not know about English before. The learners need something more that can support learning process and make it more interesting and PowerPoint can help to solve it. PowerPoint can raise the learners or audience interest (Szabo &Hasting, 2000). According to Apperson, Laws and Scepanisky (2013) PowerPoint can help on the process of explanations of complex illustrations on the learning process. Teacher can show a picture and deliver the students and present about the picture, because PowerPoint can be used to share picture, video, graphic and the other illustration. Teacher in English class often use PowerPoint to explain and classify the material if there are a lot of material to explain. Students can see the PowerPoint while pay's attention the teacher's explanation. However, a lot of students still use PowerPoint to support them to teach the learners.

Generally, there are some benefits of using power point as a media in English class as a learning process. PowerPoint is the popular media that teacher often used on the learning process it is also be able to encourage teachers to have professionals presentation. The material will be structured and organized well so that it makes teacher easier to use the PowerPoint to deliver the material of the lesson. Despite the benefits of using power point in the classroom, it is somehow challenges for teachers in doing so. According to Neville as cited by Pros (2013) there are three uses that identified of using PowerPoint which are to guide the speaker, to guide the listener/ reader and as the text that the speaker, listener and reader can read independently. However, little do the studies investigate the use of power point in the classroom according to the students' perspective.

Most of the studies are about benefits and challenges of power point in teacher's point of view. According to Wartinbee (2009), leaning using some technologies can makes the class more fun and the teacher can handle the class and take the control of the class. However, there are some challenges of using PowerPoint that using PowerPoint also can inhibit the interaction of presenter-audience interaction or teacher-students interaction (Driesnack, 2014) as cited by Pros. Thus, it is

interesting to discuss more on the implementation of the use power point in the classroom, especially on the benefits and challenges in students' perspective.

As a context, LB LIA as one of English course in Yogyakarta is observed to have use power point in the classroom. In this case, the researcher used that the class is interactive.

1.2. Identification of the Problem

According to the material on the PowerPoint that support teacher to deliver the lesson in the speaking class, what those students got from the PowerPoint, is it the students excited and interesting in the learning process while using PowerPoint and the student will not be bored. According to Frey & Birnbaum (2002) said that using power point as a media to learn English in the classroom can build students' interest and achievements on material of learning process. However, there some negative effects or the challenges of the use of power point for students' learning. There are some problems that will discuss in this research. In some perception PowerPoint can help students to understand the lesson, but in some perception that is not help the students and makes students bored. What the advantages and disadvantages from the PowerPoint for the students.

The researcher analyzes what students' opinion or what are students' responses on the use PowerPoint in English class at LB LIA. The problem related to the students understanding of using PowerPoint in English class. Do the students have the benefit from PowerPoint and are PowerPoint help students to understand the material in English class.

1.3. Limitation of the Problem

This study investigates about students' perception on the use of powerpoint in the classroom. What students opinion and why powerpoint as a media in learning process in the classroom in LB LIA Yogyakarta in Elementary Level 3 class. This research also investigates what students' perceptiom about using power point in the classroom, what student's experience about the use of power point in LB LIA Yogyakarta

1.4. Formulation of the Problem

According to the identification and the limitation of the problem, it can be formulated to answer a question what are the benefits and challenges on the use of PowerPoint by the teacher in English course according to students?

1.5. Objectives of the Study

Related to the issues investigated, the aim of the study is to explain students' perception of the benefits and challenges of the use PowerPoint in English class.

1.6. Significance of the Study

The result of this research it is expected to give contribution to the students of LB LIA in English class. The first is for the English instructor; this study is expected to bring benefit for the teacher to make the creativity of PowerPoint and know how to use the power point while explaining the material and engaging the students. The second is for the students of LB LIA; the researcher hope that this study will be useful for the students that got a PowerPoint from the teacher

as a media in the learning process in the English class, to make the students more understand about the material of the lesson.