CHAPTER II

LITERATURE REVIEW

This chapter will discuss about theory that support the use of PowerPoint in the classroom. This theory will help to answer the question of the research. It consist of theory of PowerPoint use in the classroom, theory of the benefit of using PowerPoint in the classroom and theory of the challenges of using PowerPoint in the classroom. This chapter will discuss about it.

2.1. Literature Review

The literature review describes some theories related to use PowerPoint in the classroom, the benefit of using PowerPoint in the classroom and the challenges of using PowerPoint in the classroom.

2.1.1. English Learning by Using ICT for English Proficiencies

Learning process, especially English learning is usually using ICT to support the learning and teaching process in the classroom. In English learning and teaching using, ICT uses to support learning and teaching skills in the classroom. According to Samuel & Pulizala (2014) technology is something big that can change essential part in our daily life. Technology has given big impact for human daily life because everything that people doing is using technology. Nowadays, technology doesn't only used for daily life but also for teaching and learning process. Especially, the use of ICT in English learning has given many changes. ICT for English learning is give some of benefits for the teacher and learners to teach and learn language in the classroom. It is help teachers to explain the material by using ICT and also it will make students learn creatively.

Moreover, Samuel & Pulizala (2014) stated that the use ICT in the classroom in teaching and learning English language for teachers and students by using electronic gadgets, internet and some technology for teacher and students it's provide to be creative and friendly with the environment. The benefits of using ICT in English language classroom according to Samuel & Pulizala (2014) such as; Students got the opportunities to be more creative and active in the classroom; Some ICT tools can stimulate creative learning for students; ICT give the opportunities for teacher and students interaction on the learning of English language in the classroom; ICT provides more information for teaching and learning English language. On the other hand, the use of ICT in English language teaching and learning, for teacher it will help them to support teaching activities by using some of ICT tool such as Power Point, Videos, Internet. The teacher as a role and facilitator for students who will help them to support their learning.

Furthermore, the use of ICT for English language teaching and learning give some impact for four skill and English language, they are speaking skill, listening skill, reading skill and writing skill. Drigas and Charami (2014) explain the use of ICT for four skill of English language.

1. Listening

Using ICT on the listening skill learning process using some of multimedia tools such as video, mp3, music and recording. This helps teacher to teach the students and using some ICT tools to help deliver the material or explain the material while the students helped for their learning of listening skill on English language learning. ICT tools for listening skill help students to understand what they listen from the video, mp3, songs and recording. It will support their listening ability in English class.

2. Speaking

A short movie and video are some of ICT tools that helps students to enhance their speaking skills. It will help students to enhance their creative thinking, flexibility, and originality, and elaboration along with inspiration, motivation and confidence in English language learning in the classroom. From the multimedia students will be more confidence to practice their speaking ability and got more motivation to make them more confidence.

3. Reading

Sometimes reading English books can make students boring and tired to learn. Nowadays, reading skill in English language learning not only using books as a source of reading knowledge, but also using ICT to support and to be modern style of learning. Online reading on the internet also some of ICT tools that can help students and teacher in English language learning. Online reading on the internet is more modern and suitable for students to access. This is also can enhance their critical thinking and their literacy skills. Moreover, e-books are an interesting media to learning reading for students. Because it will be easy for students access e-books on the internet for their reading skill in English language learning in the classroom.

4. Writing

ICT for writing skill in English language learning also useful and can helps teacher and students on the learning process. Web on the internet can help teacher and students to learn about writing in English language learning. There are a lot of source of how to write on the some web on the internet. On the other way, using blog and tweeter also an ICT tools that help students to practice their written language. They can share their thoughts and feeling on the tweeter and blog and they also can got some entertain from it. It will be useful and help students on their writing language learning in English language learning class.

According to Samuel & Pulizala (2014) there is an ICT tools that also can support and help on the English language learning in the classroom. Power point is an ICT tool that can teach new ideas and will be more simply and concept for students to explain the material and will be easier for students to understand the material. Power point also can stimulate students' interesting and can motivated students learning in the classroom. PowerPoint also enhances students' speaking and listening skills. On the power point slide there are some explanations of the material that are supported with the use of some texts, pictures, videos, and animation and also will be some assignments and project for the students. It will help the teacher to explain the material clearly.

Some ICT tools that can help and support teacher and students on their English language learning in the classroom are familiar and usually many teacher and students have been used it in the classroom. ICT tools that also can support listening, speaking, reading and writing are useful and help students to enhance their skill ability in the classroom. ICT also make teacher and students learns modern style to make the lesson easier to explain and understand.

2.1.2. PowerPoint use in the Classroom

The beginning of using PowerPoint is not for education program. First version of PowerPoint is PowerPoint 1.0. PowerPoint 1.0 was created on 1984-1987 at the startup Forethought in Silicon Valley while I found the design and ideas about the development of PowerPoint (Robert Gaskins,1987). First apperead of PowerPoint is on PowerPoint version of 1.0 and it is used in forethought in Silicon Valley and for the developing of PowerPoint spent three years since 1984-1987. On the development of PowerPoint, the first was the investation of modal from Apple and then was taking by Microsoft that built and set up new Business Graphic Unit in Sillicon Valley to develop the PowerPoint further (Robert Gaskins, 1987). Powerpoint in the early

appereanced was used for bussines, more precisely business graphic in Sillicon Valley. It was to present some graphic of bussiness in Silicon Valley.

PowerPoint is one of multimedia that people used in the daily life especially for teacher or lecturer because it can display picture, graphic, video, sounds and a lot of things that can be used in multimedia application such as PowerPoint. Mayer (2005) said that multimedia principle showed that learning by using multimedia makes people learn more deeply and more understand because multimedia was show the words and picture, so people understand more than from words alone. In fact, a lot of people was using multimedia for presentation that show a picture, video, graphic and not only words. Mayer (2005) multimedia is a combination of text and pictures that based on multimedia researchers and suggest to used multimedia to build mental representations from these words and pictures. It means, teacher used PowerPoint as a media that can put some words and pictures in the PowerPoint. However, a lot of people often show some picture with some words in multimedia learning to increase the point of the presentation and to make the audience more understand. This is the table of Mayer's cognitive theory multimedia learning. However, most of power point users tend to neglet the use of multimedia approach in power point use. This is Figure 2.1.explain about Mayer's cognitive theory multimedia learning.

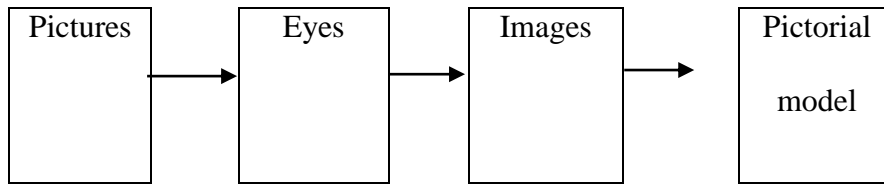| Pictures	→	Eyes	→	Images	→	Pictorial model
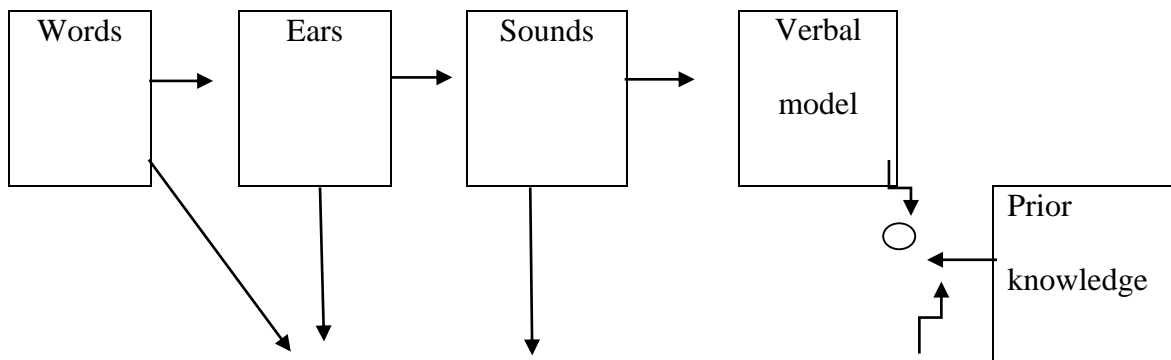
Figure 2.1. Mayer's Cognitive Theory Multimedia Learning.

Using multimedia especially in learning process can stimulate the information for the audience or for the students in learning process. The process of getting some information by stimulate some information from the stores (memory) (Moore, Burton & Myers 2004). From the text and the picture of multimedia application can stimulate people to got more information because picture and text make the information more easier to understand. Mayer (2009) said that learners tried to build the meaningful connection deeper between pictures and words because learners learn more deeply from the pictures and words.

Using powerpoint in the classroom is not a new thing in this era because a lot of teacher used powerpoint for deliver the presentation about the material of the lesson. Powerpoint is an apllication of software that used for presentation for lecture halls, conference rooms and for computer-based training and the presentation is was used of over 3 million presentation a day and 25 million computers world-wide (Alley & Neeley 2001). Powerpoint usually used to develop the presentation and to deliver good presentation in the classroom. Amare (2006) powerpoint makes the presentation was structured and interesting to the audience and powerpoint also can improve and develop the presentation.

In education context, Segundo & Salazar as cited by Lari (2014) showed that powerpoint can help to presenting new stuctures to the students based on the material, practicing and drilling, or reviewing language stucture that have already been taugh to the students. It means, powerpoint

usually used on the begining of the lesson as a pre steps like to presenting new stucture or new lesson to the students before teacher explain the material to the students. Therefore, it could be used on the middle and the last lesson as while and post steps on the lesson, such as giving practicing and drilling students and reviewing language stucture which have already been taugh. Thus, powerpoint can be used in the pre, post, and while steps on the learning process in the classroom. Even mostly teacher used powerpoint on the pre steps but it's possible to used it on the while and post steps in the classroom.

2.1.3. The Use Powerpoint in EFL Classroom

According to Fisher as cited by Alkash & Al-Desri (2013) explain that powerpoint presentation has been in existence for many years, it has just begun to spread to schools and ESL classrooms and must be exploited to its fullest while teaching a foreign language like English. It is not easy to teaching and learning english in EFL classroom. Because english is a foreign language for the students, thus need more effort and creative way to teaching english in EFL class to make it more easier to understand for the students.

On the other hand, according to Alkash and Al-Desri (2013) powerpoint presentation also helps in making EFL classroom highly interactive. However, various audio, visual, and audio-visual features embedded in the use of PowerPoint Presentation can surely help a lot in making the ideas simple and easy to grasp for the EFL learners due to these features. Therefore, Aduwa (2005) showed that using audio, text, multicolor images, graphics students' opportunity to improved their capacities to increase their learning ability and innovation. Powerpoint can present text, colour, pictures, video, film, animation and a lot of application that indonesian teachers need for teaching.

A lot of teacher also using powerpoint to saving time and teacher did not need to write the material on the whiteboard and only ask students to read and giving attention on the powerpoint.

Flamm's as cited by Taylor (2008) showed some advice of using powerpoint and make it useful for teacher and students in EFL classroom, such as : Review previous class topic with several question prompts; (2) Introduce a new topic with a thematic picture.; (3) Present and drill warm-up questions; (4) Model language through an embedded video clip; (5) Elicit additional vocabulary on the topic with additional pictures; (6) Assign homework.

2.1.4. The Benefits of Using PowerPoint in the Classroom

Using powerpoint as a media in the classroom has some benefits that teachers and students got from the powerpoint. There are some benefits of using powerpoint in the classroom. PowerPoint improves learning Lowry (1999) showed that powerpoint makes students more motivated to learn and can improves students' learning in the classroom. It means, students will be motivated to learn by using powerpoint and students will not be sleepy, lazy. The students also could be focused on the material on the powerpoint. Some of component of powerpoint that can motivated students are powerpoint can showed such as pictures, texts, sounds, videos, animation and some application that will not makes students bored on their learning process in the classroom. Greany (2002) showed that increased motivation, improvement in self-concept and mastery of basic skills, more student-centered learning and engagement in the learning process are the benefits for students that used technology in the classroom. It means, powerpoint can be used and giving some of benefits to the students, because powerpoint is on of technology that can be used in the classroom. Therefore, powerpoint can makes the material for students more interesting, it's means

powerpoint is beneficial for students in learning process while the teacher use power point to deliver the material in the classroom.

On the other hand, Powerpoint can invoke audience interest Szaba & Hastingsas (2000), using powerpoint for teaching in the classroom makes students pay attention to the material on the powerpoint while teacher present the material of the lesson. Powerpoint makes teacher students relation closer, because through powerpoint teacher can input all of the material that teacher want to present and students easier to understand and learn from the powerpoint, from the powerpoint teachers got student's attention. Powerpoint can aids explanations of complex illustrations illustrations (Apperson, Laws, & Scepansky, 2004). Teacher can explain the material that hard to explain and teacher can using powerpoint to make it easier. So, powerpoint can make students more engaged with the material in the class and it will make students easier to understand the material in the classroom.

Furthermore, Communication to support learning process needs two main formats that teachers need to deliver the message or material of the lesson, they are words and pictures, words include speech, words and printed text, pictures include static graphic such as photos and illustration and dynamic graphic such as video and animation (Mayer, 2009). Communication between teacher and students is one important thing on the learning process in the classroom, teacher also needs some learning media that all of it can helping students deliver the material like power point that present many application or supporting things such as words, pictures, video, and animation that all of which exist in one application that is powerpoint. Therefore, students learned better if the teacher was presented the course of material using some visual tools (Ozaslan & Maden, 2013) . It means, powerpoint that can present and help teacher to present the picture, video,

animation can be used because powerpoint can present some visual presentation to helping teacher deliver the material to the students.

Moreover, Corbeil' (2007) showed that mostly of students like powerpoint presentation than textbook presentation, powerpoint that present highlighting, colour, different fonts and visual effects can makes student's learning better because they captured the material from powerpoint. Therefore, some application from powerpoint that can be useful to help teacher present the presentation of the material better and students also improved their learning process better and got the material better. Using powerpoint should explain important word that teacher want to say to the students, also explain familiar word to makes students understand the meaning and the purpose of the lesson, and presenting the words and naration and pictures in the same time (Mayer, 2009). Familiar words, pictures, naration and important words on the powerpoint is one of important things that teacher should understand. From these things powerpoint will be more structured and the lesson on the powerpoint will be more clear for the students.Table 1.2. from Mayer (2009) about summarizes of the benefits of powerpoint for mor clearly are the table of three views of multimedia.

Table 2.2. Three views of multimedia.

View	Definition	Example
Delivery media	Two or more delivery devices	Computer screen and amplified speakers, projector and lectures voice
Presentation mode	Verbal and pictorial reprsentations	On screen text and animation, printed text and illustration
Sensory modality	Auditory and visual senses	Narration and animation, lectures slides

Thus, there are so many benefits of using powerpoint as a media in the classroom such as : Powerpoint can improves students' learning in the classroom; (2) Powerpoint can motivated students' learning process in the classroom; (3) Powerpoint also can improve self-concept and mastery of basic skills; (4) Powerpoint can invokes audience interest (5) Powerpoint makes teacher students relation more close; (6) Powerpoint can aids explanations of complex illustrations illustrations; (7) Powerpoint can improve communication between twacher and students to support learning process in the classroom; (8) Powerpoint can presented some visual presentation to helping teacher deliver the material to the students; (9)Powerpoint that present highlighting, colour, different fonts and visual effects can makes student's learning better because they capture the material from powerpoint; (10) Powerpoint can make material more simple and easier to understand.

2.1.5. The Challenges of Using Powerpoint in the Classroom

If there are some benefits of using powerpoint in the classroom, certainly there are some challenges of using powerpoint in the classroom as a media for teacher to deliver the material of the lesson to the students. Powerpoint inhibits teacher-students interaction or presenter-audience interaction that statement from some lecturers (Driessnack,2005) as cited by Erdemir. Sometimes, students focus on powerpoint and the material on the powerpoint and there are an interaction between teacher and students in the class because both of them too focused on the material on the powerpoint.

Therefore, Powerpoint can reduce the quality of presentation (Stein, 2006) as cited by Erdemir. It means, sometimes if the presentation is not related to the material it will reduce the quality of the powerpoint and students will not be easier to understand the material. According to Voss (2004) showed that if the instruction or teacher too passive using powerpoint in the classroom, students feel ignored because the instructure or teacher do not use the powerpoint as a media to teaching the students but too focused on the presentation on the powerpoint. It's means, if the teacher using powerpoint as a media to deliver the material in the classroom, teacher have to using it while trying to explain the material on the powerpoint to the students and not only reading the powerpoint and focused on the powerpoint, but used it as a media that help teacher to explain the material to the students.

Moreover, presentation using multimedia presentation it is not in accordance with students performance and have not shown corresponding increase to students' performance Stolo (1995), Susskind (2005), Szaba & Hastings (2000). In this explanation, powerpoint not helping on increase students' performance in the class and teaching by using some multimedia presentation not always have a good respon for students' performance in the class. In fact, material on the powerpoint that include some interesting text but also extraneous text Schraw as cited by Erdemir (1998), irrelevant sounds on the powerpoint (Moreno & Mayer, 2000), and irrelevant pictures on the powerpoint (Mayer, 2001), can reduce students' comprehension on the material in the classroom. Therefore, if the material no related like the sounds, text, animation, videos and picture not related to the topic of the lesson, students will not got the point of the material on the powerpoint and it will make them confused. If the text, pictures, sounds not relevant on the powerpoint it will reduce students' comprehension on the material. Powerpoint that include text, pictures, and sounds should be relevant and clear to deliver the material to the students.

On the other words, Tufte (2003) mentioned that powerpoint can limits the amount of material in detail that can be presented to the students or audiences. Not all of the detail of the material of the lesson can be presented on the powerpoint, there are somethings that limits the presentation by using powerpoint in the classroom. On the other hand, Mayer (2009) mentioned that reducing extraneous processing is needed to control the lesson that may be designed in confusing way.

Thus, there are so many challenges of using powerpoint as a media in the classroom such as : Powerpoint inhibits teacher-students interaction or presenter-audience interaction; (2) Powerpoint can reduce the quality of presentation; (3) Powerpoint can make students feel ignored if the teacher too focused on the powerpoint; (4) Presentation using multimedia presentation it is not in accordance with students performance and have not shown corresponding increase to students' performance; (5) Material on the powerpoint that include some interesting text but also extraneous text; (6) Irrelevant sounds on the powerpoint and irrelevant pictures on the powerpoint can reduce students' comprehension on the material in the classroom; (7) Powerpoint can limits the amount of material in detail that can be presented to the students or audiences.

2.2. Review of Relevant Studies

There are some research that relevant with this study that have been done previously. A research by (Abdellatif, 2015) in Exploring Students' Perceptions of using PowerPoint in Enhancing Their Active Participation in the EFL Classroom Action Research Study. He did some action research, the procedures are observation. The participants are 40 students enrolled in the 1 st Year Baccalaureate level, science stream. The class comprised 14 females and 26 males. The aim of this action research is to examine the impact of PowerPoint in enhancing students'

participation in the EFL classroom. This study also explores students' perceptions of using PowerPoint in the English class. This study also using recording as procedure. He record of students' perception and attitude and student's participant of using powerpoint in English class. The results indicate that students' level of participation augmented when PowerPoint is used. Besides, the vast majority of students perceive the use of PowerPoint in the classroom positively.

Another research conducted by (Erdemir, 2011) in The Effect of PowerPoint and Traditional Lectures on Students' Achievement in Physic. He did an experimental research. The data were collected from 90 student teachers via pre- and post-tests. The aim of this study was to investigate whether or not the use of presentation graphics (PowerPoint) affected students' success (i.e., when compared to a traditional lecture) in physics courses. The results indicated that verbal explanation was necessary after teaching supported by power point, because they were expected to more comprehended concepts and complex graphics, figures, abstract concepts and physics principles. Consequently, according to the results of this research, the PowerPoint can be an optimal or more appropriate way for student's learning styles to be utilized in physics education. It is possible to state that PowerPoint-aided education has a positive effect on the learning, understanding, and success of students. Some advantages of this method can be that it helps students to construct meaningful learning and fosters an awareness of fine details of complex topics.
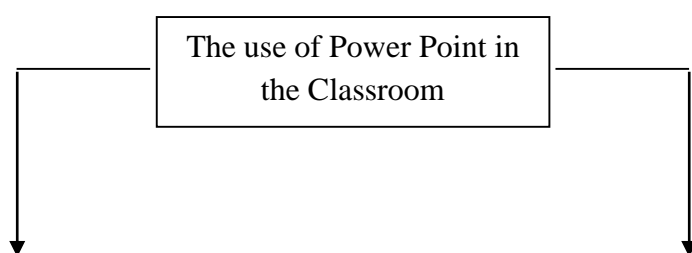
2.3. Theoretical Framework

In general, this research contains about using powerpoint as a media in english classroom. English is one of material that almost of the people learnned for it and using many ways to learned english. Using some of technology is one way that can be used for people learned english. One of

the media that often used is powerpoint. Powerpoint can present everythings that teacher and students need to show. And so many benefits and the challenges of using powerpoint in the classroom. This research main unit is students' opinion on benefits and the challenges of powerpoint in the classroom. The important things of this research is to know and to explain student's opinion on benefits and the challenges of powerpoint in the classroom.

Powerpoint is one of multimedia that people used in the daily life especially for teacher or lecturer because can display the picture, graphic, video, sounds and a lot of something that can used in multimedia application such as powerpoint. Multimedia is a combination of text and pictures that based on multimedia researchers and suggest to used multimedia to build mental representations from these words and pictures.

This research present the benenfits and challenges of using powerpoint in the classroom. The aim of this research to explain the benefits and challenges of using powerpoint in the classsroom. Grand theory from this research are Mayer (2005); Greany (2002); Voss (2004). Thus theories explain a lot of explanation about powerpoint and can make this research more clear.

2.4.   Analytical Construct

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        │  The use of Power Point in │
        │       the Classroom        │
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Benefits	Challenges

Mayer (2005); Voss (2004)

- Feel ignored
- Too focused on the presentation
- Not engaged

Mayer (2005); Greany (2002)

- More understand
- Build mental representation
- Increased motivation
- Improvement in self concept
- Mastery of basic skills
- Engagement in the learning process