

CHAPTER I

INTRODUCTION

A. Background

Today, technology is important in education. When teachers use it in their classrooms, it will attract the students' attention, so that students can enhance effective ways of learning. Ybarra & Green as cited in Lari(2014)assume, "The process of learning a new language can be boring for students, so they need much language support, and the teachers who teach English know that any language support is helpful for language acquisition" (p. 1672). Technologies make learning more fun by placing control over learning in the hands of students (Wartinbee as cited in Lari, 2014, p. 1673). One of the technologies used in the language classroom is PowerPoint.

Based on the researcher's teaching experience at a senior high school in Tasikmalaya, English teachers utilized PowerPoint as media to present the English materials taught to the students. Based on the results of interview withan English teacher, she said that PowerPoint is easy to use and good on attracting students' attention. "The use of PowerPoint can enhance the teaching and learning experience for both teachers and students. It provides encouragement and support by facilitating the structuring of a presentation. Using the styles of the default templates can significantly improve the clarity and structuring of a presentation" (Jones, 2003, p.2). PowerPoint is good at: 1)organizing and reorganizing information efficiently so that students see the structure of teacher's

session, 2) providing more time for listening and comprehending so that class time is used effectively, 3) providing enhanced legibility and readability, 4) illustrating concepts with pictures and other multimedia, 5) merging text, graphics, sound, multimedia offering control and visual dynamics, 6) allowing teacher's easily to modify/enhance slides and lecture notes, 7) allowing you to face his audience (rather than facing the blackboard), and 8) presenting outlines of information (Pettifor, 2013, p. 1). Thus PowerPoint is suitable to use in teaching and learning process to help teacher convey material clearly. Based on that phenomenon, the researcher is interested on investigating students' perception towards teacher's PowerPoint use in the EFL classroom.

A study of power point was previously conducted by Lari(2014).She investigated the impact of using PowerPoint presentations on students' learning and motivation in secondary schools. The result of her study showed that there was a significant difference between the means of the two groups; it represented that teaching based on the use of PowerPoint had a significant positive effect on learners' learning. However, the previous study did not investigate the students' perception on the use of PowerPoint. For that reason, the researcher is interested on investigating students' perception towards teacher's PowerPoint use in the EFL classroom.

B. Formulation of the Problem

Based on the background, the problem of this research is formulated as follows, “How is the students’ perception towards teacher’s PowerPoint Use in the EFL classroom?”

C. Operational Definitions

To avoid misunderstanding, the terms related to the topic of the research are explained, as follows:

1. Students’ perception : It is the students’ thoughts and beliefs about technology used in the classroom.
2. PowerPoint in EFL : It is a type of presentation software that used in process of teaching and learning English as a foreign language, allows one to show coloured text and images with simple animation and sound.

D. Aim of the Research

The aim of this research is to investigate students’ perception towards teacher’s PowerPoint use in the EFL classroom.

E. Uses of the Research

The results of this research are expected to have the following advantages:

1. Theoretically, this research can give information or knowledge to the next researchers about the students' perception towards teacher's PowerPoint use in the classroom.
2. Practically, this research provides information for the teachers about the use of PowerPoint in teaching process and the students' perception towards teacher's PowerPoint use the classroom. It is expected to explore the practices of teaching using PowerPoint in the classroom.
3. Empirically, this research adds the writer's knowledge about the students' perception towards teacher's PowerPoint use in the classroom.