CHAPTER I

INTRODUCTION

A. Background of the Study

English use has grown fast in the last few decades. It gives the consequence that English is a lingua franca that is used widely for communication between who do not share the same first language. It is no doubt that population, is also used in the world of education and technology.[1]

English is the international language. International English is the concept of the Indonesian language as a global means of communication in many dialects, and also the movement towards an international standard for the language. It is spoken all over the world. This language is mother tongue of nearly 320 million people and another 200 million people use it as second language. So it is very useful to establish international relation for communication purposes and for the exchange of views with different countries of the world. It is also referred to

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[1]Ila Amalia, *Promoting Critical Reading Skills: The Use of Autentic Tet Material in EFLClass*,(Aji Putra, 2014), p.1.

as Global English, World English, Common English, or General English.[2]

English learning is in need of learning media is quite interesting. Especially to students in the millennial era. From the phenomenon, obviously as a lecturer should be able to take advantage of learning media related to technology.

In this millennial era, the most of teacher using various media to teaching English like power point presentation. The power point presentation is the one of learning media to teaching English in the classroom. Power point based learning media is one of the media based on information, and communication technology.[3]Power point presentation can be a very interesting learning media for students. Because in addition to utilizing technology that is sophisticated, also of course as a creative teacher we can improve teachers' ability in processing the existing learning media becomes very interesting.

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[2]Dr. M.E.Patel, Praveen M.Jain, *English Language Teaching* (Jaipur: Sunrise, 2008), p.6.

[3]Puspayanti dkk, *"Pengaruh Media Pembelajaran Berbasis Power Point dan Kecerdasan Emosional terhadap Kemampuan Menulis Deskriptif Siswa Kelas VII SMPN 8 Muaro Jambi",* (Tekno-Pedagogi, Vol. 3 No. 2, September 2013), p.17.

In addition, in language learning there are four language skills must be learned by students. It contains listening, speaking, reading and writing. Writing is one of the most important skill to be learned by students. Writing is the one of subject which is considered as the difficult one for students. Writing in English is the harder one in English skills. Besides we have to know well the sentence grammatically, we also have to be able represent our ideas clearly. In this case, the role of teacher's creativity is needed to make interesting learning media.

Based on the researchers' experience when the researcher do the observations at MA Al-Khairiyah Pabuaran Cilegon lesson learning English less, because in fact students in MA Al-Khairiyah Pabuaran is very less in learning English especially in terms of writing an English. Most of them do not know what they will write to express their ideas. When the researcher do observation in there, the researcher only using one group class or experimental class not use control class. From this mistake the researcher would try to observation again in different school.

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A good and effective learning is an interactive, creative, educative and fun learning. To achieve this requires the selection of appropriate learning strategies.[4] Because the researcher know there are many learning media to teaching writing but the researcher choose one of learning media to this observations that is Power Point Presentation will give contribution for students in learning process. According to Asyhar power point presentation is a kind of multimedia that consist of text, graphics, pictures, sound and video which can be used to convey the material in teaching and learning process.[5]

Finally, based on the backgrounds above, the researcher tries to make a research. And the writer carries out the study under the title ***"The Effectiveness of Using Power Point Presentation in Teaching Writing Descriptive Text (An Experimental Research at the First Grade of MA MalnuPusat Menes Pandeglang Academic Year 2018/2019)".***

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[4]EnengMuslihah, Ph.D., *Metode dan Srtategi Pembelajaran,* (Harisma Jaya Mandiri, 2014), p.40.

[5]Eka Rahmaniah dkk, "*Teaching Descriptive Text Writing by Using Power Point Presentation,* English Education Study Program, and Languages and Arts Education Department, Teacher and Training Faculty of tanjungpura University Pontianak, 2012, p.3.

B. Identification of the Problem

The identification of the problems are:

1. Students not enjoy in Learning English especially on writing.

2. Less to expressing ideas.

3. Students lack of interaction communication.

C. Statement of the Problem

Based on the background of the above research, the statement of the problem are:

1. How does the power point presentation can improve students' writing skill?

2. How the implementation power point presentation as learning media in the class being research?

3. How effective the power point presentation in teaching writing descriptive text to the first grade students of MA Malnu Pusat Menes Pandeglang in academic year 2018/2019?

D. Objectives of the Study

The objective of the study are:

1. To know the power point presentation can improve students' writing skill or not.

2. To know how to apply power point presentation as learning media in teaching writing.

3. To know the effectiveness of using power point presentation in teaching writing descriptive text.

E. Significance of the Study

Researcher hope that this research can provide some benefits:

a. For Students

   1) Improve students writing ability

   2) Make students confidence in learning English

   3) Make students more understanding about descriptive text.

b. For Teachers

   1) Get information about teaching methods and learning media about ICT based learning

   2) To get a new strategy to teaching English.

   3) To get a new media to teaching writing.

c. For Researcher

   1) Knowing the effectiveness using power point presentation in teaching writing descriptive text.

   2) Knowing the students' writing ability in the school.

3) Knowing the advantages of using ICT based learning.

4) To find out how power point presentation is applied in the real class.

d. For the Institute

1) As a reference for other researchers who wish to conduct research related to using power point presentation in teaching writing.

F. The Previous of the Study

1. *Teaching Descriptive Text Writing by Using Power Point Presentation (A Pre-Experimental Study at the Seventh Grade of MTsN 1 Pontianak in Academic Year 2011/2012)* by Eka Rahmaniah, Clarry Sada, DewiNovita English Education Study Program, and Languages and Arts Education Department, Teacher and Training Faculty of Tanjungpura University Pontianak 2012.[6]

This research is focused on teaching writing descriptive text by using power point presentation to the seventh grade

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[6]Eka Rahmaniah, ClarrySada, Dewi Novita, *"Teaching Descriptive Text Writing by Using Power Point Presentation A Pre-Experimental Study at the Seventh Grade of MTsN 1 Pontianak in Academic Year 2011/2012"*, (2012).

students of MTsN 1 Pontianak. It is a pre-experimental study where the form used is one group of pretest and posttest design. The similarity between the researcher's research is teaching writing descriptive text and the difference is participant.

From the problem statement of writer, the writer ask about how effective is the use power point presentation in teaching descriptive text writing at the Seventh Grade of MTsN 1 Pontianak in academic year 2011/2012. The writer apply the power point presentation as learning media in teaching writing descriptive text. Because, teaching writing is about the complex lesson. The aims of the writer is to know what the power point presentation can improve students achievement or not. And the results of the research is the writer concluded that there was an improvement of students' score in post-test after applying power point presentation as the learning media to teaching writing descriptive text.

2. *The Effect of Learning Media Based on Power Point and Emotional Intelligence on the Ability of Writing Descriptive Students Class VII SMPN 8 Muaro Jambi* by Puspayanti, Herman Budiyono, Saharudin University of Jambi 2013.[7]

This research aims to determine the effect of the use of Instructional Media Powerpoint-Based and emotional intelligence on descriptive writing skill of Junior High School students number eight Muaro Jambi class seven. This research use quantitative with quasi-experimental study which was conducted in two classes. The similarity between her research and the researchers' research are descriptive text, power point as a learning media. And the differences is participant.

The results of the research showed that there is no effect of the use of instructional media powerpoint-based and emotional intelligence on descriptive writing skill of Junior

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[7]Puspayanti, Herman Budiyono, Saharudin, *"The Effect of Learning Media Based on Power Point and Emotional Intelligence on the Ability of Writing Descriptive Students Class VII SMPN 8 Muaro Jambi"*, Vol. 1, No. 1, (May, 2016).

High School students class seven at 95% level of significant. This is because of three hypotheses proposed, only one hypothesis stated that H1 received. The rest, hypothesis two and three H0 received.

G. The Organization of Writing

In this study, the researcher organizes this paper as follow:

Chapter I is introduction which consist of the background of the problem, identification of the problem, statement of the problem, objectives of the study, significance of the study, and the previous of the study.

Chapter II is theoretical framework, the definition of writing, process of writing, concept of teaching writing, the role of teacher, assessing writing, descriptive text, and power point as learning media.

Chapter III is methodology of the research which consist are research method, time and place, population and sample, design of the research, techniques of data collection, instrument of research, technique of data analyzing.

Chapter IV is the result of which consist are description of the data and discussion of finding.

Chapter V is closing.