

The Effect of Using PowerPoint Toward Teaching Writing Analytical Exposition at XI Grade of SMA Negeri 3 Jambi City Academic Year 2018/2019

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ABSTRACT

This research was aimed to find out whether there was significant effect of using powerpoint toward teaching writing analytical exposition at XI grade SMA Negeri 3 Jambi City. The kind of this research was quantitative research. The data collection involved 72 students, there was consist of 36 students of control class (XI MIPA 5) and 36 students of experimental class (XI MIPA 4) by giving the writing test. The research was Experimental and techniques of analyzing the data of this research apply quantitative data from the scores of pre-test and the scores of post-test. Based on the data, there was significant effect on the students' skill in writing analytical exposition text using powerpoint in the result of post-test in experimental class shows from mean of pre-test was 41,20 after doing the treatment with powerpoint there was significant effect of the result of the students' mean is 71,06. The result of t-test shows that the result of significant value in the experimental class was $0.000 < 0,05$ = there was significant between the result learning with pre-test and post-test data, it was shows that using powerpoint toward teaching writing analytical exposition text real significant to students' skill ability in writing text.

Keywords: *PowerPoint, Analytical Exposition, Writing.*

INTRODUCTION

English as an international language was by people in the number of countries around the world. In Indonesia, English was taught as a foreign language has been taught as a foreign language and it becomes one of the essential lessons in the world. There are four language skills (listening, speaking, reading and writing) that must be mastered by the students. One skill which students consider as the difficult one was writing. Writing was not only about vocabularies and grammar, but also the ability to construct the ideas and organized it in a good way of writing. However, in writing, class students only received a teacher's message rather than actively involved in the learning process. Students were only expected to pay attention to the teacher's presentation, do

the exercised in the classroom and finally do exercised at home.

After visited of teaching-learning activity of this class, the researcher findings some situation in writing prioritized, because that was the influenced of a learning process. The situations was the students cannot write shorted functional text and simple essay in the forms of recount, narrative, procedure, descriptive, especially analytical exposition. For example, the students find difficulties and are slow in understanding the material, because in writing skill there are usually a lot of writing material, but most of the students was lazy to try.

From those statements, it can be seen the difference of learning in the classroom that affected methods of learning, such as making students

interested in writing more expressive with the help of this media compared to conventional method strategies. Each leaning material English using PowerPoint toward in teaching writing is helped teachers to achieve the learning objective. Related to the media PowerPoint, Tufte (2003:2) opponents of powerpoint believe that diminishes creativity and innovation besides elevating format over content, betraying an attitude of commercialism that turns everything into a sales pitch. On the other hand, Creed (1997:2) describes PowerPoint as a teacher-centered instructional tool that nourishes teacher-controlled lectures.

The researcher limits the study to the effect of used PowerPoint in teaching writing analytical exposition. It was impossible for the researcher to deal with all the problems identified above because of the broad scope and required considerable time from this study and limited skills of the researcher themselves. Furthermore, the study only focused on "*The Effect of Using PowerPoint Toward Teaching Writing Analytical Exposition at XI Grade of SMA N 3 Jambi city in Academic Year 2018/2019*".

TEACHING MEDIA

According to Kozma in Gareay (2007:5) defined media by "its technology, symbol system, and processing capabilities". Also, a medium can be described and perhaps distinguish for other media by its capabilities to employ certain symbol system Kozma in Gareay (2007:5) for example, the computer enables to present visual, written, and audio symbol systems while tape-recorder is capable of presenting audio system only.

The used of media in teaching and learning process is very necessary for which the success of teaching and learning can be achieved. Heinrich et al. in Newby (2000) state that instructional media are a means by which information can be

delivered to a learner. The use of media makes instruction and material delivered more interesting and easier to gain by the learner. Media used is PowerPoint, as a teaching tool used by teachers when delivering lessons to students in the classroom. In short, the objectives of using media in teaching are to make the process of English teaching and learning effective and efficient. There are some criteria in choosing the media used in the process of English teaching and learning. The criteria are that:

- a) The media match the teaching objective.
- b) The media support the content of teaching materials.
- c) The media are easy to be obtained.
- d) Teachers are able to use the media.

In the context of education, Gerlach & Ely in Arsyad (2002:3) the media are substantially the human, material, or events that establish the conditions that enabled the pupils to acquire knowledge, skills, or attitudes. In this sense, teachers convey the material using media. More specifically, the notion of media in the learning process tends to be interpreted as graphics tools, photographic, or electronically capture, process, and reconstruct the visual or verbal pieces of information.

From the definition above, the researcher considered that media means to deliver information from a sourced because media now was widely used in the teaching-learning process. Therefore, the used of appropriate instructional media in the process of teaching and learning can stimulated students' new interest, motivation and enjoy the effected.

POWERPOINT

According to Priya (2012) stated that Powerpoint can be an effective tool to present material in the classroom and encourage students learning. Powerpoint can be used to project visuals which would otherwise be difficult to bring to class. The

presentations comprised of slides, which may contain text, image, and other media, such as audio clips and movie. Sound effects and animated transitions can also be included to ass extra appears to the presentation.

Related Priya (2012), creating effective presentations can easily become unproductive as there are no defined set of rules for creating them. However, there is a certain guideline that is generally agreed upon to enhance the readability and usefulness of the content. They are discussed in this section.

a) Objective

The presentation in a classroom is aimed at a large set of students. As mentioned before, each student may have a different learning curve. The presentation prepared must be reachable to all students regardless of their abilities.

b) Content

Powerpoint presentations must be used as an aid to highlight important points but not as an entire lecture. The slides must serve as an outline to the presenter and need to contain long sentences. The presentation must be shot and precise, the standard procedure being 6 lines per slide and 6 words per line. Cramming too much text into the slide must be avoided. The use of unnecessary transition and sound effects must be minimized whenever possible and readable standard fonts must be used. The presentation must invoke audience response and pose questions.

c) Before presented

Proper conversion of the presentation format must be done before presenting, to make sure that the presentation can be displayed on the resources that have been provided. The presenter must also familiarize himself/herself, with the hardware equipment used for projects. This avoids

problems during the presentation and increases class time.

d) Handouts

Handouts of the sides may be given just before presenting so that the students follow the class. The recommended format for the handout is all slides on the left column is left blank for note taking.

e) During the presentation

Care should be taken to ensure that there is synchronization between what is being explained by the teacher and what is on the slide. The presentation must be delivered at a moderate pace. Any amount of tweaking done to the presentation does not guarantee that the class will be an effective one, without the ability of the teacher to keep the class attentive.

From the statement above, PowerPoint was a very useful for teachers when used moderately and prepared correctly. The objective of the presentation must be to engaged the audience, helped them understand and provoked thoughts. Reachable of the presentation

ANALYTICAL EXPOSITION

According to Priyanka (2008:59) adds that “ analytical exposition proposes or suggests a certain topic which may only be pro or contra, not both.”Gerot and Wignell (1994:197) explain that “the social function of analytical exposition is to persuade the reader or listener that something is the case.” From the definition above, Gerot and Wignell (1994:197) also explain that the generic structure of analytical exposition is organized in three stages:

1) Thesis

The thesis consists of a position and a preview. Position introduces topic and indicates the writer's position. On the

other hand, the preview outlines the main arguments to be presented.

2) Arguments

This stage consists of a point and elaboration. Point restates the main argument outlined in the preview and elaboration develops and supports each point.

3) Reiteration

Reiteration is to restate the writer's position. Besides the generic structure, I creating analytical exposition we need to consider the significant lexicogrammatical features. Anderson and Anderson (1997:125) add that “language features usually found in an exposition are the use of words that show the author’s attitude (modality), emotive words, and words to link cause and effects”.

Meanwhile, purpose of analytical exposition text is to persuade or convince the readers or the listeners about some issues provided with fact, statistics, reasons, examples or differentiation. And also language features of analytical exposition text is simple present tense, argument (Firstly, Secondly, Thirdly,...), phrase (From the fact above ..., I personally believe ..., Therefore, my conclusion is ..., In conclusion ...). For the example:

Cars should be banned in the city

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents. Firstly, cars, as we know, contribute to most of the pollution in the world. Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and triggers asthma. Some of these illnesses are so bad that people can die from them. Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are

our roads biggest killers. Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone. In conclusion, cars should be banned from the city for the reasons listed.

Based on the explanation above, it can be concluded that the aim of teaching writing analytical exposition was that the students should be able to express the meaning and thetoretical steps of an analytical exposition. It means that they have able to created an analytical exposition and explained the main ideas, the content of the text, generic structure, and the language features of an analytical exposition.

RESEARCH METHODOLOGY

Khotari (2004, p.31) states research method was a condition setting for collecting and analyzing data in a way that aims to combined relevance with the objectives of research in the procedure. In fact, research methodwas the conceptual structure in which research is conducted. There was two groups in this research; experimental and control group. Kothari (2004:30) states that control group was the group which was exposed to usual condition while experimental group was a group which wass exposed to special condition. In this design, the subject could not be randomly assigned to either the experimental or the control group.

**Table. 1
Research Design**

	Pre-test	Treatment	Post-test
Experimental Group	V	V	V
Control Group	V	-	V

Source: Khotari (2004)

Therefore, Gall in (2003:366) stated experimental findings of the effectiveness of educational practices sometimes have an impact on the opinions and decisions of policymakers, educators, and other groups. In this research used quasi-experimental research. This design does not included random assignment of subjects to the experimental and control group. However, it has pre-test, treatment, and post-test for both experimental and control group.

POPULATION AND SAMPLE

The population on this study used all students at XI Grade of SMA N 3 Jambi City in Academic Year 2018/2019. The number of students is 327 which were divided into 7 classes. There are 7 classes of Science program (IPA) and 2 classes of Social program (IPS), the following table:

Table. 2
The Population of the Research

CLASS	TOTAL OF STUDENTS
XI MIA 1	37
XI MIA 2	36
XI MIA 3	36
XI MIA 4	36
XI MIA 5	36
XI MIA 6	36
XI MIA 7	36
XI IIS 1	38
XI IIS2	36
TOTAL OF ALL STUDENTS	327

Source: Administration of Senior High School 3 Jambi City.

In this research researcher used *Random Sampling*. According to Ary (2010:648) states that random sampling is a sample selected by a chance procedure so that every member of the population has an equal probability of being selected.

Table. 3
The Sample of the Research

No.	Group	Classes	Number of Students
1.	Experimental Group	XI MIPA 4	36
2.	Control Group	XI MIPA 7	36
Total			72

Source: Administration of Senior High School 3 Jambi City.

The sampling method in this research was done *Random Sampling* from 9 class of population. First, researcher prepare paper, pen, and glass then researcher cut into 9 pieces of paper, next write all the class on 9 pieces of paper, roll it and put into the glass, after that removed 2 rolls from the glass. So, 2 rolls of paper are class XI MIPA 4 and XI MIPA 7 that the researcher made a sample in this research.

Instrument of the research used to collect data within this research was in the form of test and non- test, but the researcher used test. Tested by use to collect data about the students' skill or writing paragraph analytical expositions text of students in the form of performance tests. The form of this study was a writing test analytical exposition text. This test was used to find out writing skills paragraph analytical exposition on students. So, that the effected of research was easier then instruments and tools needed in the form of scoring rubric. The indicator in teaching writing analytical exposition text was every students capable write free topic, who was still concerned with analytical exposition such as fact, statistics, reasons, examples or differentiation.

Table. 4

Level of Achievement

Test Score	Level of Achievement
91 – 100	Excellent
81 – 90	Very Good
71 – 80	Good
61 – 70	Fair
51 – 60	Poor
Less than 50	Very Poor

Source: Harris (1969).

FINDINGS

1. The Result of Pre-test in Experimental Class and Control Class

The result of pre-test in control class (Appendix 5). In the table (Appendix 6), it can say that of the 36 students who took the pre-test conducted before treatment in the control class, there was 19 students who obtained high category scored or a total of 52,76%, which means that the low category number was much greater, namely 47,21% of 100%. The researcher concluded that the majority of the students have a problem in writing analytical exposition text, because 11 students categorized into a fair category, 6 students categorized into a poor category, and 2 students categorized into very poor category whereas only 17 students got high scored. Meanwhile the result of pre-test in experimental class (Appendix 4). In the table (Appendix 6), it can say that of the 36 students who took the pre-test conducted before treatment in the control class, there were 25 students who obtained high category scored or a total of 69,44%, which means that the low category number was much greater, namely 30,54% of 100%. The researcher concluded that the majority of the students has a problem in writing analytical exposition text, because 8 students categorized into a fair category, 2 students categorized into a poor category, and 1 student categorized into

very poor category whereas only 25 students got a high scored.

After giving pre-test, treatment was explained in Appendix 1. The researcher founded the differences scored of pre-test and post-test in experimental class and control class. The students scored on pre-test are lower and score on post-test was higher after being treatment.

2. The Result of Post-test in Experimental Class and Control Class

Based on data on the table (Appendix 6), after given the treatment in experimental class used PowerPoint and without PowerPoint toward 36 students, the result of the post-test shows that there was still 9 students (25%) got excellent score, but the score higher from the previous score, 9 students (25%) categorized into very good categorized and 10 students (27,77%) categorized into good categorized mean that 77,77% categorized into high scored.

Moreover, the students that categorized into low category 22,21%, there were 8 students, it's mean the effect of used PowerPoint has an improved in teaching writing analytical exposition text in XI MIPA 4 grade as an experimental class.

The table comparison between control class and experimental class are as follow:

Table.5
The Improvement of The Mean
Score of Writing Test of
Control Class and Experimental
Class

the researcher was compared between the score of pre-test and post-test.

Variable		Mean	The Improvement
Control Class	Pre-test	46,75	14,59
	Post-test	61,34	
Experimental Class	Pre-test	41,2	29,86
	Post-test	71,06	

Source: Data of the research on February, 27th 2019

From the table above, it showed that in control class, the mean of pre-test result was 46,75 and mean the mean of post-test was 61,34. The improvement pre-test and post-test was 14,59. Meanwhile, in experimental class the mean of pre-test was 41,2 and the mean of post-test was 71,06. The improvement pre-test and post-test was 29,86. Beside that to find out there was significant effected between control class scored and experimental class scored, t-test must be higher than t-table. In order to see the significant improvement between pre-test and post-test before and after treatment of experimental class, the formula would be used analyzed the data,

Table.6

Paired Samples Pre-test and Post-test in Control Class

Paired Samples Pre-test and Post-test Control Class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	46.7593	36	9.61104	1.60184
	Post-test	61.3426	36	12.62285	2.10381

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	36	.197	.249

Paired Samples Test

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-test - Post-test	-14.58333	14.27827	2.37971	-19.41441	9.75226	-6.128	35	.000

Table.7

Paired Samples Pre-test and Post-test in Experimental Class

Paired Samples Statistics in experiment class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	41.2037	36	9.11663	1.51944
	post-test	71.0648	36	10.05661	1.67610

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre-test & post-test	36	-.042	.807

Paired Samples Test

		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pre-test - post-test	29.86111	13.85512	2.30919	34.54901	25.17321	12.931	35	.000

DISCUSSIONS

The result of inference analysis showed that the data has normal distribution. Based on the hypothesis tested, it can be seen that the students' who was given powerpoint in their experimental class had better than control class.

Finally, the hypothesis proposed in this research which says "there was significant effect of using PowerPoint toward writing test between XI grade students of SMA N 3 Jambi City who are taught by used PowerPoint and those who not" is accepted.

CONCLUSIONS AND SUGGESTIONS

As states in the formulation of the problem in the previous chapter, this study aimed at findings out whether there was significant difference between control class scored and experimental class scored, t-test must higher than t-table. Based on the research findings and the discussion in the previous chapter, the researcher purposes some conclusion as follow.

1. All students who were taught used PowerPoint achieved a good test. They were classified into a high category. The mean value of the post-test of the experimental class after the treatment given 8,33% (increased of 3 students from before).
2. Students who were taught without used PowerPoint also achieved a good test but they was only classified into the fair category. The mean value of the post-test of the control class was 16,67% (decreased of 6 students from before).
3. The hypothesis " There was significant effect of using PowerPoint toward teaching writing analytical exposition between students taught

used PowerPoint and students taught without used PowerPoint was accepted.

4. It can be inferred that in the teaching and learning of writing, the students who was taught by used PowerPoint has higher test in writing than those who was not.
5. It the effect in teaching and learning English gave significant effected to students' writing test. Used PowerPoint could facilitated students to generated idea because with PowerPoint the material can presented in visual form.

The research findings showed that the students' writing test of those who was taught by used PowerPoint was higher than those who were not. For this reason, it was important for the teacher to give PowerPoint as varied strategy or method on their learning. PowerPoint has some advantaged in the teaching and learning process can present easily. It can support, interested, and motivated in the English teaching and also an effective way to improve the students writing test. Thus, it is worthwhile to be further explored by other research.

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