



<http://jurnal.uf.ac.id/index.php/JEDLISH>
ISSN 2809-0519 | e-ISSN 2828-7088
JEDLISH, 3 (2) (2023) 75 - 82

THE APPLICATION OF POWER POINT IN TEACHING WRITING WITHIN THE GENRE-BASED APPROACH

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ABSTRACT

This study aims at investigating the application of PowerPoint in teaching writing within the Genre-Based Approach to the ninth-grade students in one of junior high schools. The prime focuses of this study are to find out how PowerPoint is used in teaching writing within the Genre-Based Approach and what students' perceptions are. In order to answer the questions, the study employed descriptive qualitative research. The instruments used to obtain the data were observation, questionnaire, and interview. The findings subsequently reveal that PowerPoint could help teacher to have better performance in explaining writing materials by incorporating it with Genre-Based Approach in which some features of PowerPoint have made easy for teacher to implement Genre-Based Approach in teaching writing. It also reveals that the vast majority of the students have showed positive responses due to the advantages of PowerPoint found, such as getting better understanding, clarity and interest. Accordingly, PowerPoint is still worth using in classrooms as a teaching media.

Keywords: PowerPoint, Teaching Writing, Genre-based Approach

INTRODUCTION

PowerPoint, as one of Microsoft's software, has become a very popular presentation tool in both academic and professional lives. The ubiquity of PowerPoint in academic environment has increased from time to time as classrooms nowadays have been equipped with computers and projectors to enhance teaching and learning processes. Although PowerPoint is not a new invention in terms of technological software, many teachers remain using it as an instructional media to present learning materials in various levels of studies and subjects, such as science (Jones, 2003; Xingeng & Jianxiang, 2012), biology (Gürbüz et. al., 2010), accounting (Can et. al., 2012; Sugahara & Boland, 2007), technical education (Vivian et. al., 2013), history (Schoeman, 2013), language studies (Abdellatif, 2015; Lari, 2014; Mahmoudzadeh, 2014; Ozaslan & Maden, 2013) and others. Despite the ubiquity of PowerPoint in teaching, there is a fact by Cornwell (2014) who

states, "... many presentations do not use PowerPoint's potential (p.1)". It means that there are many teachers who still do not really optimize the potential of features (e.g., fonts, colors, charts, shapes, etc.) which are available in PowerPoint.

PowerPoint has many features that can substantively facilitate teaching and learning. For instance, as an example of the technological development, PowerPoint is well-known for its ability to show colored text and images with simple animation and sound (Fisher, 2003). It enables teachers to provide instructional multimedia delivery which generates different learning experiences for students compared to traditional classroom instruction which is commonly relying on a blackboard or whiteboard only. As mentioned above that PowerPoint has been used in various subjects, there are some studies expressing that the use of PowerPoint presentation as a part of technology usage could function as a powerful pedagogical tool and it has acquired students'

positive perceptions (Valencia, 2009; Lari, 2014; Oomen, 2012). Specifically, in English language teaching and learning, using PowerPoint in classrooms reveals positive impacts of PowerPoint in teaching the students. Rajabi and Ketabi (2012) confirm that Iranian college students taught by using PowerPoint about cohesive devices in writing showed better performance than those who are taught conventionally. A study conducted by Mahmoudzadeh (2014) also indicated that there was a significant effect of the use of PowerPoint on the improvement of Iranian EFL learners' abstract vocabulary knowledge. Moreover, by conducting pre-experimental study, the researchers in Indonesia found that the use of PowerPoint was effective in teaching descriptive text to the Seventh Grade Students of MTsN 1 Pontianak and could improve students' achievement (Rahmaniah, Sada & Novita, 2014).

In an EFL teaching, writing remains as a great challenge to be taught and to be learnt. The difficulty and complexity lying on writing render the writing itself as the most difficult skill for L2 learners to master, in which the learners have not only to generate and organize their ideas, but also to pay attention to spelling, punctuation, word choice, handwriting and others (Harmer, 2007a; Richards & Renandya, 2002; Ur, 1991). Thus, the phenomenon of writing complexity becomes a very challenging responsibility for teachers in teaching writing. To deal with this problem, many educational experts have subsequently put their efforts in finding effective ways in teaching writing. There have been a great number of helpful technological tools or software as well that can be used in teaching writing to EFL students, e.g. blog, wiki, word processors, video, and others, including using PowerPoint as mentioned above. PowerPoint, as a technological teaching media, is expected to be more helpful when it is incorporated in some approaches. For example, there is a study explaining the benefits of using a technological tool in teaching writing within Genre-Based Approach. Kuswanto (2015) studied about the use of social media in Genre-Based Approach focusing on teaching argumentative writing and students' critical thinking. She said that social media was beneficial to be used in the three stages of Genre-Based Approach: Building Knowledge of the Field, Modeling, and Joint Construction. Social media in Building Knowledge of the Field and Joint Construction functions as source of information

and accommodates students in practicing collaborative learning and peer evaluation. Then, in Modeling stage, students' critical thinking such as the open-mindedness are required by responding to other students' and teacher's comment on social media as one of the microblogging.

Therefore, as students always think that writing is the most difficult skill with its complexity, teachers may handle this kind of thought by designing the writing materials through PowerPoint which will be much better than using the blackboard or whiteboard. The sense of teaching writing on whiteboard would be completely different from teaching writing through PowerPoint. It is assumed that the use of PowerPoint would prevail on several things in terms of teaching and learning process, such as displaying pictures, making the explanation of the generic structures of the genres more understandable in colorful points, and so forth. Moreover, some potential features of PowerPoint are also assumed to be exactly appropriate applied to Genre-Based Approach by which the features of PowerPoint afforded to facilitate the stages of Genre-Based Approach in teaching writing. For instance, the features of PowerPoint, such as videos and images might build students' background knowledge in the 'Building Knowledge of the Field' stage; or, graphs, tables, diagrams, flowcharting, or a screen capture program could present the examples of the text in a more-organized way (see Sammons, 1997; Finkelstein, 2002). Regarding all the justification above, this present study is directed to investigate the use of PowerPoint in teaching English writing within the Genre-Based Approach. Many studies have examined the use of PowerPoint in some fields. However, studies concerning on the use of PowerPoint in EFL context are quite limited, particularly in terms of writing activity which is incorporated with Genre-Based Approach. The current study is also expected to find the best results that PowerPoint might be useful in teaching English writing through the Genre-Based Approach.

METHODOLOGY

This present study was directed to a qualitative research design in order to attain more detailed information about the application of PowerPoint in teaching English writing for the



students within Genre-Based Approach. The study was focusing on the following research questions:

1. How is Power Point implemented in teaching English writing within Genre-Based Approach?

2. What are students' perceptions on the use of PowerPoint in teaching English writing within Genre-Based Approach?

As this study was conducted qualitatively, Fraenkel, Wallen & Hyun (2012,

p. 426) explain that qualitative research is a research study that investigates the quality of relationships, activities, situations or materials. Furthermore, Malik & Hamied (2014, p. 191) mention one of its characteristics saying that qualitative research is subjective, rational, naturalistic and more concerned with context than with replication as it is conducted to understand the participant's points of view.

Site and Participant

In this respect, a purposeful sampling was used in this qualitative descriptive study in which the researcher was able to intentionally select individuals and sites to understand a phenomenon as the focus of the study (Creswell, 2012). Consequently, the researcher afforded to understand the phenomenon and develop a detailed understanding by getting the assistance of selected people around the sites.

The researcher was also suggested to have accessibility because "without access to the research site and participants, it would be almost impossible to conduct and complete the study" (Bui, 2009). Due to have accessibility, this research was held in one of public junior high schools and was specifically conducted to the ninth-grade students.

Data Collection

In collecting the data, there were some instruments that were employed, namely observation, questionnaire and interview. An observation was the first thing to do to gain the data. After completing some meetings, questionnaire then was distributed to the students and followed by conducting an interview to some selected students as the final step of collecting the data.

Observation is a very effective way to understand people's actions and the recording, analysis and interpretation of their behaviours in a particular context (Darlington & Scott, 2002;

Gray, 2004). Correspondingly, Creswell (2012) rationalizes observation as a form of data collection in gathering information by studying actual behaviour of people and places or individuals who have difficulty verbalizing their ideas (e.g. preschool children). For that reason, to answer the first research question, a classroom observation technique was used in this study to find out how PowerPoint was implemented throughout teaching English writing within Genre-Based Approach.

Questionnaires tend to be 'one-offs' consisting of a written list of questions asked by the researcher in order to directly gain participants' responses (Denscombe, 2003). Gray (2004) further expresses that the use of questionnaire should be relied on the objective of the study. Hence, in this study, questionnaire was intended to collect some information about students' perceptions on the use PowerPoint in writing class within Genre-Based Approach and was presented in the form of written statements.

Interview was conducted with the purpose of obtaining additional data to support the previous data gained from questionnaire. Since interview is seen as a purposeful interaction in a relatively short amount of time (Gay et al., 2009; Malik & Hamid, 2014), the researcher was able to quickly obtain information from another in terms of the experiences, concerns, interests' belief, value, knowledge and ways of seeing, thinking and acting of the other (Schostak, 2006). Thus, in accordance with the objective of this study, it was effective to conduct an interview in order to explore students' perceptions.

Tabel 1. The Summary of data Collection

No	Data Collection	Objectives	Instruments
1	Observation	To find out Power Point was used throughout teaching English writing within Genre-Based Approach	Observation checklist
2	Questionnaire	to collect some information about students' perceptions on the use PowerPoint in writing class within Genre-Based Approach	Lists of questionnaire statements

3	Interview	to obtain additional data to support the previous data gained from questionnaire concerning students' perceptions on the use of PowerPoint in teaching writing within Genre-Based Approach.	Lists of questionnaire statements
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Data Collection Procedure

In undertaking observation, the process was controlled by some consideration of practicalities of observation which were elaborated by Darlington & Scott (2002). They reveal that those considerations are *observation roles, the timing and duration of observation sessions, and recording*. First, the observation role of this study enacted the researcher as a non-participant observer due to not get involved in participants' activities in the classroom. Second, regarding the timing and duration, the observation was carried out based on numbers of meetings of the lesson which had been attached on school syllabus, particularly on English syllabus. Third, recording in observational research could be referred to observation that was recorded by being written down (diaries, field notes, checklist and rubrics) or voiced into a tape recorder (audio and video) (Gledhill, Mulligan, Saffrey, Sutton & Taylor, 2007; Cook, 2011; Marshall & Rossman, 2016). Hence, observation checklist was applied in this study during the learning activities took place. It was concentrated on how PowerPoint was implemented by teacher in teaching writing within Genre-Based Approach.

Distributing questionnaire was administered after the teacher had completed all meetings in teaching the students as written in school syllabus. The distribution of questionnaire was targeted to thirty-five students of ninth grade in one of public junior high schools. The questionnaire consisted of twenty close-ended items which were adapted from Anh (2011), Aqikalin (2010), Abdellatif (2015), Oommen (2012) and Polyakova-Norwood (2009). To make it easier for students to fill out the provided questionnaire, the statements of the questionnaire were translated into Bahasa Indonesia and had been validated by the expert of Bahasa Indonesia

beforehand. a semi-structured interview was conducted as the last instrument in taking the data. In conducting interview, six students were chosen as interviewees by taking into account their English proficiency: two low-achieving students, two middle-achieving students and two high-achieving students. Throughout the interview, students' answers were recorded by using a recorder which is available on mobile phones. To keep students comfortable in answering the questions, then the interview was conducted outside the classroom or in suitable locations (see Mack, Wood song, Macqueen, Guest, & Namey, 2005).

Data Analysis

Another requirement to do after collecting the data was that analysing the data in order to describe the implementation of the use of PowerPoint in teaching writing within Genre-Based Approach and to investigate students' perception. The data acquired from an observation, questionnaire and interview (the instruments that have been explained at the abovementioned section) was analysed based on its characteristics to answer the research questions. To undertake a well-organized data analysis, Silverman & Marvasti (2008) suggest the researcher to "start reviewing the data in the light of the research question".

Observation

A classroom observation was carried out in order to answer the first question of the study. After obtaining the data, the data analysis of classroom observation was started by carefully reading what has been gained based on the checklist items during the teaching and learning activities. The data was also consequently reviewed to find out whether each items on observation checklist emerged from activities done whereby PowerPoint used by teacher in teaching writing was the focus of the study.

Questionnaire

As the questionnaire was provided by using close-ended statement, the data was analysed in terms of means and percentage in the beginning. After that, in order to completely answer the second research question which discusses about students' perception on the use of PowerPoint, the obtained data was also be

investigated qualitatively since the main focus of this study is a qualitative descriptive study. The questionnaire then was analysed based on two categories, namely the effectiveness and the efficiency of PowerPoint which was adapted from Yilmazel-Sahin (2007).

Table 2. The conceptual framework of analysing the questionnaire

Category	Questionnaire Items
Effectiveness of PowerPoint	<ol style="list-style-type: none"> 1. PowerPoint presentations showed by the teacher were interesting. 2. I prefer traditional lectures using a blackboard or whiteboard to PowerPoint presentations. 3. PowerPoint presented the material in a more well-organized way. 4. PowerPoint helped me concentrate on the lesson. 5. I really enjoy looking at the graphs, pictures, images presented on PowerPoint. 6. I prefer PowerPoint presentations with bullet-point and text only over presentations with audio, video, graphics. 7. The use of motion (e.g. animation and transition) was confusing. 8. I became busy looking at the pictures, images, and different fonts and colors displayed in the PowerPoint slides rather than focusing on the ideas and how they are developed. 9. Audiovisual materials (e.g. video) helped me build up my prior knowledge about the topic discussed 10. I felt bored because the video and images on PowerPoint we're not related to the writing topic.

Interview

In order to get final data from the interview, the interview which was recorded by a mobile phone was transcribed at the very beginning. The text data in debriefing session regarding students' perceptions on the use of PowerPoint by teacher in teaching writing was subsequently analyzed by coding, categorizing and interpreting the most suitable answers which were related to theories provided in the

current study to answer the second research question.

RESULTS AND DISCUSSION

From the aforementioned findings and discussion, the two research questions of the current study have subsequently been answered. Firstly, the descriptions of the data to answer the first research question, namely about how PowerPoint was used in teaching writing within Genre-Based Approach. It shows that PowerPoint was applicable in teaching writing, specifically to apply it within Genre-Based Approach. PowerPoint allowed the teacher to design and present her materials on PowerPoint presentation underpinned by four stages of Genre-Based Approach: Building Knowledge of the Field, Modeling, Joint Construction of the Text, and Independent Construction of the Text.

Secondly, this chapter has uncovered the data to answer the second research question drawing about students' perceptions on the use of PowerPoint used by teacher in teaching writing. It was found that the vast majority of the students agreed that PowerPoint was useful and offered many benefits for teaching and learning activities, such as their interest in learning, the clarity of teacher's explanation, their improvement in understanding the materials, and others.

CONCLUSION AND SUGGESTIONS

The use of PowerPoint in teaching writing within Genre-Based Approach is investigated. The prime focuses of this study are to explore how PowerPoint is used in teaching writing within Genre-Based Approach and what students' perceptions are.

With respect to the first research question, the findings reveal that PowerPoint is useful in teaching writing within Genre-Based Approach in which some features of PowerPoint could facilitate the implementation of the stages of Genre-Based Approach, such as Building Knowledge of the Field, Modelling, Joint Construction of the Text, and Independent Construction of the Text. More detailed descriptions are as below:

a. In Building Knowledge of the Field, the role of PowerPoint is to be able to present related videos and pictures of the topic discussed which could activate or develop students' background

knowledge. Based on the data obtained from questionnaire and interview, the students said that the related videos and pictures displayed through PowerPoint: (1) could activate their existing knowledge and even construct a new knowledge of the topic discussed; (2) directly help them to understand the teacher's explanations as the teacher was able to more easily and visually illustrate her explanation by presenting videos and images.

b. In Modelling, PowerPoint could be used to provide a better explanation of the purposes, generic structures and language features of the text by exploiting some features of PowerPoint, such as graphs, charts, shapes and/or colours. It is corroborated by the data from questionnaire and interview, such as: (1) Students were able to understand more about the past verb forms in Narrative texts, particularly when the verbs were circled; (2) The different colours and arrow shapes used by the teacher on her PowerPoint slides helped them to focus on the explanation of the language features; (3) It was more organized and understandable as the teacher was able to clearly explain it through PowerPoint; (3) The teacher emphasized the explanation of generic structures by using arrows and different colours as of making it easier for students to memorize; (4) The features of PowerPoint used were interesting in presenting the explanations and examples of the generic structures.

c. In Joint Construction of the Text, PowerPoint could supportively present one of the students' texts and allow teacher to directly provide some feedback on the slides by using arrow shapes or highlight colours. For instance, the teacher chose one of the groups' texts, showed it through PowerPoint slides, and provided some feedback toward the text afterwards, such as the errors found on the students' writing, incoherent ideas, misspelling and others.

d. In Independent Construction of the Text, the role of PowerPoint is only emphasizing teacher's instructions of students' individual writing assignments. The detailed instructions for students to follow were more clearly showed on a PowerPoint slide rather than on a blackboard or whiteboard.

the findings reveal that the vast majority of the students state that PowerPoint is very helpful to be used by the teacher in teaching them writing. The following notions, in regard to the advantages

of the use of PowerPoint in teaching writing within Genre-Based Approach, are summarized from students' responses obtained, such as: (1) offer interesting, entertaining, and more understandable lesson; (2) present videos, images, colourful background and fonts, and others in one presentation; (3) captivate students' attention; (4) help students have better understanding, curiosity and creativity; (5) allow teacher to have well-organized presentations (6) highlight main focus of teacher's explanations; (7) facilitate audiovisual materials with a good quality; (8) help students stay more focused on the materials; (9) enhance students' retention; (10) promote the use of technological tool; (11) encourage active learning and participation. On the other hand, the most common students' complaints about the use of PowerPoint in English classrooms are such as: (1) inappropriate choices of blending background and font colours; (2) small-sized fonts; (3) slideshows running too fast.

Generally speaking, although PowerPoint is not a new invention of technology in education, it is still worth using by teachers in effectively presenting their materials by taking into account the dos and don'ts in designing PowerPoint. Furthermore, not only support previous research showing that PowerPoint could help English teachers in teaching writing, the findings of the current study also explain that the visual performances from PowerPoint is appropriate to facilitate the implementation of Genre-Based Approach in which case the characteristics of Genre-Based Approach in each stage can be supported by the use of PowerPoint. Last but not least, PowerPoint as one of the instructional multimedia could assist visual learners in to get a better learning.

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