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CHAPTER II

THE REVIEW OF LITERATURE

A. The Theoretical Framework

1. The Nature of English Learning Achievement

a. The Concept of English Learning Achievement

Learning is the process of gaining knowledge and expertise. The result of students' learning process can be represented by students' learning achievement. As Sudjana said learning achievement is ability were achieved by the students through learning activity (Sudjana, Dasar-Dasar Proses Belajar Mengajar, 2000). The learning achievement can be represented by scores after the test in the end of learning process (Mudjiono, 2002).

Based on the theories above, it was explain that students' achievement is the result or level of student ability that has been achieved by the student after attending a teaching-learning process. Learning achievement involve of three aspects that are cognitive, affective and psychomotor. The measurement of student achievement from those aspects are conducted to monitor the progress of learning through assessment and evaluation (Permendikbud, 2015 No.53). Students' learning achievement also influenced some factors such as, students' behavior in learning, teachers, and learning process in the classroom, students' environment, etc.

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b. The Factors Influencing Students' Learning Achievement

The factors that influence learning achievement divide into two general group, these are internal and external factors:

1) Internal factor

Internal factors consist of two general groups, these are physiological factors and psychological factors:

a) Physical factors.

There are two kinds of physiological condition. The first is general physiology condition. This condition influences students learning process. Students who have good health condition will enhance their learning capacity. The second is particular physiology condition that is related to the function of five sense in learning process especially sight and hearing, and also another physical defect will disturb students concentration in learning process.

b) Psychological factors.

There are two types of psychological factors; these are cognitive and non-cognitive variable. Cognitive variable consist of interest, motivation.

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2) External factors

External factor is factors that come from the students' environment. External factor divided into some kind such as:

a) Family

Family is the center of main education for students. Family will determine whether students can reach high learning achievement or not. Family's care is show by advices, affection, etc. relationship between student's family and student must be good, it can create good learning condition, and learning achievement can be created well. moreover, economic condition also influence students learning achievement, which one students cannot improve their knowledge enough if there is not support from their family in facilitate students learning tools. It will become inhibitor for the student to learn well.

b) School

(1) Teacher

Teacher is one of school environmental factors as a subject in education who has duty to transfer the knowledge to the students to enhance students' learning achievement. Therefore, the teacher has to master the English topic that will be transfer and controlling the class.

(2) Infrastructure

The condition of infrastructure especially class room has to be comfortable on teaching and learning process for example the broken of school roof it will break students' concentrate especially when the rain comes it can be inhibitor of students' achievement

(3) Learning media

media is important enough lead student interests in learning activity, the use of learning media make the new condition that will not make students became passive as like as using lecturing method, the use of learning media is one of strategy of implementation school based curriculum 2013 the students must be active than the teacher (student centered). The other external factors influence students' learning achievement in the school are curriculum, school time and discipline (Musfiqon, 2012). As Wilburn Schram stated media is information carrying technologies that can be used for instruction, the media instruction, consequently are extensions of the teacher (Mahnun, Media dan Sumber Belajar Berbasis Teknologi Informasi dan Komunikasi, 2014). So, media is the extension of the teacher (Mahnun, Media dan Sumber Belajar Berbasis Teknologi Informasi dan Komunikasi, 2014).

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c. The Minimum Limit of English Learning Achievement

The minimum limit of achievement in learning is always associated with disclosures effort to learn. There are several measurement norms level of students success after following teaching and learning activity, standard scale figures start from 0-10, or 10-100 and standard learning achievement is by using symbol letter A, B, C, D, and E.

Table II.1
Comparison of Numbers, Letters, and Predicates

Symbols of number			Letter	Predicated
8-10	80-100	3,1-4	A	Very good
7-7,9	70-79	2,1-3	B	Good
6-6,9	60-69	1,1-2	C	Fair
5-5,9	50-59	1	D	Poor
0-0,49	0-49	0	E	Failed

Source: (Syah, Psikologi Belajar, 2006).

d. Learning Achievement Test

To evaluate and measure the level of learning achievement can trough by using learning achievement test, based on purpose and scope can divided to be three kind of test such as (Djamarah, 2013);

1) Formative test

Evaluating students in the process in the process of “forming” students’ competencies and skills with the goal of helping students to continue that growth process. The key to such formation is the deliver (by the teacher) and internalization (by the students) of

appropriate feedback on performance, with an eye toward the future continuation (or formation) of learning. (Brown, 2003)

2) Subsumative test

This test includes a number of specific teaching materials that have been taught in a certain time, aiming to obtain a picture of the students' absorption to improve the learning achievement level of students. These results of this test are used to improve the teaching and learning process and are taken into account in determining the value of the report card. (Djamarah, 2013)

3) Summative test

Summative test aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction. Final exams are examples of summative assessment (Brown, 2003).

e. The importance of media in English learning process

Rahardjo stated the nature of learning is the interaction between students and learning resources around them. which allows students' learning attitude changes were not know to be known, disable to be able, unclear to be clear and etc. because, learning process influenced internal factors that come out from the students itself, if the students are not interest, unhappy, not enjoy were learning process so difficult to get learning achievement itself (Rosyidi, 2009).

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This also supported by Badru Zaman the importance of media in teaching learning process are:

- 1) As the result of research show that the affectivities of learning process need kind of learning facilitates, include learning media to improve students' activate
- 2) A research by *British audio-visual association* result the average information amount has got by someone by sense that show the composition as 75% through by visual, 13% auditoria, 6% touching , 6% smelling in (Mahnun, Media dan Sumber Belajar Berbasis Teknologi Informasi dan Komunikasi, 2014). It is also supported by Corbeil (2007) she believed that the students were learning better when their attention was captured via highlighting, colour, different fonts, and visual effects (Lari, 2014).

Levie and levie conclude that visual stimulus makes the better learning result for remember tasks, identify, remind, and connecting facts and concepts (Mahnun, Media dan Sumber Belajar Berbasis Teknologi Informasi dan Komunikasi, 2014). The results of the research above show that ineffective where the teacher only use lecturing method without using teaching aids that has visual aspect.

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So, the using of media especially media visual in learning process can improve students' achievement. According Levie and lentz stated there are four function of media visual learning such as:

a) Attention function

Media visual has to have attention function that can be interest students' attention to concentrate for material lesson. If there is student, who does not likes the material or the lesson so that need the media visual to interest his/her attention.

b) Affective function

The pictures or symbols visual that shown during teaching and learning process can be inspiring emotional and students' attitude, example information about social problem.

c) cognitive function

The pictures and symbol visual that shown during teaching and learning process can be strengthen students' knowledge.

d) Compensatory function

With this function the students who are week accepting and organizing the information on the text can be accommodate (Mahnun, Media dan Sumber Belajar Berbasis Teknologi Informasi dan Komunikasi, 2014).

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f. The Kind of English Learning Media

Based on Rayanda Ashyar the kind of learning media has characteristic, as follows :

- 1) Visual media divided two kind of visual media such as non-projection visual media and projection visual media.
- 2) Audio media has different kind and shape variety such as radio, vinyl record, cassette tape, compact disc (CD).
- 3) Audio-visual media, video as sound and pictures record in the cassette tape that can show on television by using video tape recorder (VCD) as hardware.
- 4) Multimedia as integration two or more media format such as text, graphic, animation and video in computerize system (Ashyar, 2012).

So the kinds of visual media that will be used in this research are Powerpoint and whiteboard which Powerpoint as projection visual media and whiteboard as non-projection visual media.

2. Teaching by Using Powerpoint

Powerpoint as one of visual media that developed by Bob Gaskin and Dennis Austin that include one of software from Microsoft office production (Hamdani, 2011). It based of multimedia which easier than other software to make learning more interest, interactive and enjoy because on Microsoft Powerpoint can show all kind of pictures, videos, sounds, animation on slides. Students do not need much time to take the

notes because the notes can be printed in hard file. The present study has indicated that Powerpoint-aid the education to enhance students' achievements, concentrate and students' attention on the physics course (Ekdemir, 2011) and Atkins-Sayre et al. (1998) reported that students perceived Powerpoint as a useful cognitive aid to enhancing their grammar understanding (Moghadam & Talafian, 2015). Its' indicated that Powerpoint also has better influence not only in physic also in learning English.

Every Media not only give the advantages but also disadvantages so are Powerpoint slides. As one of kind technical media Powerpoint (multimedia) are more expensive because need the projector to show the slides besides of that some teachers still not friendly with digital media so they cannot operate enough that media (Murcia, 2001). Moreover, Powerpoint makes teachers lazy to explain more, the teachers only show the slides without give the clear explanation that may make the students do not understand much about the information and message from lesson material. Meanwhile, Powerpoint lecturing provides a fast-moving and smoother lesson without the need to pause to write down points for the learners. Under this condition, however, it is very difficult for the learners to take notes (Susskind, 2008; Del Campo et al., 2012 Cited in Yee et.al, 2017).

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There are several steps to make Powerpoint slides presentation such as:

a. Preparation phase

Including choosing the theme or concept of presentation and supporting item such as: images, sounds, videos, or animations, do not forget to remind the purpose of using Powerpoint as learning media as follows:

- 1) To inform: the Powerpoint has information to deliver to other. Make Powerpoint as detail as possible.
- 2) To persuade: Powerpoint has information, data and facts that arrange logically so, it can convince people with that presentation.
- 3) To inspire: to inspiring the people.
- 4) To entertain: to make the reader happy by using information that delivered. With the clear purpose, the best Powerpoint design will make presentation run well.

b. Implementation stage

Open the menu of Powerpoint or click the Powerpoint shortcut on desktop screen and make the slides background with the interest color, avoid using the bright color in background in order that text readable. Then, input text about the material topic to make presentation that more interesting next input the animation or sounds that related with the topic instead.

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c. Last stage

Review the work using slides show that can show all of pages and full screen of Powerpoint presentation. Besides the stages of using Powerpoint also need to know Guidelines of using Powerpoint slides to avoid learning process be bored:

1) Design the presentation with learning principles in mind

These are characteristic that make multimedia learning more effective by the research (Mayer, 2005).

- a) Words and images rather than words alone
- b) No extraneous material
- c) A conversational style rather than a formal style
- d) Organization of material with clear outlines and headings
- e) Corresponding words and images presented at the same time or next to each other on the screen
- f) Animations presented with spoken words rather than printed text.

2) Decrease the number of slides

Do not do long presentation with more than thirty slides or more than forty-five minutes presentation (Poole, 2003). It will become bored presentation and ineffective because no time to take discussion.

3) Write with the simple text (one slide, one idea)

4) Limit the number of bulleted list

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5) Use graphs and diagrams instead of tables

Graphs are easier to read and comprehend than the tables. If using tables make sure, distribute them as a handout.

6) Choose color carefully

Select color combinations that make the text easy to read, avoid use combination white text on red screen, white on blue, yellow on blue, blue on yellow, red on black. Limit with two or three colors per slides.

7) Avoid eye-candy

Eye candy here means flying text, clip art, animation, and sound on Powerpoint slides. Use static images, simple backgrounds, and good contrast between them. If these items are need use them related with the topic.

8) Conduct a tech rehearsal

To make sure the text and graphic are legible, preview the slides under conditions similar to those in the classroom, rework any slides that are too detailed. Use handouts, rather than slides, for complex diagram.

Based on sungkono (2009) teaching media that has been chosen should be able to use effectively and systematically, there are 3 main steps to teach by using Powerpoint as follows:

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a. Preparation

- 1). Prepare the theme, video, picture, colors that appropriate with the topic and the audience age before make the Powerpoint slides and avoid to make many slides.
- 2). Prepare and check the Powerpoint instrument such as projector, cables, and electricity

b. Implementation stage

- 1) Allow the students take a note the main point that has been shown.
- 2) Give the time to the students ask the questions.
- 3) Divide the students to several groups or individually to learn the material and make the conclusion.

c. Last stage

- 1) Do learning reflection by review the slides about lesson material before.
- 2) Make the evaluation by give the test that correlate with the topic.

3. Teaching by Using Whiteboard

Whiteboard as the one of crucial learning media in the class by using whiteboard teacher can write the information efficiently and effectively so the students can accept the lesson material well (Khalilullah, 2012). Whiteboard can be categorized as nontechnical media because in setting this media did not use electricity (Donna M. Brinton Cited in Murcia, 2001). Moreover, “.....whiteboards can be used to quickly and effectively convey material and facilitate learning for a wide range of

students” (Callanan, 2014). It also supported by Yee et.al (2017) that traditional lecturing methods using the blackboard or whiteboard is more beneficial in terms of information retention and performance (Yee, Sim, Ng, Low, & Chong, 2017) Based on statement above can be concluded that whiteboard as one of kind visual media aids the students’ learning process which can improve students’ achievement.

Whiteboard also have weakness in terms of time, some students have expressed that whiteboard lecturing is inefficient (Masoud Azizinezhad & Masoud Hashemi, 2011; Del Campo et al., 2012 Cited in Yee et.al, 2017). This is because all new concepts and important points (including examples and elaboration) are hand-written on the whiteboard during lecturing. Writing down the points on a whiteboard causes short or long pauses during lecturing (Yee et.al 2017).

There are some general tips using whiteboard as media learning (Davis, 2009):

- a. Use different colors markers

Using colorful markers makes the presentation or the lesson material that presented more interest. The main point also easy to find but avoid using yellow and orange marker because it has cannot clearly visible.

- b. Write clearly

Use clearly written such as bold block letters determines the students readable the written from the back. Arrange the window shades so that there is no glare on the board.

- c. Read aloud while writing
Read aloud while writing helps the students with visual disabilities.
- d. Erase the old work
Besides, makes the written readable erase the old work also makes the students focus with the new topic. Before Erase the old work, make sure the students have time to take a note before continue to the new topic.
- e. Structure the board work
Use clearly title, headings, underlining, circling, box and capital letters to differentiate and emphasize items.
- f. Use the most visible part of whiteboard to write the important point.
Some questions come from the students while the teacher writing about the topic on the board. The teacher can write the upper-left hand corner on board to make the important point or answer the question.
- g. Take spares markers and erasers to class
Prepare the writing tools on whiteboard to anticipate if the markers dried out or the eraser is missing.

Based the explanation above can be seen that between Powerpoint and Whiteboard both have a visual aspect. The difference of Powerpoint is belong to multimedia that has audio-visual aspect and electronic media whereas whiteboard is belong to manual media were both have same purpose to support teaching and learning process.

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B. The Relevant of Research

To avoid the same title used in this research, the researcher shows the research which relevant to this research. relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself (Syafi'i, 2016).

First, the writer found that Nurhalimi (2014) conducted a quasi-experimental research on the use of Powerpoint media in direct learning strategy toward student Math learning achievement. entitled "The effect of using Powerpoint as learning media in direct learning strategy toward student Math learning achievement on students junior high school 2 Rengat" this research is aimed to find out the significant effect of students math learning achievement who are taught by using Powerpoint in direct learning strategy and who are does not. Her research design was quasi-experimental research, from her research, She found that the use of Powerpoint as a media of learning in the learning model directly affects the learning outcomes of students in the class VIII of the State Junior High School 2 Rengat. In this research, the researcher needs to know the difference of English learning achievement students who were taught by using Powerpoint and Whiteboard at tenth Grade of Plus Senior High School of Riau province by using causal-comparative research design.

Second, the research was conducted by Renita Aulia (2016) entitled "The effect of implementation problem posing learning model by using Powerpoint toward students' achievement at State Senior High School 1

Tualang in Siak regency” she tried to find out the effect of implementation on problem posing learning model by using Powerpoint toward students’ achievement at State Senior High School 1 Tualang in Siak regency. The research was conducted by Renita Aulia different from her research in this research the researcher try to compare the differentiation on English learning achievement of Tenth Grade students between who were taught by using Powerpoint and those who were taught by using Whiteboard without using any learning model on comparative study.

Third, the research was conducted by Inouye CY, Bae CL, and Hayes KN entitled “using whiteboards to support college students’ learning of complex physiological concepts” they tried to compare students’ scores who were taught by using whiteboard-lecturer and lecturer-only. Their research finding show that there was a significant difference between student’s scores who taught by using whiteboard- lecturer and lecturer only and claimed when whiteboard was used in conjunction with lecturer, students demonstrated more detailed and complete responses to open-ended problems that assessed mastery of advanced physiology concepts. In this research the researcher want to compare students English learning achievement who taught by using whiteboard and Powerpoint.

Fourth, the research was conducted by Katharina Brandl, Stephen Schneid, and Chris Armour entitled “Writing on the board versus Powerpoint: what do students prefer and why?” they tried to find out the most preferred by the students about their lectures where do lecturer by writing on the board or

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Powerpoint and describe the reasons. Their research finding show that over 85% of the students indicated the preference for “writing on the board” compared to Powerpoint. In this research the researcher want to compare only students English learning achievement who taught by using whiteboard and Powerpoint.

C. Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding. In this research, the researcher concludes several factors to can be operated which describe in operational concept. There are two variables; they are independent variable (X) and dependent (Y). variable X_1 is the effect of using Powerpoint, X_2 is the effect of using Whiteboard and variable Y is students' English achievement. In this research the researcher want to research through the result of formative test and summative test on students' achievement in students' report card, the indicators are:

a. Teaching by using Powerpoint (variable X_1)

The writer concluded the indicators of teaching by using Powerpoint based on some theories, as follows:

- 1) Teacher prepares and checks the Powerpoint instrument such as laptop, projector and else that use in learning activity (Hamdani, 2011).
- 2) Teacher explains the material which exist in each slides and gives the students chance to ask the questions

- 3) Teacher allows the students take a note the main point of English material that has been presented (Sungkono, 2009).
- 4) Teacher guides the students make the conclusion about their activity that has been done.
- 5) Teacher does learning reflection by review the slides about English material and gives formative test to the students.

b. Teaching by Using Whiteboard (variable X₂)

Based on (Davis, 2009) the indicators of teaching by using whiteboard as follows :

- 1) Teacher prepares various colour of markers.
- 2) Teacher writes clearly the lesson material on the whiteboard such as bold block letters determines the students readable the written from the back. Arranges the window shades so that there is no glare on the board.
- 3) Teacher reads aloud while writing to explain the material. Before the teacher erases the old work makes sure the students understand with the English material that has been written on the whiteboard by giving question.
- 4) Teacher gives the time to the students for taking a note before continue to the new topic.

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c. Variable Y : English learning achievement

Based on (Syah, 2012) the indicators of English learning achievement as follows:

- 1) Cognitive : by observation, memory, understanding, application, analysis, and synthesis
- 2) Affective : acceptance, welcome, appreciation, internalization, characterization.
- 3) Psychomotor: moving and acting skills, verbal and nonverbal expression prowess.

D. Assumption and hypothesis

1. Assumption

Less of using interesting teaching media on teaching learning English is one of important factor to support students' inactivity to learn English that have an impact to students' English achievement.

2. Hypotesis

H_a : there is significant difference on students learning achievement between students who are taught by using Powerpoint and whiteboard

H_o : there is no significant difference on students learning achievement between students who are taught by using Powerpoint and whiteboard.