

Chapter One

Introduction

In this study, several sections will be presented by the researcher. In the first part the research background explains the general information related to the visualizing learning: students' perceptions of slide presentations usage in teaching and learning is presented. The following part will discuss research context and problems in research site, review of previous studies as well as the gap of previous studies, importance of the research and aims of the research. The part related to the delimitation of the research presents the scope and focus of this study will be discusses in the next section. Then the research questions that guide the analysis will also be presented in this chapter. Next are the research objectives, which specify the particular aims or purposes of the study. Furthermore, the significance of the analysis will highlight how this research will benefit certain people. The research will conclude with the chapter organization, which includes an overview of each chapter.

Background of the Research

Technology currently dominates all aspects of life. Technology has brought forth a number of improvements and advancements in society in many aspects (Katel, 2021). As time passed, the realm of education starts to forsake outdated methods and embarks on the adoption of updated teaching techniques and learning materials. This is done to align the course of education with advancements in a rapidly evolving modern world. The consideration of diverse learning styles and technological comfort levels is crucial for educators (Andrew,

2019). With the right methods, technology and education can produce a new breakthrough that can be applied well in the delivery of teaching materials. One teaching method that has adapted to technology is the use of presentation slides as a learning medium that can improve students' learning experiences.

Slide presentations have benefits for every purpose for which they are used. Presentations of qualitative research findings serve many enduringly important knowledge-related functions to academics, students, disciplines, and communities alike— extending to both workplaces and the work itself (Bekker & Clark, 2018). Enhancing students' learning experiences through the use of presentation slide shows as a teaching aid has been demonstrated. One of the more effective professional tools for instructors and students to use to improve teaching and learning is PowerPoint (Katel, 2021b). Using presentation slides, a presenter can convey information with a variety of concepts and educational content. Slide presentations also make it easier for the presenter to lay out the various learning phases for the audience, which grabs their interest. Use of PowerPoint and other slideware effectively can boost student satisfaction with thoughtful consideration (Penciner, 2013). With a variety of designs offered by modern software, presenters can produce slide show content in a more creative manner.

Currently, almost all levels of education use presentation slides as a medium to assist the teaching and learning process. The Department of English Education at the Yogyakarta Islamic private university is one of them. Students are required to participate in presentations in almost every course, but many

students still struggle to understand the important points in a presentation and how to convey them effectively.

There has been research done on the use of slide as a presenting tool. In the Iranian English for Academic Purposes (EAP) environment, for example, Dashtestani (2013) stated that students' opinions about PowerPoint presentations as teaching tools and their acceptance of them are the main subjects of the study. Students understood the potential educational benefits of slide presentations, according to the survey. The survey found that EAP students thought PowerPoint-based presentations were a useful and efficient teaching tool. This positive position is primarily caused by the perception that presentation slides are an extremely user-friendly tool.

Students' opinions on the usage of PowerPoint in ELT instruction were generally positive, according to a study conducted by Katel (2021). They stated that using slide presentations makes complex content more interesting and easier to understand. Another respondent mentioned how the use of slides improved presentation skills. It is proven in this research that the use of slides serves as an effective pedagogical tool in English classes because one of the most significant goals of using innovative teaching and learning techniques is to increase students' enthusiasm for learning.

However, although there has been a lot of research regarding the application of ELED in presentations using slides, most of the research only focuses on the positive influence of using slides in presentations and the negative sides felt by students without providing suggestions and solutions to overcome

this. Because there is no research that specifically examines students believe slide presentation enhances overall learning experiences, as well as how students harness creativity to craft captivating slide presentations that enhance the learning experience of their audience, this research will concentrate on this issue which takes place in one of the Islamic private universities' English Language Education Departments (ELED).

This research was conducted for several reasons. First, learning that combines technology, such as slide presentations, has been widely used in learning activities and student assignments. Even though it is often used in class activities, this does not eliminate the fact that some students lack the skills to make an effective presentation. According to Dashtestani (2013), though their experience with slides is limited, the majority of EAP students stated that they use them as media in presentations. Second, the use of slides in class activities is a necessity that students must master. This is due to the fact that the use of slide presentations can help students learn more effectively both as presenters and as audiences. According to Corbeil's study (2007, as cited in Lari, 2014) students prefer power point presentations to textbook presentations when they are exposed to them because they learn best when their attention is captured by highlights, colors, and visual effects. In addition, students can learn how to create effective slides based on their level of creativity by utilizing available technology.

The English Education Department has implemented the use of presentation slides in teaching and learning activities. From the first to the seventh semesters, students have used slides to present their work in a variety of activities.

Based on interviews, many students are competent in delivering material, designing and using slides well. On the other hand, there are also students who do the opposite which causes the design and the presentation to not run effectively. Thus, it can be assumed that not all students have the skills to create and deliver slide presentations well. Therefore, the aim of this study is to explore the students' perspectives on students' belief in enhance learning experiences in presentations slide and to find out student way in harness creativity to craft captivating slide presentation that enhance the learning experience.

Identification of the Problem

Teaching and learning activities at the ELED Yogyakarta Islamic private university mostly use presentation slides. Based on the researcher's experience and the results of initial interviews, it was found that many students did not have the skills to create slides effectively. This conclusion results from variations in audience reactions to the presentation. For example, there are times when the audience shows positive behavior and shows interest, such as concentrating and paying close attention to the content being presented, avoiding using electronic devices when the presentation is considered interesting. However, if the presentation is less attractive, the audience reacts in the opposite way, which has no positive effect on the way students learn in the classroom.

Slide presentation are thought to be simple for certain students, but in practice, other students still struggle with them. During interviewing students, a number of issues with slide presentation activities were discovered from their point of view. The first issue is the students know less about the basic rules of

creating slides for academic presentations such as the use of the font size, the color used for the background, and how to organize the point. Second, the most common mistake in slide presentations is using too much text on a slide. The third issue is a lack of material mastery, resulting to a lack of concentration on the information that will be delivered to the audience. Therefore, the researcher wanted to know the students' belief on slide presentation enhances overall learning experiences and how students harness creativity to craft captivating slide presentations that enhance the learning experience of their audience.

This topic needs to be discussed because it is crucial for students to understand how to use presentation slides. Students certainly want to be able to master presentations using slides well and effectively. This research can help students from the class of 2020 to develop knowledge in designing better academic presentations. Apart from that, it can also provide references and tips to increase students' self-confidence in delivering presentations.

Delimitation of the Research

This research aims to determine the perception of visual learning through the use of presentation slides in the teaching and learning process. Specifically, this research will explore the students' belief on slide presentation enhances overall learning experiences and how students harness creativity to craft captivating slide presentations that enhance the learning experience of their audience. The English Language Education Department of Yogyakarta Islamic private university will be the location of this research. Students from 2020 who have used slide presentations for learning since the first semester became research

participants. In this research, researchers only focused on visual learning styles through slide presentation as learning media. Students from different universities or departments were not included in this study.

Research Question

Considering the background above, the research formulates two research questions of students' perception of slide presentation usage in teaching and learning:

1. In what ways do students believe slide presentations enhance overall learning experience?
2. How do students harness creativity to craft captivating slide presentations that enhance the learning experience of their audience?

The Objective of the Research

Based on the research question above, the purposes of this research are as follows:

1. To explore in what ways the students believe slide presentation enhances overall learning experiences.
2. The ascertain how students harness creativity to craft captivating slide presentations that enhance the learning experience of their audience.

The Significance of the Research

The research conducted is expected to provide more benefits and knowledge for students, teachers, and future researchers.

Student

The purpose of this study is to address the concerns of students who believe they lack a basic understanding of presentations by offering guidance and solutions. If students run into problems when making a presentation, they might be able to use this study as a solution.

Teacher

One of the effective learning media that is currently widely used in the field of education is slide presentation. The teacher can learn from this research what elements encourage the use of slide presentation as an attractive media to present the information in class.

Future Researchers

Other researchers interested in investigating the same topic can make use of the findings of the study. The findings of this study are anticipated to serve as a different point of view reference for those who plan to do additional research in the same subject.

Organization of the Research

There are five chapters in this study. The research background, research identification, problem boundaries, research questions, research objectives, and research significance are all covered in the first chapter.

Chapter two is a literature review. This provides a definition of slide presentation, activities using slide presentation, the ways in preparing slide presentation, the way students believe slide presentation enhances overall learning

experiences, and how students harness creativity and to create captivating slide presentations. This chapter describes the theory related to the general overview of slide presentation.

Chapter three is methodology. This chapter outlines the researcher's plan for doing the research. Methods, tools, participants, settings, and data gathering strategies are covered in this chapter. The researcher also provides instructions on data analysis in this chapter.

Chapter four provides findings and discussion. The outcomes of the data analysis are shown in this chapter.

Chapter five contains conclusions and recommendations. This chapter offers recommendations from the researcher as well as broad responses to research questions. Recommendations are given to teachers, students, and other researchers.