CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explores the literature review containing several theories that are used to guide the process of this research. This part consists of definition of the Tenses, Microsoft PowerPoint and Its Features, and PowerPoint in Language Learning.

A. Tenses

1. Simple Present tense

The simple present is a with two main uses. We use the simple present tense when an action is happening right now, or when it happens regularly (or unceasingly, which is why it's sometimes called present indefinite). John Eastwood (2006) in his book "oxford practice grammar" stated the use of simple present for:

- Thoughts and feelings: / think so, I like it.
- States, things staying the same, facts and things that are true for a long time: We live quite near.
- Repeated actions: We come here every week. and also
- In phrases like I promise, I agree, etc: I promise I'll pay you back.

Based on John Eastwood (2006) there are three forms of simple present tense positive form, negative form and question form.

a) Positive form

In the positive form of simple present tense. It is use the verb without an ending. Its mean that in the end of verb not use an addition as like "-s, -es, -ing, ect". For the example:

*I **get** the lunch ready at one o'clock, usually*

*We always **do** our shopping at Greenway*

*Most children **like** ice-cream*

*You **know** the answer.*

In the other hand, third person singular (after he, she, it, your friend, etc), the verb ends in -s or -es. For the example:

*It **gets** busy at weekends.*	*My husband **thinks** so, too.*
*Sarah **catches** the early train.*	*She **faxes** messages all over the world*

b) Negatives form

We are use a form of **don't or do not** for negative form except in the third person singular use **doesn't** or **does not.** We do not add -s or -es to the verb in negatives form.

*I/you/we/they **do not get** OR **don't get***

he/she/it **does not get** OR **doesn't get**

for the example:

*We **don't live** far away*	*He **doesn't want** to go shopping.*

c) Questions form

In questions form we use do and does and not add -s or -es to the verb.

For the example:

Do *you live here? ~ Yes, 1 do.   What **does** he want? ~ Money.*

2. Simple Past tense

Simple past tense also called past simple. As slamet (2008) statement that the simple past tense is a verb form that use in the past. One action which happened or took place at a particular time in the past and repeated, habitual actions in the past are the verb form of the simple past tense. In addition, Betty (1993) states that the simple past indicates that an activity or situation began and ended at a particular time in the past. In conclusion the simple past is show action that occurred and was completed at a particular time in the past

As the simple present tense, simple past tense has a three form also. There are positives, negatives and questions form. As describe in Johns book "oxford practice grammar" (2006) there are three form of simple past tense:

a) Positive forms

A regular past form ends in ed (it **happened** very quickly. The van **crashed** into the cat I **posted** the letter yesterday. We one **owned** a caravan). In other hand, some verbs have an irregular past form (the car **came** out of a side road, I **won** the game, I **had** breakfast at six,

the train **left** on time). In addition, the past simple is the same in all persons except in the past tense of be.

*I/he/she/it **was***   *I **was** ill last week,*

*you/we/they **were***   *Those cakes **were** nice*.

b) Negatives and question

In negatives and questions, we use **did.**

	Negative	Question
	I/you/he/she/it/we/they **did not** stop or **didn't** stop	**Did** I/you/he/she/it/we/they stop?
Example	The car **did not** stop. The driver **didn't** look to his right.	What **did** you tell the police? ~ Nothing. **Did** you ring home? ~ Yes, I did.

In the negative and question form, we do not use past form such as stopped or rang. Beside we use **did,** we also use **was** and **were** in negatives and questions. For the example:

I **wasn't** very well last week.   The gates **weren't** open.

Where **was** your friend last night?   **Was** your steak nice?

B. Microsoft PowerPoint and Its Features

PowerPoint is a slideshow presentation program that's part of the Microsoft office suite of tools. PowerPoint makes it easy to create, collaborate, and present your ideas in dynamic, visually compelling ways.

Microsoft Power-Point is a presentation program developed by Microsoft. It is a part of the Microsoft Office system which is widely used by business people, educators, students, and trainers. As a part of the Microsoft Office suite, PowerPoint has become the world's most widely used presentation program.

PowerPoint is often used to create business presentations, but can also be used for educational or informal purposes. The presentations are comprised of slides, which may contain text, images, and other media, such as audio clips and movies, sound effects and animated transitions can also be included to add extra appeal to the presentation. However, overusing sound effects and transitions will probably do more to annoy your audience than draw their attention.

Most PowerPoint presentations are created from a template, which includes a background colour or image, a standard font, and a choice of several slide layouts. Changes to the template can be saved to a "master slide," which stores the main slide theme used in the presentation. When changes are made to the master slide, such as choosing a new background image, the changes are propagated to all the other slides. This keeps a uniform look among all the slides in the presentation.

C. PowerPoint in language learning.

The impact of technology on learning process is not a new topic in language teaching that always be debate. Frey and Birnbaum (2002)

acknowledged that in introducing ICT into the university lecture the lecturer consider PowerPoint as the first step to do it. In their study, 160 students was surveyed by Frey and Birnbaum to make them familiar with their views toward PowerPoint and the value they give in using it as an instructional tool. Although the results were very positive, Frey and Birnbaum make a conclusion for their research, that more research should be done to explore successful strategies for using presentation software to achieve course goals. A good example of the implementation of PowerPoint in to classroom is Bartsch and Cobern (2003). To illuminate on the effectiveness of using PowerPoints in classroom, they surveyed 66 participants (both male and female). The empirical study showed greater preference for using PowerPoint, but the quizzes showed worse performance on the slides containing pictures or sounds. Another phase of this study, surveyed the difference of relevant and appropriate pictures and sound with the impertinent ones. The results showed that the irrelevant pictures and sound effects minimized the effect of PowerPoint in learning materials and leaded in to worse results in recall and recognition tasks. Generally, they concluded that PowerPoint is has a beneficial effect but the utilization of impertinent material in it has debilitative effect for learning.

Today, the role of the PowerPoint in every day presentations is unavoidable (Levasseur & Kanan Sawyer, 2005) but few researchers have assessed the influence of PowerPoint technology on students' knowledge acquisition and engagement towards ESL acquisition analytically (Nouri &

Shahid, 2008). Nouri and Shahid (2005) found the influence of multimedia presentations on learners' preferred class representation style. The result of their study is significant to instructors because it shows that integrating PowerPoint technology can be advantageous for students. Incompatible with the obtained results from the Butler and Mautz study, another study by Nouri and Shahid (2008) indicated no interaction between learners' favorite instructional style and test scores. Moreover, Nouri and Shahid's analysis showed consistent results with those of Butler and Mautz (1996) on the topic of attitude towards subject matter: both studies developed views that there are more positive attitudes toward the instructor and the concept taught when the instructors included PowerPoint technology in their instruction.

Ozaslan & Maden (2013) concluded in their study that students learned better if the course material was presented through some visual tools. They, also, reported that teachers believed that PowerPoint presentations made the content more appealing; therefore, they helped them to take students' attention. The results of Corbeil's study (2007) showed that students exposed to power-point presentations preferred them over the textbook presentations; she believed that the students were learning better when their attention was captured via highlighting, colour, different fonts, and visual effects. Power-point presentations could be used for presenting new structures to students, practicing and drilling, or for reviewing language structures which have already been taught (Segundo & Salazar, 2011). Stepp-Greany (2002), reported, in her study, a number of benefits for

students related to the general use of technology in classrooms including increased motivation, improvement in self-concept and mastery of basic skills, more student-centred learning and engagement in the learning process. Zhao (2007) conducted a qualitative research to investigate the perspectives and the experiences of 17 social studies teachers following technology integration training. The research showed that teachers held a variety of views towards technology integration. These views influenced their use of technology in the classroom. Most teachers were willing to use technology, expressed positive experiences with technology integration training, increased their use of technology in the classroom, and used technology more creativity.

Generally, Craig and Amernic (2006) believe that PowerPoint is really effective in higher education and Levasseur and Kanan Sawyer (2006) likens a business presentation without PowerPoint to a movie without sound. So, PowerPoint is use full and effective for learning language because it can increase motivation, improvement in self-concept and mastery of basic skills, more student-centered learning and engagement in the learning process.