

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter explained the theory that related to this research included theory of material, task-based language teaching, multimedia in EFL, PowerPoint, procedure text.

#### **2.1 Material Development**

##### **2.1.1 The Definition of Materials**

Materials for language learning will be defined as anything that can be used to aid language learning, such as coursebooks, films, graded readers, flashcards, games, websites, and mobile phone interactions, while the majority of the literature will undoubtedly center on printed materials (Tomlinson, 2012). Materials are used to provide much of the language input and practice that students receive in the classroom. The contents of the material are given to the students based on the lesson or skills that they need. Materials can provide the learner with information about the target language; instruct the learner on how to practice the language (instructional function); provide the learner with experience of the language in use (experiential function); encourage the learner to use the language (eliciting function); and assist the learner in making discoveries about the language (discovery function) (Tomlinson, 2012). Therefore, the material can be designed as material development.

### 2.1.2 Supplementary Materials in EFL

Supplementary materials is additional material includes skills, vocabulary, and grammar. Supplementary materials can be classified into two: Paper supplementary resources include reference books, textbooks, teacher handbooks, books for lengthy reading, reading, worksheets, exam papers, word cards, and pictures (posters and flash cards). Similarly, digital supplementary materials include interactive whiteboards (IWBs) and data projects, the internet, websites, interactive, digital tools, wikis and blogs, digital recording, production, and e-books (Karki, 2018). Using supplementary materials in language learning improves students' motivation and performance, and increases students' participation and understanding (Dodd et al., 2015). The utilization of additional resources can be beneficial to teachers if they are used appropriately. If the materials are used properly, they will be effective when it comes to imparting courses to students (Thi et al., 2020). Using supplementary materials will produce in more engaging activities if the materials are well chosen during class planning.

### 2.1.3 The Principle of Material Development

Material development encompasses all of the activities used by practitioners who create and/or use materials for language acquisition, including materials evaluation, adaptation, design, manufacturing, exploitation, and research (Tomlinson, 2012). There are various

materials development principles that are followed in this study (Tomlinson, 2012). The principles explain as follow:

- a. Materials must have an impact.
- b. Materials should make learners feel comfortable.
- c. Materials should aid in the development of confidence in learners.
- d. Students should find what they are learning to be relevant and valuable.
- e. Materials should encourage and allow self-investment by learners.
- f. Students must be prepared to learn the concepts being taught.
- g. Materials should introduce students to language in its natural setting.
- h. The learners' attention should be brought to the input's linguistic qualities.
- i. Materials should give students opportunity to practice using the target language for communicative reasons.
- j. Materials should be designed with the understanding that the good impacts of training are often delayed.
- k. Materials should cater for the fact that different learners have different learning styles.

## **2.2 Task-Based Language Teaching**

### **2.2.1 Definition of Task-Based Language Teaching**

There are numerous designs of learning materials and methods used in language instruction. Using task-based instruction or task-

task-based language teaching is one way to use learning resources. Task-Based Language Teaching (TBLT) is a method for teaching languages that makes use of tasks as the primary planning and teaching component (Rodgers, 2001). The idea of "tasks" has emerged as an essential component of syllabus design, classroom instruction, and learner evaluation. It serves as the foundation for several important research areas and has impacted educational policy in both ESL and EFL contexts (Nunan, 2004).

TBLT is a learner-centered method of instruction. The tasks that students complete are relevant to their real-world knowledge and experiences (Prasad Bhandari, 2020). The task-based approach aims for the opposite: learner-centered texts, discursive practices that motivate students to actively participate in creating and managing the discourse, and social practices that assist students in allowing and resolving interpersonal conflict.

## 2.2.2 Component of Task

Nunan (2004) suggests a straightforward illustration of a minimal task specification, as shown in the table below.

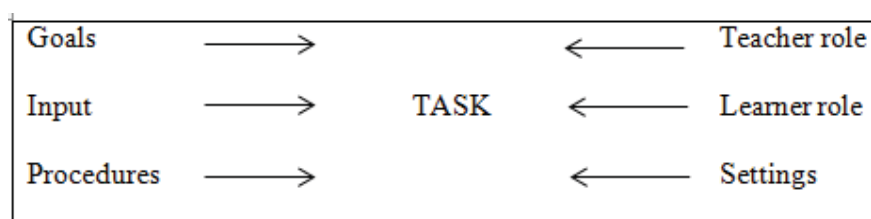


Figure 1. 1 Componen of Tasks 1

Any learning task has "goals," which are its nebulous, all-encompassing purposes. They serve as a connection between the assignment and the larger curriculum. The term "input" refers to the spoken, written, and visual information that students use to complete a task. A teacher, a textbook, or some other source may offer information. The term "procedures" describes what students will really do with the input that serves as the starting point for their learning job. The term "role" describes both the function that teachers and students are required to do in carrying out learning tasks as well as the social and interpersonal interactions that take place between the participants. The word "Settings" refers to the arrangements in the classroom that are stated or imply in the task. It also necessitates taking into account whether the activity will be completed entirely or partially outside of the classroom.

### 2.2.3 Principles of Task-Based Language Teaching

#### a. Principle 1: Scaffolding

The supporting frameworks in which learning occurs should be provided by the lessons and resources. Learners shouldn't be asked to create language that hasn't been presented either directly or implicitly at the start of the learning process.

#### b. Principle 2: Task dependency

One task within a lesson should develop from and build upon the ones that came before.

c. Principle 3: Recycling

Recycling language increases learning opportunities and activates the "organic" learning principle.

d. Principle 4: Active learning

Active use of the language being learned helps learners learn it more effectively.

e. Principle 5: Integration

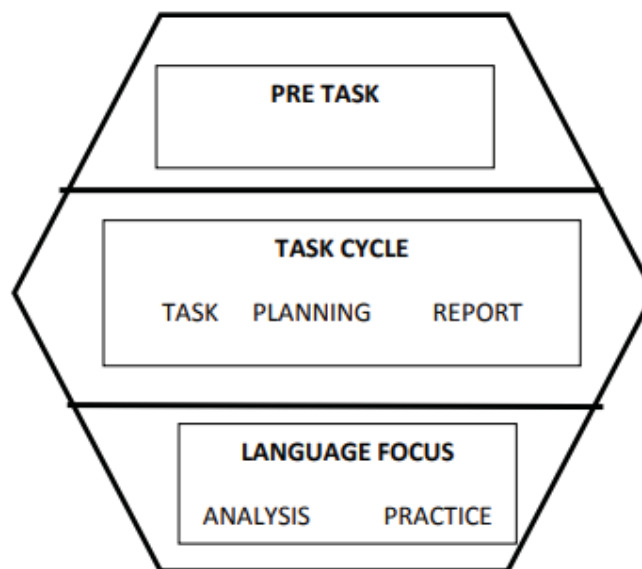
The links between language form, communicative function, and semantic meaning should be made explicit to learners throughout instruction.

f. Principle 6: Reproduction to creation

Students should be encouraged to switch from using language in reproductive ways to using it in creative ways.

#### 2.2.4 Task-based Framework

The comprehensive manual for task-based language teaching methods is called A Framework for Task-Based Learning (Willis, 1996). Task-based framework divided into three cycle namely pre-task activity, task activity (task, planning, and report), and language feature (analysis and practice). It can be seen on the figure below.



**Figure 1. 2 A Task-based Framework by (Willis, 1996)**

Pre-task activity uses to introduce the topic to the students. In this phase, the teacher can give a brainstorming task to the students which can be a picture. The teacher also can ask the students' opinion about the topic to gather their ideas. The teacher presents the subject, provides the students with detailed instructions on what they must accomplish during the task stage, and may even assist the students in remembering certain vocabulary that may be relevant to the activity. From pre-task activity, the students can get exposure about the topic.

Task cycle consists of three parts namely task, planning, and report. In task activity, the students will do the task in pair or group work. After finishing the task, the students will present their

task in front of the class. Then, in planning activity, the students prepare the report about how they do the task. To educate the students how to edit each other's work, the teacher can assign peer editing. After planning activity, the student will report their task in front of the class. The teacher can ask some students or groups to present their task in front of the class. Also, the teacher can asked the other groups to give questions or comments about the report. Then, at the end of the presentation, the teacher should explain the content of the task.

The last cycle of task-based framework is language feature activity. Language feature activity helps the students in understanding the grammar in a sentence. In language feature, the students should focus on two things: analysis and practice. In order to analyze the language, the teacher asks the students to locate the grammar employed in a particular text, such as words or phrases relating to the subject, the tenses, and other things, and then examines what the students discovered at the conclusion. Then, the second aspect is practice where the students do the task related to the language analysis, for instance rewrite a text, matching, etc.



## **2.3 Writing Skill**

### **2.3.1 Writing in EFL**

Writing is one of four skills in English which usually considered as the most difficult writing for foreigners. In EFL, Writing ability is defined as the ability to compose grammatically accurate phrases and express meaning to the reader. Letter writing, form filling, report writing, and other real-life communicative writing activities are examples (Javed et al., 2013). In Indonesia, writing included in the syllabus for every materials. Because it serves to measure linguistic competency, remembering capacity, and reasoning ability, productive writing is considered a cognitive challenge (Javed et al., 2013). Since English in Indonesia is a foreign language, learning writing can be helped with the appropriate materials.

### **2.3.2 The role of writing materials**

In designing materials, there are some roles that the researcher should follow. According to Tomlinson, (2013), there are four roles of materials in writing instruction which are model, language scaffolding, reference, and stimulus.

Models are used to present good examples of a genre and to highlight its unique characteristics. Various samples of the target text can be analyzed, compared, and changed in order to familiarize learners with how they are arranged and the types of language we commonly encounter in them. Model can familiarize and guide the learner with the vocabulary, grammatical, the feature of the text. By awaring the text, the writing instruction will be succesful for the students.

Materials that scaffold learners' linguistic understandings allow for guided writing which the materials should include the a number of texts and sources to ngage students in thinking about and utilizing the language while also supporting their growing command of a specific genre. As a result, scaffolding materials identify grammar as a resource for producing texts and are founded on the idea that a better understanding of texts aids writing growth.

Grammars, dictionaries, reference manuals, and style guides are all types of reference material that that specifically help the learner understand writing by providing explanations, examples, and

suggestions. Reference material support the student in self-study in creating and correcting their own material.

Stimulation materials are often used to engage learners in thinking about and utilizing language by sparking ideas, encouraging connections, and developing subjects in ways that allow them to verbalize their thoughts. In creating or designing the material for student, the teacher should find the material which can stimulate the students to write the sentences.

## **2.4 Multimedia in EFL**

Since technology has been growing rapidly, multimedia is the supporting way to help the students in learning foreign languages including English. Students need motivation in learning to raise their passion and be more focused on the lesson. To improve their motivation, the teacher should prepare interesting material and media that is by multimedia. Multimedia learning systems provide a potential venue for increasing student language comprehension. Multimedia is an interactive application that combines text, color, graphical pictures, animation, audio sound, and full-motion video into one application (Gilakjani, 2012). Multimedia facilitates teachers in teaching without spending a lot of time writing the important point on the whiteboard. According to Amine et al., (2012), the use of

multimedia technology in English classes has the following advantages:

- a. To encourage learners' interest in learning
- b. To improve students' communication skills
- c. To offer learners a deeper understanding of Western culture by broadening their knowledge
- d. To increase the effectiveness of teaching
- e. To enhance teacher-student connection
- f. To enable flexibility in the course context and to provide context for language instruction

As stated above, using multimedia will increase the interaction between teacher and students than just letting the students read the material in the textbook. Learners can experience their subject through multimedia in a virtual environment. Multimedia can develop to be innovative by using interactive multimedia.

The term "interactive multimedia" refers to a digital system in which numerous media or persons interact with one another. When students are exposed to interactive multimedia, they remember more information than when they are exposed to other types of media (Elviana et al., 2010). Using interactive multimedia in teaching can increase the students' interest in learning because interactive multimedia can display interesting content such as pictures, videos, or

animations. As a result, interactive multimedia is required as a teaching and learning medium in the classroom.

## **2.5 PowerPoint as Teaching Media**

### **2.5.1 The Definition of Powerpoint**

Powerpoint is a media that can be used for the teacher to transmitting the material to the students. PowerPoint is a presentation program that allows people to be totally prepared for lectures, incorporate visual components into classroom lectures, simply change the look of the slides, and access the information from almost any computer as long as the presentation is saved to an external file drive (Inoue-Smith, 2016). Powerpoint is mostly used for presentations, but it also has features for interactive multimedia learning (Anwar et al., 2020).. Powerpoint is special because it needs synchronization between objects, technologies, human performers, and a human audience in order for knowledge to propagate (Knoblauch, 2013). PowerPoint slides are used to highlight key points in text, as well as to present graphs and other visual data representations; however, PowerPoint is used for more than just making slides (Inoue-Smith, 2016). It means that Powerpoint can be used to present images, and illustrate important concept in the material.

## 2.5.2 The Advantages and Disadvantages of Powerpoint in the EFL classroom

PowerPoint has become one of the most extensively used classroom software programs. Many teachers have used Powerpoint as media to teach the students. Teaching English lessons with PPT is interesting and enthusiastic helping the students understand the language elements better, and the pictures, sounds, and animations made the class more lively (Hassan, 2020). As a result, it's essential to understand PowerPoint's benefits and drawbacks, as well as how to prevent them (Ding & Liu, 2012).

### a. Advantages of Powerpoint

There are some advantages of Powerpoint in teaching English according to (Ding & Liu, 2012). The advantages explain as follows:

#### 1. Producing Better Visual Effects and Deeper Impression

The lesson can be made more colorful and appealing to students by using PowerPoint slides with pictures and videos. Having video in Powerpoint, can help the teacher to teach listening and speaking skills. On the other hand, using pictures can help the teacher in teaching vocabulary. Pictures can show the meaning of the vocabulary even though it is not being translated.

## 2. Speeding up the Information Transfer

The teacher can give more material in a PowerPoint presentation. In teaching English, the teacher can change the material in the Powerpoint based on the topic. The teacher also can suitable the material with the students' needs.

## 3. More Precise and More Systematic

A well-prepared PowerPoint can give students more detailed information about the material. By updating or checking the PowerPoint file before the presentation, the teacher has enough time to check the term spelling, the expression of a thought or theory.

### b. Disadvantages of powerpoint

While PowerPoint presentations have been found to be useful in teaching English, Powerpoint also still has some disadvantages (Oommen, 2012). First, flashing words or images on PowerPoint slides will not make the text more relevant if they are not on point. For instance, if the teacher wants to teach procedure text about making foods or drinks, the teacher can display the picture of drinks or foods too. Second, when the teacher is focused on the presentation and not paying attention to the class, the students can feel ignored in the classroom. Most cases showed that when using Powerpoint, the teacher is usually glued to the podium, clicking the mouse all the time in order to

progress to the next slide, and explaining the material without making eye contact with the students.

#### 1. Strategies to Avoid Disadvantages of PowerPoint

To avoid the disadvantages of PowerPoint, the teacher can do some strategies such as using PowerPoint as an aid tool in education, creating and designing a PowerPoint properly and delicately, and communicating with students in applying PowerPoint (Ding & Liu, 2012). The English teacher uses the PowerPoint to show the material such as text, pictures, audio, or video, to teach four skills (listening, writing, reading, and speaking), vocabulary, and also grammar. Using PowerPoint the teacher can make the students focus and pay attention to the screen. Besides, the teacher should make eye contact to the students than just read the text on the screen or just show the video and let the students watch it without giving and explanation. Also, while explaining the material, the teacher can ask questions to the students regarding to the material.

### **2.6 Procedure Text**

A procedure is a set of actions, tasks, steps, decisions, calculations, and other activities which, when carried out in the order specified, produce the results, item, or conclusion (Jaya & Marleni, 2018). Text procedure, procedure/procedural text, is a text that contains the procedures, methods, means, or steps of making/doing



(operating) something. When the students use new technology, sign up for social media, or even make a cup of coffee, they can see procedural text (Solihah & Rustandi, 2020). Procedure text is related to the daily activity such as using hardware like a computer, signing up or signing in to social media, or making a drink or food. Procedure text includes: (1) the general structure (generic structure) consists of goal/aim (aim and purpose the contents of the text), material/tool (material or tools required to make or do something), steps/procedure (steps or procedures in doing/making something); (2) grammatical features are generally use tenses "simple present"; often use the phrase command (imperative/orders), the words sequences (sequences) (Utami Widiati, Zuliati Rohmah, 2018). The aim of the Procedure text is to describe how to do or make something, such as directions, recipes, instructions, and manuals.

Based on the syllabus that is used by the teacher, in the learning procedure text, the students should know about the social function, generic structure, and language features (Utami Widiati, Zuliati Rohmah, 2018). The indicators of learning procedure text based on the syllabus are:

- a. The students can differentiate the social function, generic structure, and language features of procedure text by giving and asking for information related to the use of technical manuals and tips, short and simple, according to the context of their use.

- b. The students can capture contextual meaning related to social functions, text structure, and linguistic elements of spoken and written procedure texts, in the form of manuals related to the use of technology and tips.
- c. The students can compile procedure texts, spoken and written, in a manual form related to the use of technology and tips, taking into account social functions, text structure, and linguistic elements, correctly, and in context.

In brief, a procedure text is a kind of text that employs detailed information about materials and commands to take learners through a series of activities or procedures to describe how something can be.