

Students' Perception About Powerpoint Used by the Teacher as a Teaching Media in English Language Teaching and Learning

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Abstract

Education is very important the first one is for every child to have as the next generation of the nation. The development of ICT is currently having a major impact on human life in any aspect, one of which is in the aspect of education. One of the conveniences and sophistication of current ICT developments is the availability of many tools or applications that educators can use as learning media. Powerpoint is a tool that is currently widely used by teachers to support learning. This research aims to find out what are the students' perceptions about the use of powerpoint by English teachers as a teaching media. The method used in this study is a quantitative method. The sample of this study was 30 students from SMAIT IQRA Kota Bengkulu who were taken randomly. The research instrument used was a questionnaire. In analyzing the data, the study used descriptive analysis. Based on the results, it is shown that the use of powerpoint media in English teaching and learning is fairly good for the students with percentage responses of 57%. It can be concluded that the use of PowerPoint media by teachers in the process of teaching and learning English at SMAIT IQRA Kota Bengkulu is quite good. Teachers can innovate and be even more creative in making material for making the learning English with this media is better and maximal, especially for students.

Keywords: *Teaching Media, Powerpoint, English Teaching*

A. Introduction

Education is an important thing for every child to have as the next generation of the nation. According to Puspaningtyas (2019), the next generation of the nation's must have education so they can compete nationally and internationally. In line with the opinion of Munib (2015) and Maskar (2020), that "Education guides the younger generation to achieve a better generation so that humans will have developed abilities and personalities." As the time progresses, there are many innovations and new things will appear in our lives, one example is the development of ICT. The development of information and communication technology (ICT) is currently having a major impact on human life in any

aspect, an example is in the aspect of education. According to Sanjaya (2016), information technology currently has an important role in every aspect of life, one of which is in the field of education. The existence of technological developments is expected to be able to make education more advanced and developed (Diyani & Upik, 2016). People now can easily access knowledge. In this era, they can easily access the internet through gadgets or smart phones, which are now mandatory for everyone. In addition, the development of ICT in this era provides so many facilities and features that are capable and can be used by all people like the educators so that the learning process becomes more creative and innovative. One of the conveniences and sophistication of current ICT developments is the availability of many tools or applications that educators can use as learning media.

Learning media is one aspect of teacher success in the teaching and learning process. Media is anything that can be used to deliver messages from sender to receiver, so that it can stimulate students' thoughts, feelings, attention and interests in such a way that the learning process occurs (Arsyad, 2013). The use of media will determine whether the presentation of material can facilitate students' understanding or vice versa, so it is important for teachers to determine what media they want to use and can support the learning process. Preparation of teaching materials in the form of media can increase interest in learning and students' abilities effectively and efficiently so as to encourage student learning. In line with the opinion of Danim (2014), that educational media, as a source of learning, helps teachers in facilitating students' understanding of teaching materials, and can enrich students' insights. Teaching materials in the form of media can increase students' attention during the learning process. Learning activities can be interpreted as a process of educating and training in order to achieve good learning outcomes, one of which is using various methods or media that can assist in the process of delivering material properly (Wiranti & Sutriyani, 2020). Learning activities will not run well if it is not accompanied by a media or learning aids. Technological developments are currently increasing rapidly with many media innovations that can be utilized by teachers and used easily and for free. In addition, learning media will also help students in learning so as to improve learning outcomes. (Zumrotun & Syailin, 2020) One of media that can be used in learning now is Microsoft Office PowerPoint.

Powerpoint is a tool that is currently widely used by teachers to support learning. According to Suyanto (2011) learning media can be used by utilizing existing applications such as the use of power point media which allows users to be able to design and create good presentation layers with an attractive appearance. According to Mulyawan (2013), "Microsoft PowerPoint is a type of computer program that is incorporated in Microsoft Office which is used for presentations and it is a multimedia-based program." So it can be said that learning media using Powerpoint really helps educators in presenting better teaching materials because this media provides many creative and interesting features to use and can be accessed for free. Some of the interesting features that PowerPoint has, such as the ability to process text, can insert images, audio, animation, effects that can be adjusted according to the user need, so that students will be interested in what is displayed in PowerPoint (Misbahudin in Hikmah 2020). In addition, learning to use power point media is more accessible and practical because it doesn't require an internet connection when opening it and the file size is small so it doesn't require a large storage space.

In learning English, there are various learning media that have been designed using technology with many choices so that teachers can choose the media needed, or design

their own media in the implementation of learning. By utilizing the use of learning media, such as the use of videos during learning and teaching activities, it can facilitate students to learn English. In learning English, especially for students who learn English as a foreign language, in general, students often feel bored and are reluctant to pay attention. This is because most of them do not understand what the meaning of the material they are studying is. In fact, in the process, students must be able to recognize, understand and know the English vocabulary first. Then, another problem that students experience when learning English is that students feel bored with learning English in class, because most of the implementation of the English learning process is still conventional with the lecture method and notes written by the teacher on the blackboard without using the help of props or instructional media. Therefore, teachers need to innovate in making good, creative and innovative learning media so that students feel helped in understanding the English learning material and feel happy while learning, and PowerPoint media can be used by English teachers and of course very effective to implement because as previously explained that this media is easy to access and doesn't even require an internet network, has many features and is also easy to use.

Several studies have examined how the results of the use of PowerPoint media in learning in various fields of science and in various aspects. The first research was conducted by Basthoh & Novita (2018), which examined students' perspectives regarding the use of powerpoint as an alternative medium in learning science. The result is that PowerPoint media can be used and is suitable as alternative media in learning science. Then the research conducted by Syahbani et al., (2019), they conducted the research in the field of physics regarding to the students' perceptions of the use of PowerPoint media when studying physics, and the results showed that the use of PowerPoint media in physics learning had a good impact on students. Next is Supit's research (2021), which aims to see the relationship between the use of PowerPoint media on student learning interest. The results show that PowerPoint media and students' interest in learning have a fairly close relationship. The last is research conducted by Parnabhakti & Puspaningtyas (2021), which aims to look at students' perceptions on the use of power point media through Google Classroom for the algebraic limit function subject during the pandemic. The results show that PowerPoint media is relevant to use in learning material on limits of algebraic functions and makes it easier for students' to learn using Google Classroom during pandemic COVID-19.

From the several studies that have been described above, all the research results show the positive things related to the use of PowerPoint as a learning media in various fields of learning. Thus, the researcher aims to conduct research to find out what are the students' perceptions of the use of powerpoint by English teachers as a learning media in English learning.

B. Research Methodology

This research was used quantitative descriptive method. The population in this study was all students of SMAIT IQRA Kota Bengkulu. In taking the research sample, the Simple Random Sampling technique was used because the researcher considered that all populations had the same opportunity to be used as the research samples. Sugiyono (2016) said "Simple random sampling is said to be simple because the sample is taken from the population randomly without regard to the strata in that population. This way is done when

members of the population are considered homogeneous.” The sample of this study was 30 students who were taken randomly.

The research instrument used was a questionnaire, and the type of questionnaire used was a closed questionnaire adopted from the research of Parnabhakti & Puspaningtyas (2021). The model of questionnaire used in this study is the Likert scale. According to Sugiyono (2013) the Likert scale is used to measure one's attitudes, opinions, and perceptions of social phenomena. The Likert model scale in this study uses a rating range scale (Strongly Agree, Agree, Disagree, Strongly Disagree). For the validity and reliability of the instrument, from previous research, this instrument was stated to be valid and reliable, which means that this instrument is feasible to use and can measure this phenomenon.

The data analysis technique used is a descriptive analysis. This analysis aims to provide an overview of the phenomena that occur, seen from the percentage of each indicator. In order for this process to run efficiently, the analysis of indicators is divided into sub-indicators and derived back into several criteria. The questionnaire is consist of 3 indicators with 5 sub-indicators and 8 with a total of 18 statements that support the research as explained in the following Table.1:

Table. 1 Distribution of Research Questionnaire Indicators

INDIKATOR	SUB-INDIKATOR	KRITERIA	PERNYATAAN
Pembelajaran	Materi	Topik bahasan	1,2
		Contoh materi	3,5
	Pemahaman	Penyajian Materi	4
Konten	Tampilan	Penyajian Kalimat	6
		Penyajian Materi	7
Fungsi	Manfaat	Pemahaman	8,9,10,11
		Belajar Mandiri	12,13,14,15,16
		Motivasi	17,18
TOTAL PERNYATAAN			18

Furthermore, the data tabulation and data analysis were carried out. After going through those stages, calculations are then carried out using statistical data in the form of percentages and relative frequencies using formulas. Percentage Formula :Explanation :

$$P = \frac{F}{N} \times 100\%$$

P= Percentage

F= Frequency

N= The total number of students

To provide an interpretation and the percentage of the results of the questionnaire obtained, the following interpretation guidelines are used:

- Good, if the values obtained are in the interval 76-100%
- Fairly Good, if the values obtained are in the 56-75%
- Less Good, if the values obtained are in the interval 41-55%
- Not Good, if the values obtained are in the interval 0-40%

C. Results and Discussion

1. Results

This chapter will explain the results of this study. In collecting data, the researcher converted a questionnaire into the Google Form format which was then distributed to the respondents. Next, the researcher collects the students responses and analyz them based on the indicators. The following are the results obtained from the distribution of student perception questionnaires about the teacher use of PowerPoint as an English language teaching media:

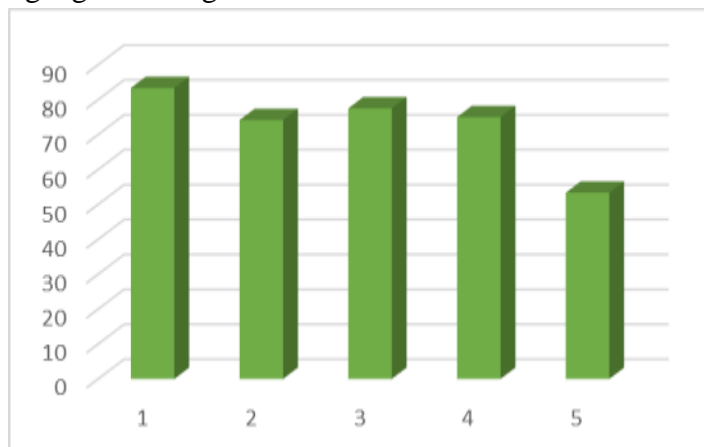


Chart. 1 Students' Responses To Learning Indicators Sub-Indicators are Material and Understanding

In chart 1 above, student responses to learning indicators with sub-indicators of material, for the criteria for the topic of discussion. It is show that for item number 1, *“The material presented in Powerpoint is in accordance with the topics discussed in learning English that were presented at the beginning of the lesson”* the response percentage is 82%, and item 2, *“The material presented in Powerpoint only contains topics of English learning material”* is 74%, which means that students agree that the English material that the teacher convey through powerpoint media that is in accordance with the topic of discussion that has been conveyed by the teacher before and in powerpoint only contains material about an English lesson. For the criteria of sample material, it lies in items number 3 and 5. For item 3, *“In the PowerPoint presented there are examples of pictures about English learning materials”* 78% of the responses were obtained and item number 5, *“English learning material presented in Powerpoint makes me confused“* received 53% of the responses. From the results of these percentages, it can be said that students agree that the power point media used by the teacher in teaching English contains examples of pictures that are appropriate to the learning topic, however, some of them are sometimes feel a little confused with the material contained in powerpoint. Next is for the sub-indicator of understanding with the criteria for presenting the material contained in questionnaire item number 4. From the diagram above, for item number 4, *“In the PowerPoint presented there are examples of English learning practice questions”* the response results are 75%, which means that a whole contains of English material that made by the teacher is well focused and consist of several examples.

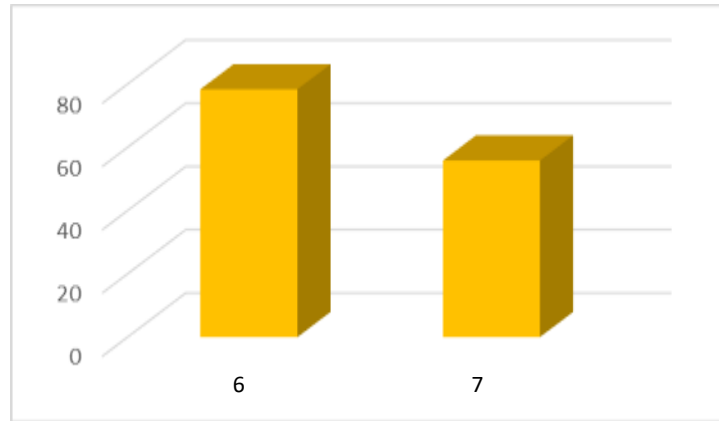


Chart. 2 Students' Responses To Content Indicators Sub-Indicators Appearance

From the results of the response recap for the content indicator, the sub-display indicator on the chart. 2 above, shows that for the criteria for presenting sentences, namely item number 6, "Sentences displayed in Powerpoint use clear sentences" a response of 78% was obtained where students agreed that the sentences displayed in Powerpoint used clear sentences and made it easy for them to understand English material. For the criteria for presenting the material in item 7, "Display material in Powerpoint is boring " a response of 56% of students stated that the presentation of the material in PowerPoint media made by the English teacher was not boring but good enough so this meant that students felt interested in seeing the slides of the PowerPoint material.

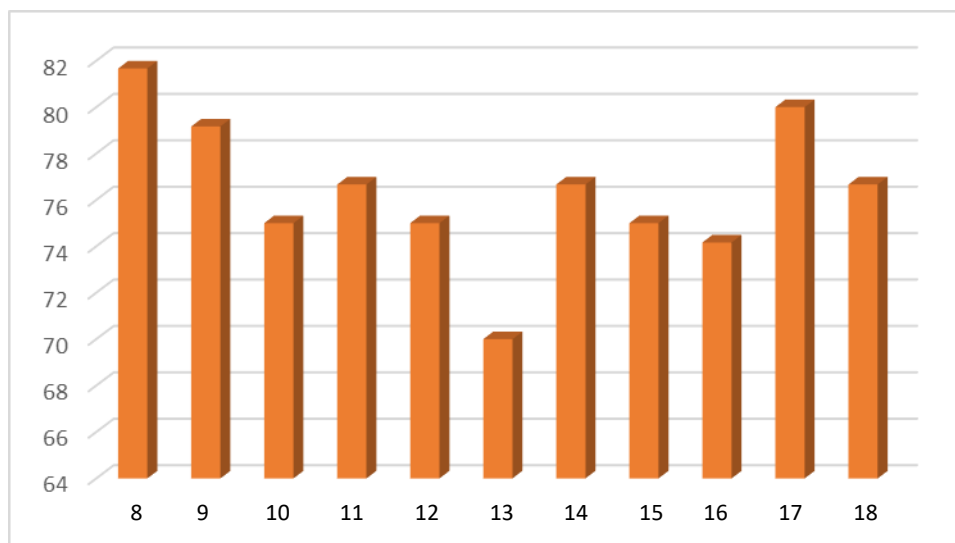


Chart. 3 Students' Responses To Function Indicators Sub-Indicators Benefit

Based on the results of the Student Responses to the function indicators, sub-indicators of benefits, that shows in the chart.3 above, in the understanding criteria, item 8, "Using PowerPoint media when learning English can add to my insight" obtained a response of 82% where students stated that by using PowerPoint media in learning English, they could broaden their learning insights. Then for item 9, "English learning materials are easier to understand by using Powerpoint media" a result of 79% was obtained where students agreed that using powerpoint media in learning English could make it easier for them to understand the material. For item 10, "English learning materials are easier to remember by using Powerpoint media" a

result of 75% was obtained, meaning that PowerPoint media were sufficient to help students to remember the English material that had been taught. Lastly is item number 11, *“The use of Powerpoint media allows me to master English material properly and correctly”* where a response of 77% is obtained meaning, students find PowerPoint is helpful to remember and understand English learning material well using for them.

Next is for independent study criteria. For item 12, *“I write the English material presented in Powerpoint”* an answer of 75% was obtained where students took good notes on the English material presented by the teacher in PowerPoint. For item 13, *“The use of Powerpoint media in learning English made me want to try to answer the questions the teacher gave”* the response obtained was 70%, this result indicates that powerpoint used by the teacher can increase students' interest and enthusiasm in learning English and provoke them to be more active in answering questions. Then in item number 14, *“I did the assignments given by the teacher during the lesson using Powerpoint media”* the result is 77%, which means that students are interested in working on the questions given by the teacher related to English lessons presented in PowerPoint. In item number 15, *“I do the assignments given by the teacher in PowerPoint media on time.”* a response of 75% was obtained where students stated that presenting English practice questions using PowerPoint media could help students work on time and also make it easier for them to work. Finally, item number 16, *“The use of Powerpoint media in learning English makes me want to give new ideas when learning”* obtained a response of 74%, means that students are feel learning English with PowerPoint media that the teacher uses can provoke their ideas in the learning process and increase their interest in learning.

The last criteria is motivation consisting of 2 items. For item number 17, *“The use of Powerpoint media makes me enthusiastic about learning English.”* a response of 80% was obtained, meaning that students felt the use of PowerPoint media in learning English made them more enthusiastic about learning. Then for item number 18, *“The use of Powerpoint media made me really take part in learning English”* a response of 77% was obtained, meaning that students stated that using PowerPoint media in learning English could increase their interest in learning and make them more serious in learning.

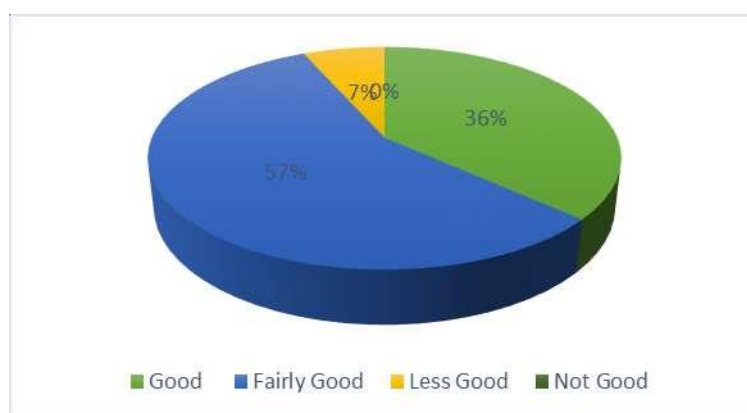


Chart. 4 Students' Perception About Powerpoint Used by The Teacher As A Teaching Media in English Teaching and Learning

Furthermore, the results of student responses to the perception questionnaire for all questionnaires. Based on the diagram above, a response of 36% was obtained in

the good category, 57% in the fairly good category, 7% in the less good category, and no percentage in not good category. From these results it can be said that the use of powerpoint media in learning English is able to support learning and students' enthusiasm for learning and is considered good enough to be used in learning English as a learning media with the category is fairly good and percentage of 57%, where the decisions are taken based on the value interval category in the method section where Good Enough, if the values obtained are in the 56-75%.

2. Discussion

The results of this study show that there were slightly different result from previous studies. Like the research conducted by Basthoh & Novita (2018), which examined students' perspectives regarding to the use of powerpoint as an alternative media in learning science. The result shows that PowerPoint media can be used and it is suitable as an alternative media in learning science. Then also the research conducted by Syahbani et al., (2019), they conducted a research in the field of physics

regarding students' perceptions of the use of powerpoint media when studying physics, and the results showed that the use of powerpoint media in physics learning had a good impact on students. While the findings in this study indicate that the use of powerpoint media in learning English at SMAIT IQRA Bengkulu City is fairly good, which means that the use of powerpoint media in this school still has a number of things that need to be improved so that the media can function even better for them.

When the function of learning media used is getting better, this will also have an impact on students' success in learning and also their level of achievement in learning. According to Ulfa (2019), unsatisfactory learning outcomes are an indication of learning strategies that are not optimal and students' lack of understanding of the material provided. This applies to the media that teachers use in learning. If the media used cannot support students' learning processes and does not have an impact on them, then the material that the teacher teaches cannot be digested properly by students, students will become less concerned with their learning activities, and will reduce their participation in class. The same is true in learning English. If the teacher uses PowerPoint to teach tenses, for example, if the material contained in the Powerpoint is not clear, it will be difficult for students to understand it, especially for students in Indonesia who study English as a foreign language. They will find it difficult to digest every word that is given because basically they don't have enough English vocabulary.

Therefore, the teacher must choose the right media so that the learning process can run properly, and the teacher must also continue to improve their understanding and knowledge regarding to the use of the selected media in order to produce effective teaching materials for students. As well as in using powerpoint media. According to Suyanto (2011) learning media can be used by utilizing existing applications such as the use of PowerPoint media which allows users to design and create good presentation layers with an attractive appearance. From this opinion, the teacher can look back at the English teaching materials that have been made using PowerPoint media and evaluate them again, so that the teacher can improve the media by adding

other features to it, which will be more interesting and able to help maximize the learning process and can make the English learning in particular becomes fun and supports students' interests.

D. Conclusion and Suggestion

Based on the results of the study, it can be concluded that the use of PowerPoint media by teachers in the English language teaching and learning at SMAIT IQRA Kota Bengkulu is fairly good. Thus, in order to make the use of PowerPoint media even better, teachers can re-evaluate English learning materials that have been made into PowerPoint media, so teachers can innovate and be even more creative in making material with PowerPoint media such as by adding image, video or sound features. so that the learning English with this media is better and maximal, especially for students.

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