

STUDENTS' PERCEPTIONS OF THE USE OF POWER POINT SLIDE SHOW FOR TEACHING ENGLISH SUBJECT

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apa saja persepsi siswa terhadap penggunaan media powerpoint untuk pengajaran Bahasa Inggris di dalam kelas. Adapun populasi dari penelitian ini adalah siswa madrasah tsanawiyah negeri rasau jaya tahun ajaran 2012/2013 sebanyak 216 siswa. Kemudian peneliti memilih siswa kelas 7 sebagai sampel dari penelitian ini. selanjutnya alat pengumpul data dalam penelitian ini adalah angket dan wawancara. Hasil dari penelitian ini yang pertama siswa kelas 7 MTs negeri rasau jaya mempunyai persepsi yang positive terhadap penggunaan powerpoint di dalam kelas, ini dibuktikan dengan hasil mean score angket yang di sebar yaitu 4,03. Ini positive di karenakan media powerpoint dapat meningkatkan hasil belajar siswa dan komunikasi serta interaksi antara siswa dan guru di dalam kelas menjadi lebih menarik dan menyenangkan. Yang kedua sebagian siswa kelas 7 di MTs NegeriRasau Jaya juga mempunyai persepsi yang negative terhadap penggunaan media powerpoint, ini di buktikan dengan hasil mean skor yaitu 3,96. Hal ini terjadi karena media powerpoint tidak dapat di gunakan di segala kondisi, terutama ketika tidak ada aliran listrik media powerpoint tidak dapat digunakan untuk pengajaran bahasa inggris di dalam kelas.

Keywords: Persepsi Siswa, Power Point, Pengajaran Bahasa Inggris

Abstract

The main purpose of this research is to find out the students' perceptions of the use Power Point slide show for teaching English in the classroom. The population was the students of Madrasah TsanawiyahNegeriRasau Jaya in academic year 2012/2013 with a total number of 276 students. Then, the researcher chose seventh grade of MTs NegeriRasau Jaya students as the sample for this study. The tools used in collecting the data were questionnaire and interview technique (mixed method). The result of data analysis is first, some students of seventh grade of MTs.NegeriRasau Jaya perceived that the use of PowerPoint slide show had positive side, it was proved from the result of mean score from all participants reported that 4, 03 of the students perceived PowerPoint slide show is positive to be used because PowerPoint slide show can improve students' grade. Also interaction and communication between teachers and students became more interesting, joyful and relax. The second, there were some of students of seventh grade of MTs.NegeriRasau Jaya also perceived that the use of PowerPoint slide show had negative side, it was proved from the result of mean score from all participants that the mean score is 3, 96. It means that the students are neither agree nor disagree to the statements because PowerPoint slide show cannot be used in any kind of situation especially when there was not electricity this media cannot be used for teaching English in the classroom.

Keywords: Students' Perceptions, Power Point, Teaching English

INTRODUCTION

Learning media plays a significant role in determining the success of teaching and learning process in the classroom. With learning media, students and teachers are allowed to interact more effectively. In addition, learning media is needed to create an enjoyable classroom environment and improve students' interest and motivation. It will also facilitate learners to shape their mental picture and imaginary system which are necessary to help them master English lesson well.

Teaching English subject using media is an effort performed by teachers to make learners more interested and motivated in their English lesson. Based on the researcher's observation at MTs Negeri Rasau Jaya, the English teachers of this school said that English has long been considered as a difficult subject by students. This matter may be triggered by factors such as uninterested classroom environment and lack of practice. Also, students often feel bored when studying English at school.

The problems above have to be considered by teachers when preparing themselves to teach. They have to help to improve student's English ability and avoid boredom, through the use of various techniques and interesting media. Media is believed to be one of essential parts of teaching and learning process that could give significant impacts on learners' achievement. Also, they could make students enjoy the classroom atmosphere.

Based on the researcher's observation, there are many teaching tools in MTs Negeri Rasau Jaya, such as text book, chalkboard, video, and power point slide show. The use of power point slide show for teaching English subject in MTs Negeri Rasau Jaya has been done recently for the purpose of reaching the maximum result of teaching and motivating the students, but no researchers have previously conducted the study to describe students' perception of the use of

power point slide show as media in teaching and learning process in this school. In fact, according to Kahveci (2010: 189) “students perceive the use technology in their lives as a need for learning, regardless of their various personal characteristics such as gender, age, grade level, previous experience, and content area of interest.” Additionally, Onotai, Tabansi, and Asuquo (2012) argued that the use of multimedia Microsoft Power Point slide show gives learners the opportunity to get exposed to be more interactive learning. Thus, a study addressing this issue is a necessity.

Power Point Slide Show

Power Point slide show can be used for educational purposes, because it can enable for easy and creative presentations. Nouri and Shahid (2005) said that Power Point slide show include graphics, animation, and colour have correlation on human information processing theories in which it focuses on how the human memory system gathers, transforms, compacts, elaborates, encodes, retrieves, and use the information. Power Point slide show is known as effective media to present the material. By using power point, the teacher can deliver the material easily. Power Point will allow the teacher to work together and share presentation confidently, impress the students and access information at their fingertips. Effective presentation attempts to answer the fundamental question of how to prepare and deliver then effective speech. Presentation will give a reader the necessary skill to create more confident, enthusiastic and persuasive presentation.

In relation to the above phenomenon, the researcher seeks to find out the students’ perceptions of the use of Power Point slide show as media in teaching English subject. It is hoped that the result of this research will be useful to any English teachers or other researchers who want to find out the students’ perceptions of the use of power point slide show in teaching English.

Students’ Perception about Learning Media

Human’s perceptions vary from person to person. Persons may perceive different things about the same case or the same situation. According to Pearson, Nelson, Titsworth and Harter (2008: 32), “perception is the process of becoming

aware of objects and event from the sense.” They also added that perception is subjective in that people interpret what they sense; they make it their own, and they add to and subtract from what they see, hear, smell and touch.

Additionally, Wang (2007) said that perception is a set of internal sensation a cognitive process of the brain at the subconscious cognitive function layer that detects, relates, interprets, and searches internal cognitive information in the mind. In addition, she argues that perception may be considered as the sixth sense of human beings since almost all cognitive life functions rely on it. In short, we can assume that perception refers to the way we understand the world around us. We gather information through our five sense organs, but perception adds meaning to these sensory inputs. The process of perception is essentially subjective in nature, as it is never an exact recording of the event or the situation.

Students’ perception in learning media will also different from each student. Type of students, sex, and present feeling are one of consideration on the students perception when they interpret the use media in the classroom, in short, perception in this study refers to the way of students to see and interpret the media power point slide show for teaching English subject. Many factors can influence students’ perceptions, (e.g. health and condition) and all of those will affect the way they think, respond and see about something. So that is why, perception is subjective, active and creative. The differences in perception may be the result of physiological factors, people past experiences and their present feeling and circumstances.

METHODOLOGY

This study was conducted in the form of quantitative and qualitative method. In this case, the researcher used a mixed method design in order to examine students’ perceptions of the use of PowerPoint slide show for teaching English subject. Furthermore, this design was used in order to answer the research questions of this study.

The researcher executed this study at Madrasah Tsanawiyah Negeri Rasau Jaya, the total of the learners were 276 students as population in this study. In addition, the researcher chose seventh grade of Madrasah Tsanawiyah Negeri Rasau Jaya, the total number of students were 106 learners divided into 4 classes as the sample for this study.

In this study, the researcher collected the data using questionnaire and interview techniques. For questionnaire technique, the researcher chose two classes by purposive sampling those are VII A and VII D. In addition, the researcher also used interview technique to clarify and strengthen about the information from the result of questionnaire. For interview technique, the researcher selected 8 students of seventh grade of MTs Negeri Rasau Jaya. But from each class only 2 students were selected. The first technique of data collection is questionnaire, this questionnaire was designed in the form of structured questionnaire. It was adapted from Parker, R.E. Bianchi, A. and Cheah, T.Y. (2008) and it consisted of ten items. The item of this questionnaire was proven to be valid (0.913). The reliability of this questionnaire was point six hundred and twenty five (0.625). The next technique was interview. For the first step, the researcher distributed questionnaire to the students of VII A and VII D. The procedure of doing this technique was preparing the questionnaire, determining the participant, distributing the questionnaire, analyzing and summarizing the data and the last making conclusion of the information. After that, researcher interviewed 8 students of the first grade in order to clarify some of unclear information. For interviewing in this study, the researcher used semi structured interview in order to the participants could give best voice of their experience unconstrained by any perspective of the researcher or past research finding. The participants who took part in this study that has been interviewed intend to know students' perceptions. Furthermore, the questions which were asked to the participant aimed to find the answer of research question in this study.

To analyze the questionnaire data, the researcher used SPSS 16.0 software. It was used to identify the mean score of the data. Then to interpret the data from

interviews, content analysis was conducted to clarify of the participants. In undertaking of content analysis, the researcher recorded the interviews followed with the transcription of the data. Then the transcripts were analyzed and summarized to search for themes. The themes emerged from data supported with important explanation from the interviews will be included in the reporting the finding of this study.

THE RESULT OF STUDY AND DISCUSSION

In this part, the result of all technique data collection would be gathered to improve, develop and enlarge the finding in this study. Furthermore, the aim of this study is to obtain the data related to the students' perceptions concerning the use of power point slide show for teaching English subject: a study at MTs Negeri Rasau Jaya in the second semester of academic year 2012/2013. Additionally, in this research finding was provided in the form of themes. And then, there are two themes of this study those are positive and negative perception of the students when they are being taught using PowerPoint slide show. And the explanation discussed as follows:

Positive perception

To analyze the positive perception of the use of PowerPoint slide show toward students' perception as teaching and learning media in the classroom for teaching English, the researcher described the mean score of each items as the table below:

Table 1
Conclusion of Positive Statement

NO	STATEMENTS	Mean score
1	I feel my grade was higher in this class because the teachers used PowerPoint to teach English.	3, 57
2	I feel I learned the class material much better because the teachers used PowerPoint.	4, 20
3	I am the type of person who likes to see the lesson as I learn them, so PowerPoint slide show helped me learn these	3, 60

	lessons because it's a visual tool.	
4	I am the type of person who likes to read the lesson as I learn them, so PowerPoint slide show helped me learn these lessons because it's a reading tool.	3, 97
5	Because the teachers used PowerPoint slide show, I participated in class discussions more than I usually do.	4, 38
6	Because the teachers used PowerPoint slide show, I remember the concepts from this class longer than I usually do.	4, 30
7	Because the teachers used PowerPoint slide show, I feel he or she cared more about my learning than if he or she had not used PowerPoint slide show.	4, 17

Furthermore, besides the data displayed in the table above, the researcher also displayed the chart of the mean score to make it more specific and easier to be read. It was displayed below:

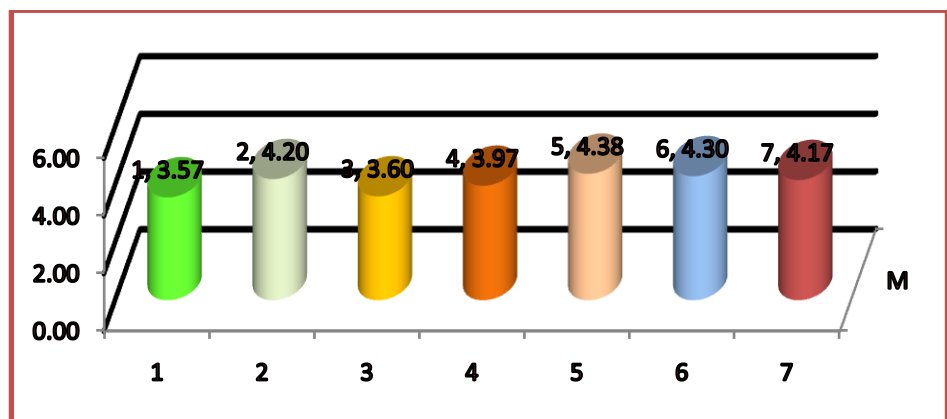


Figure: 1

Conclusion of Positive Statement

From the first statement of questionnaire students perceived that the use of PowerPoint slide show might increase students' grade in learning English subject. The result of questionnaire also reported that the students score for items number one is 3, 57 it means that the students are neither agree nor disagree to the statements. For items number one, some students do not agree to the statements and some others agree that power point has positive effect in order to increase students' grade. This issue was also supported by the result of interview in the

first question in which the participants perceived the use of PowerPoint was very important, because when the teaching English presented using PowerPoint slide show the learners felt interesting and enjoy the classroom environment. So that is way, this conditions could improve their interest and attention to learn the English lesson. Ozaslan and Maden (2013) stated that the use of PowerPoint presentations in the courses because teachers regarded the learners as effective tools in terms of providing visual aids, which is helpful to draw students' attention.

Furthermore, based on the data from interview technique the researcher reported that students' grade could be improved supported by classroom environment after being taught using PowerPoint slide show where the condition was interesting, joyful, and also the learners felt enjoy the classroom because PowerPoint could present colourful slide supported by pictures, animations, graphic and text. This issue also supported by Nordin, Ahmad, and Masri (2010: 239) argued, "the use of multimedia (powerpoint slide show) would be able to enhance the quality of teaching and learning practices as it combines graphics, images, audio, integration of texts, video and digital environment." In short, powerpoint slide show as kind of multimedia would increase the grade and quality of teaching and learning process in the classroom.

Furthermore, in the second statement of the questionnaire students perceive that learners could study English better when teacher used PowerPoint slide show for teaching English, and also PowerPoint slide show could improve students motivation and their concentration to the lesson that is presented by teachers during the classroom activity. Based on the questionnaire result, the students means score are 4, 20 it means that the students agree to the statements that learners felt class material (English subject) much better when it was presented using Power Point slide show, this data also strengthen by the result of interview technique that some participants perceive the use of Power Point make the learners are interested and enjoy to the classroom material. Additionally, Power Point slide show could make the learner focus and concentration to the lesson that is presented during the English lesson.

Additionally, Power Point slide show is known as multimedia that might show us presentation either in the form of audio, visual or audio-visual. So that is why, Power Point slide show helped any kinds type of learners, due to many types of learners whether they were audio, visual or audio-visual learners. Additionally, those facts was supported by a report from Computer Technology Research (CTR) as cited in Nordin, Ahmad, and Masri. (2010) state that students can retain 20% of what they see, 30% of what they hear, 50% if there is a combination of those they 'see' and 'hear' and 80% if they see and hear simultaneously.

Those facts were also supported by the result of question naire where the mean score for items number three is 3, 60 (neither agree nor disagree) it has meaning some learners do not agree to the statement and some others agree to the statement that PowerPoint slide show is a media that can be seen, because Power Point slide show is visual tool. So, what teachers presented in the slide can be seen clearly and easily by the audience (learners). Next, for item number four the mean score is 3, 97 (neither agree nor disagree). For this statement the students' choice is average because some learners do not agree to the statement and some others agree to the statement that PowerPoint slide show helped the learners to read the lesson presented in the slide because PowerPoint slide show is reading tool. So, PowerPoint was very good media to present material to the audience because PowerPoint is kinds of multimedia that might help us see and read the lesson easily, this findings also strengthen by Mayer (2008), "cognitive theory of multimedia learning, students with high spatial ability are able to hold the visual image in visual working memory and thus are more likely to benefit from contiguous presentation of words and pictures."The issues above also supported by the result of interview process where participants perceive that the use of PowerPoint slide show helped the learners to study in the classroom, because PowerPoint slide show could be integrated with the graphic, text, pictures or animations. So, this media helped the teachers transferring knowledge easily.

The next items of questionnaire reported that when teachers presented the materials using PowerPoint slide show the students more participated to the class discussion it proved from the mean score of the questionnaire that is 4, 38, it

means the learners agree to the statement that Power Point slide show made the learners participated to the classroom discussion because by pictures and animations in Power Point built students' mental pictures to illustrate the lessons more objective and reality. So, students were easier to get their idea in order to participate giving ideas, opinions or suggestions to the material discussed during the lesson. From the interview technique also reported that power points slide show might make the classroom activity become more active, relax and enjoyable.

The next issue (items number six) reported that teaching using PowerPoint slide show made the learners were easy to memorize the lessons because power point slide show has important role to improve imagenary system and built short and long term memory of learners, it was proved from the mean score of questionnaire that is 4, 30 it means the learners agree to the statement. This issue was also strengten by Nouri and Shahid (2005: 56) said, "the graphical nature of the power point presentation arouses students' imagery systems, which becomes more activated when information (e.g., instructional materials) is presented in non-verbal forms." James and Burke (2006) said that students perceived Power Point slide show as a useful cognitive aid for maintaining their interest and for enhancing their understanding and encouraging the retention of material. In addition, Mayer (2008) argued that the use of power point slide show was important for students cognitive where there are three main point in working memory, such as selecting the words and image then organizing the words and images and the last is integrating among verbal model, pictorical model, and prior knowledge. So, by piwer point slide show the learners will be easier to acquire what they learnt in the classroom to be memorized.

The last issue (items number seven) reported that when teachers using PowerPoint or teaching he or she will more care to the learners, the mean score of questionnaire reported that 4, 17 (students' mean score) it means that the learners agree the use of PowerPoint slide show made the learners cared by the teachers so the interaction between students and teachers would be better. It was strengthen by participants of interview reported that when teachers using PowerPoint slide show the classroom interaction was better. And also PowerPoint slide show made

the classroom environment active, effective and efficient it means teachers could use the time effectively to reach the goal of learning. finally, Onotai, Tabansi, and Asuquo, (2012) was strengthen the findings that the use of multimedia Microsoft Power Point presentation gives learners the opportunity to get exposed to be more interactive learning in the classroom.

Negative perception

In the negative perception, there are three items that correlate to the negative perception in this questionnaire items, and the item of this questionnaire statement mean to obtain the information about the students respond of negative statements of the use PowerPoint. The result reported by the table below:

Table: 2
Conclusion of Negative Statement

NO	STATEMENTS	MEAN SCORE
8	I prefer traditional classroom learning to PowerPoint presentations in the classroom. There seems to be less interaction with students and the pace is quickened.	4, 35
9	I fell i am bored when the teacher says the same things the PowerPoint slides say.	3, 60
10	When the teacher only focus to the use of PowerPoint, the class is boring and attention level is low, but when the teacher adds activities with the PowerPoint it helps as a learning aid.	3, 83

Besides the data displayed in the table above, the researcher also displayed the chart of the information to make it more specific and easier to be read. It was displayed as follows:

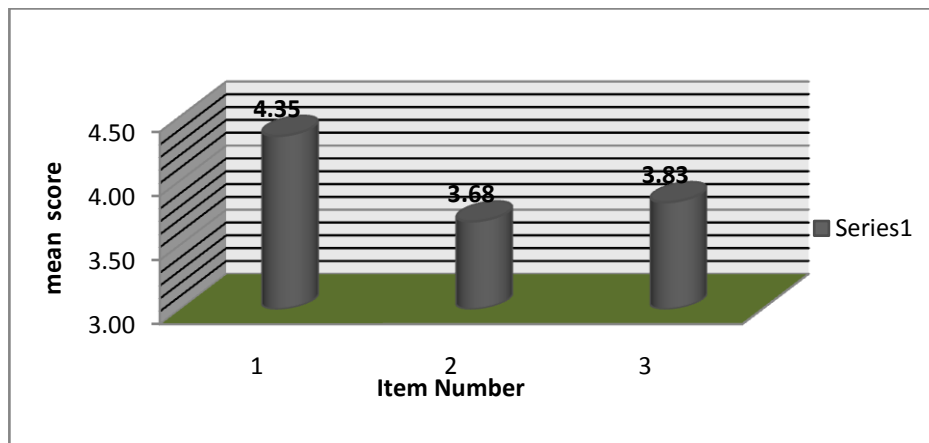


Figure: 1

Conclusion of Negative Statement

The data of the negative perception was gathered from the questionnaire where there were some students were preferred traditional classroom because teaching using PowerPoint made the learning process of learning was too fast. It correlated to the way how to operate the slide show and classroom management. The result could be reported that the mean score for item number eight is 4, 35 means the learners agree that some of them preferred traditional classroom. Additionally, sometimes there were some learners who had low quality to acquire the lessons during the classroom activity, then when teachers moved from one slide to others some learners did not understand yet to the explanation but previous slide cannot be seen anymore, so some students were hard to correlate between one slideto others.

Furthermore, some participants perceived that they felt bored when the teacher said the same word with the slide presented it proved from the mean score of questionnaire (3, 68) means some learners do not agree to the statement and some others agree that students felt bored when teachers say the same thing the PowerPoint slides say. For the last statement (item number ten) the mean score of students' perception of the use PowerPoint slide show reported that there is 3, 83 (neither agree nor disagree) means some learners do not agree to the statement and some others agree when the teachers explanation only focused on the slide given and also this condition would make the students' attention were low. Then,

electricity also became part of students' perception of the use PowerPoint slide show in the classroom.

CONCLUSION

Based on the analysis of quantitative and qualitative analysis of students' perception of the use of PowerPoint slide show for teaching English subject, the researcher can draw the conclusion:

The first, students of seventh grade of MTs NegeriRasau Jaya perceived that the use of PowerPoint slide show had positive side, it was proved from the result of mean score from all participants that is 4, 03 it means that the students perceived PowerPoint slide show is positive to be used. The second, there were some of students of seventh grade of MTs NegeriRasau Jaya perceived that the use of PowerPoint slide show had negative perception, it was proved from the result of mean score from all participants that the mean score is 3, 96 it means that the students are neither agree nor disagree to the statements.

Based on the facts above the researcher conclude that the use of power point slide show is positive and in others side it was negative. It was positive because by PowerPoint slide show, students' grade can be improved due to PowerPoint slide show could create interactive communication and interaction between teachers and students to make the classroom environment become more interesting, joyful and relax when they were learning English subject presented using PowerPoint slide show in the class room. So, learners were joyful, focused, concentrated and motivated to study the lessons due to the material were not boring and it was because the lessons were presented by teachers using PowerPoint slide show.

Furthermore, PowerPoint slide show was negative to be used because it cannot be use in any kind of situation especially when there were not electricity this media cannot be used, in addition the use of PowerPoint slide show need creativity of teachers to arrange and create an interesting slide whereas not all of the teachers can do it well. So, based on the facts above the researcher may

assume that the learners agree that PowerPoint slide show is positive to be used for teaching English subject in the classroom and others learners perceive that the use of PowerPoint slide show had negative side for teaching English.

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