

**AN ANALYSIS ON EFL STUDENTS' PERCEPTION TOWARDS
POWERPOINT USED AS ENGLISH LEARNING MEDIA IN THE
CLASSROOM**

A SKRIPSI

**SUBMITTED AS PARTIAL FULFILMENT OF
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VALIDATION SHEET

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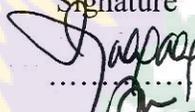
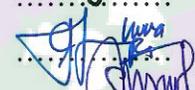
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ABSTRACT

REKIAN PARAMASTI RATU. NIM: 1601055033. *An Analysis on EFL Students' Perception Towards PowerPoint Used as English Learning Media in the Classroom.* A skripsi, Jakarta: The University of Muhammadiyah Prof. Dr. HAMKA, 2020.

This study investigated the students' perception of PowerPoint software used as learning media in the classroom. The main aim is to get empirical data or evidence whether or not the EFL students especially in Jakarta area may have good or bad perception of Microsoft PowerPoint they used in learning English. Thus, the participants involved 900 EFL students in two different layers of school; junior and senior high schools by applying close-ended and open-ended questionnaires to gather the data. The data then, was analyzed through quantitative (close-ended questionnaire) and qualitative (open-ended questionnaires) method. The result of the close-ended questionnaire showed that 50,81% students have good perception if learning English using Ms. PPT can increase students' activeness. Next, it also showed that 66,37% students have decent perception if learning English using Ms. PPT can increase students' motivation. Last, it was known that 52,19% students have positive perception if learning English using Ms. PPT can increase students' English competence. At the meantime, the open-ended questionnaire also provided same findings that more students agreed or said yes (positive side) or 56,7% of them gave good opinions on the use of Ms. PowerPoint. Therefore, it can be concluded that students' perceptions of Ms. PowerPoint were good and exciting, and the students felt learning English by using Ms. PowerPoint provided more help than those who said neutral or did not, especially in context of raising activeness, motivation, and English competence in EFL the classroom .

Key words: Students' perception, PowerPoint, learning media, English learning

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CHAPTER I

INTRODUCTION

A. The Background of the Study

In the education world, learning media are known for their importance for the teachers to support the teaching and learning process in the classroom. In the beginning, learning media used in the classroom is only in simple forms, such as teachers use a blackboard with chalk or use a whiteboard with markers (Callanan, 2016; Oktavia, Sofiana, & Antika, 2016) to deliver materials but with the development of technology at this time, especially in the field of English learning context, learning media has evolved significantly with different types or model. For example, the new innovation of computer technology as learning media has created a better opportunity for both students and teachers to improve English competence, such as listening and speaking with the use of advanced video media in class (Rahmi, 2014). This new media may encourage the successful achievement and goals for students in their study as one as promoting fun learning. As a statement from Hafis (2013), explained that learning media is needed to create a pleasant classroom learning environment that can facilitate students to master English learning well. Therefore, the use of learning media is now crucial to be applied, and teachers cannot neglect it for the sake of teaching and learning matter of their students.

As previously mentioned, computer technology becomes the foremost learning media that may accommodate teachers for transferring knowledge for their students. There is plenty of computer software or programs created to suit the students' learning needs. One of the excellent software or programs that existed on the computer is well-known by PowerPoint. PowerPoint is a presentation program that can be made into a beautiful and creative slide show that can display text, images, audio, and video (Frandsen, 2011). The various kinds of graphics or slides design of PowerPoint potentially help the teaching and learning process of the teachers to indulge interesting and enthusiastic learning for students. In terms of practicality, the use of PowerPoint in class can make teachers easily convey teaching materials and access information at their fingertips (Hafis, 2013), so it can be useful and efficient for teachers to apply. Hence, PowerPoint truly a media that gives benefits in the teaching and learning process.

Additionally, several reasons are noticed why many English teachers adore using the PowerPoint program as their learning media. First, if the teachers do not use PowerPoint, they must write material on the board or even give dictation, and students must wait until the teacher finishes writing. Second, teachers find it challenging to know when they can write on the board and when they can explain. This makes students hard to concentrate on the lesson. Besides, students sometimes do not understand the words written on because the writing is unclear or sometimes too small. (Apperson, Laws, & Scepanky, 2006) supported that PowerPoint in the classroom has a more

significant positive impact and self-efficacy than traditional learning using the whiteboard. When the use of PowerPoint stops, students' interest in learning tends to decline, even though teaching and learning are still ongoing. The result indicates that using learning media of PowerPoint in the classroom is better than the traditional one.

However, apart from the advantages described previously, there are some drawbacks of using PowerPoint in learning in EFL classes. First, the common problem found in PowerPoint is in technicality matters. For instance, the delay in learning when the media is not running during the learning process is sometimes annoying. Next, students become lazy to record the material that has been learned because the teacher usually makes one slide with many explanations. Last, students may feel bored with the fullness of words in the slide. According to Hafis (2013), some students assume that they prefer traditional learning to advanced learning media because learning to use slides forces them to understand learning material faster. The results show that PowerPoint has also got a negative perception of students.

To encounter the bias whether PowerPoint is positive or negative learning media on the perspective of Indonesia EFL students, especially in Jakarta, the writer did preliminary study upon this issue by randomly asked ten EFL students as the initial sample. These ten students are known as EFL students in upper lower and upper higher secondary schools' category. Below are the details:

Table 1. Preliminary Study

No	Questions	Responses
1.	Do English teacher in your school use a PowerPoint as a learning tool in learning?	<ul style="list-style-type: none"> ➤ Five students say their English teacher always use ppt ➤ Two students say their English teacher often use ppt ➤ Three students say their English teacher never use ppt
2.	Do you realize that the use of PowerPoint has a negative or positive impact on the learning process?	<ul style="list-style-type: none"> ➤ Eight students say it has an impact ➤ Two students say it has no impact on their learning

(Data were taken on November 2019)

Based on the preliminary above, the results of the data. It can be seen that five out of ten students answered that their English teacher often uses PowerPoint, two students answered that their teacher rarely used PowerPoint and three others answered their teacher never used PowerPoint as a learning media in the learning process. Furthermore, eight of them answered that the PowerPoint did have an impact on their learning and several of them answered that PowerPoint also had no impact on their learning or referred back to students who were learning.

Due to the issue highlighted and found above, the writer aims to conduct a research entitled **“An Analysis on EFL Students’ Perception towards PowerPoint Used as Learning Media in The Classroom”** to find evidence about EFL students’ point of view about this learning media either positive or negative. Thus, this research may give a clear result about its actual perspective in Indonesian EFL students' context, especially in Jakarta, Indonesia.

B. The Focus and Sub Focus of the Study

Based on the background of the study, the writer focuses to get empirical data of EFL students' perception of PowerPoint as English learning media. The focus is divided into three sub-focus as follow related of Students' Activeness, Students' Motivation, and Students' English Competence on students' perceptions using ppt media.

C. The Question of the Study

After discussing from the background of the study, the focus and sub-focus of the study, The writer formulates the question of the study as “What is the EFL students' perception of PowerPoint used as learning media in their classroom?”

The writer also formulates the question of sub-focus of the study as;

1. What is the EFL students' perception of powerpoint related of Students' Activeness?
2. What is the EFL students' perception of powerpoint related of Students' Motivation?
3. What is the EFL students' perception of powerpoint related of Students' English Competence?

D. The Purpose of the Study

The purpose of this study is to get empirical data or evidence of EFL students' perception of PowerPoint as English learning media in their classroom.

The purpose of this study is to answer the sub-focus of the research, such as;

1. To know the EFL students' perception of powerpoint related of Students' Activeness.
2. To know the EFL students' perception of powerpoint related of Students' Motivation.
3. To know the EFL students' perception of powerpoint related of Students' English Competence.

E. The Significance of the Study

The Significance of this study is viewed into two main points; theoretically and practically. In terms of theoretically, the benefit of this research is to provide information or sources that can support an explanation of how important PowerPoints are on the eyes of EFL students' perception. So, it can give be very valuable to readers.

In terms of practically, the findings of this research about PowerPoint can be used by teachers and students as the way to learn more about English through the use of this media in learning English in the classroom. This study may inform about the benefits and drawbacks of PowerPoint for them.

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