

The Students Teachers' Perception on the Use of PowerPoint as the Teaching Media

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Abstract

Using teaching media is one of the alternative ways to teach. This study aimed to investigate the student-teachers' perception on the use of PowerPoint as teaching media including the advantages and the challenges of using PowerPoint. The researcher used descriptive qualitative design in qualitative approach to achieve the objective of this study. This study was conducted at ELED UMY. The participants of this study were three students-teacher of ELED UMY batch 2014. The researcher conducted the interview in collecting in-depth participants' experiences. The finding of this study showed that the teacher achieved several advantages during using PowerPoint. Teaching media has its advantages. The first is effective and efficient, the second is students motivation, the third is material can be used repeatedly and the last interesting using PowerPoint. The finding of this study also presented that there were several challenges faced by the teacher during use PowerPoint as teaching media. The first challenge is having lack of facilities, than having technical error, and lack of skill in making PowerPoint.

Keywords: Teaching Media, advantages, challenges, PowerPoint

Background of Research

In teaching learning process teacher uses teaching media to make the process run effective and interesting. Teaching media includes all tools and materials that can be used for educational purposes that provide information such as radio, television, books, newspapers, and magazines (Rossi and Bredle as cited in Sanjaya, 2010). Teaching media are valuable for instructional tools which can help to make learning more effective and interesting. The teaching media assist teacher to transmit the knowledge in an impressive way giving diversity to classroom teaching and making learning more effective.

In learning, the teacher can help the students to achieve that, like the teacher uses the tools PowerPoint. In addition, PowerPoint can be used by teachers to assign assignments to students in the form of presentations, where students can explain related material from the PowerPoint. In the task students can combine photos, videos, graphing and sound. They can use it better, and it becomes learning from task success. Student can improve their motivation to study and add ideas to use PowerPoint in doing presentation.

By conducting the presentation in the lecture activity, PowerPoint is a more efficient time management strategy than writing on the board or using traditional learning (Susskind, 2005). PowerPoint can be used by the teachers and students in providing structure to a presentation context. For the teachers, PowerPoint can help them deliver the material, and they can give some exercises or assessment from PowerPoint. To the students, PowerPoint can help them receive the material which can make students feel confident on the study process.

However, not all schools and universities can provide this facility. Moreover, when the lecturer delivers material in the middle of presentation, they may have technical error. The technical error may be about the slide which does not work as expected, or the electricity gets off

and the projector does not support the computer type from lecture. In regards to researcher's experience, when he explained the material using PowerPoint, the electricity was suddenly off in the middle of presentation explanation and the class atmosphere became noisy. Therefore, from the phenomena mentioned, the researcher is interested in conducting a research on investigating students' perception on the use of power point as the teaching media.

Literature Review

Students' Perception

Perception is objects experiences, events or relationships obtained by summarizing information and constructing the messages. According to Septiana (2016) perception is the basis of learning, thinking, and acting based on experiences. Perception concludes about the result of someone's observation some phenomenon in their area or environment. So, people can make positive or negative feedbacks or responses about the information (Septiana , 2016).

Teaching Media

Teaching media based on Arsyad (2009) is a media that bring instructional purpose of messages or information of learning. Media is means of expressing message and information.

Meanwhile, Gerlach and Ely (as cited in Bakri , 2011) divided teaching media in wide meaning and narrow meaning. Teaching media maybe consist of material or events that can create conditions so that students can obtain new knowledge, information, skills or attitudes. In this sense; teacher, books, and the environment are included in the media. While media in narrow meaning is graphic, photo, picture, mechanic and electronic tools that use to express, process and also convey visual and verbal information.

Visual Aids

Visual aids are instructional devices which are used in the classroom to encourage learning and make it easier and motivating. The material like models, charts, film strip, projectors, radio, television, maps etc called instructional aide (Rather, 2004). Visual aids are effective tool that “invest the past with an air of actuality.” Visual aids distribute the learners with true knowledge, which detention their devotion and help in the understanding of the ancient marvels. They demand to the mind through the visual auditory senses. When we use visual aids as teaching media, it is one of the aspects which root participation of students in the lesson because when students look at visual model or aid, it is measured as a kind of contribution.

PowerPoint

According to Suarna (2008), PowerPoint is software designed specifically for making slide presentations and is one multimedia based program. Suarna (2008) mentioned that “PowerPoint that can show a video, picture, and song” (p.9). Among many teaching media in language learning, PowerPoint is frequently used by the teacher. PowerPoint is one of the technologies that will help the students easier to receive the material. PowerPoint provides structure to a presentation. PowerPoint helps in the sequence and tempo the lecture because it easier for the lecturer to present a clear summary (Selimoglu, and Arsoy, 2009). PowerPoint is the alternative way for teacher in teaching in the classroom to make the teaching process in sequence.

The Advantages of PowerPoint

When using a PowerPoint presentation, students get the advantages including flexibility, creativity and ease. PowerPoint offers a variety of premade templates and layouts for users. These templates lay the foundation for the overall look of the presentation, such as how the titles,

text and graphics will be displayed on each slide Ding Xingeng, and Liu Jianxiang (2012). However, teachers are able to use a blank template if they wish to create their own layout

The Challenges to use PowerPoint

Even though it gives advantages to the students, PowerPoint also has challenges to involve lack of facilities, technical errors, and skills in making PowerPoint it that (Xingeng and Jianxiang, 2012) stated.

The first, that not all schools or universities provide this facility. The availability of facilities is not evenly distributed in all teaching and this is one of the lacks of facility use of PowerPoint. Furthermore, in deliver PowerPoint it doesn't always work well. When the teacher delivers material in the middle of presentation, they have technical errors. Like power failure, the laptop doesn't run smoothly and etc. That is one of the challenges of using PowerPoint. In addition, PowerPoint teacher must be able to make interesting material or design. Because, the teacher must be able to make the students feel comfortable and understand. Teacher can add several applications in PowerPoint such as photos, images, sounds and etc.

Methodology

This chapter discusses the methodology that will be used by the researcher in this study. This methodology includes six sections namely research design, research setting, research participants, data collection method, data collection procedure, and data analysis. This research used qualitative approach to conduct the research. According to Creswell (2017), one of qualitative research characteristic is analyzing the data for descriptive and themes using text analysis and interpreting the target meaning of the findings. From the statement mentioned, it is in line with the purpose of this study which is purposed to investigate detailed information in use of PowerPoint as the teaching media such as experiences, opinion, advantages, and challenges based on particular

participants. Then, when the researcher asked the participants about their thought in a diary entries record to gather as much information as possible that will become a qualitative database (Creswell, 2012). Thus, the researcher believes that qualitative design is an appropriate methodology of this research. The interview was conducted at ELED UMY mainly because of two reasons. The first, all of the participant are student of ELED UMY so, the researcher could easily set up an interview with the participant. Second, the researcher had access to the setting because it was public places, then the data gathering process would be easier. The researcher conducted the research from the 3rd of May 2019 until 6th of May 2019. The researcher aimed to understand the advantages and challenges of using PowerPoint as teaching media based on the student-teacher perception. The researcher targeted three student-teacher as participants. According to Cohen, et al (2011). To get collective data information easily, researcher has set up two main characteristics for selecting the participants.

The first characteristic is the participants must be a student of English Language Education of UMY. Then, the participant should have enrolled at least in two internship program. Therefore, the researcher decides to choose batch 2014. The researcher believes students from batch 2014 have more experience when teaching in the class, because students from batch 2014 already enrolled at least in three internship programs.

This research conducted using interview as the methodology for data collection. Interview is a flexible tool for data collection enabling multi-sensory channels to be used verbal, non-verbal, spoken, and heard. Interview is useful to explore detailed and specific information on advantages and challenges of using PowerPoint as teaching media. Cohen et al. (2011) stated that interview is the instrument used for the data collection method. The type of interview in this research is standardized open-ended interview. Turner (2010) asserted that open-ended interview allows the

participants to express the researchers' viewpoints and experiences. The researcher also used interview guideline in order to make the interview systematic and chronological. The interview guideline consists of two main questions. The first question is about the student's advantages of PowerPoint. For the tools, the researcher used a notebook and recorder (voice recording in the Smartphone). The researcher used notebook to take note of important information to follow-up question and the recorder is used in conducting interview to ease the researcher in analyzing the information obtained from the interview.

The next step, Data analysis is an important step in this study process. Data analysis is where the result of the data collection is analyzed. The data from interview converted into transcripts and is analyzed by using three type steps such as transcribing, member checking, and coding. In addition, the researcher analyzes the data as soon as possible after the data have been collected (LeCompte and Schensul, 1990).

The first phase is transcribing the data. After doing an interview, the researcher turns the recording of the participants during the interview into words. So, the researcher used the recording of the participants' voice transcribe the audio recorder into written to be analyzed. Thus, Cohen et al, (2012) stated that transcribing the data had done by transcribing recorder data into words.

The second phase is member checking. The researcher used member checking as the way to check trustworthiness of the data collected. The researcher makes sure whether transcription is correct or not to the participants' answers. The statement mentioned is in line with Tashakkori (as cited in Cohen et al.2011) who said that member checking used know as information feedback in which the researcher together with the participant discuss about the data obtained in order to check the valid data.

The third phase is coding. Creswell (2010) stated that coding is the process of segmenting and labeling text description and bored themes in data. The researcher would code the important information from the interview related to the study. Then, the data list would be created based on participants. In the coding analysis process, there were some steps namely open coding, analytical coding, axial coding and selective coding. The first is open coding. Omar, Hamid, Alis and Islam (2010) argued that open coding is when the researcher creates a category of the participants' statement which answers the question based on similarities and differences in a theme. The researcher created the category of the information from the transcription which was appropriate with the research question and defined the theme for each category.

Findings and Discussion

The researcher reports the findings based on the data analysis and the discussions of the findings. The research findings show the data obtained from the analysis results to see the students' perception on the use of power point as the teaching media. There are two findings found in this research. Those findings are the advantages and challenges of using PowerPoint by the students-teachers as teaching media.

The Advantages of PowerPoint Used by the Students-Teachers as Teaching Media.

The first finding is related to the advantages of using PowerPoint as the teaching media were perceived by the students-teachers. Based on gathered data of this study, the researcher found four advantages towards using PowerPoint in teaching process. The PowerPoint was found to be those were effective and efficient teaching media, students' motivation, the material can be used repeatedly and an interesting teaching media. Therefore, each advantage of using PowerPoint by the students-teachers as teaching Media is explained in the following paragraphs in detail.

PowerPoint is effective and efficient. From the interview result, the first finding of using PowerPoint that is that saves the time in teaching and learning process well.

Students Feel Motivated. As the second finding of the study, the use of used PowerPoint as teaching media. The participant of this study reported that used PowerPoint can motivate students.

The Material can be used repeatedly. As the third finding of the use study, the use of PowerPoint is material can repeated.

PowerPoint makes Teaching Interesting. As the fourth finding of the study, the use of PowerPoint rose as the interesting teaching media. The participants of this study reported that the use PowerPoint was interesting tool in teaching.

The Challenges of PowerPoint Used by Students-Teachers as Teaching Media.

The first finding related to the challenges of using PowerPoint as the teaching media was perceived by the students-teachers in this research. Based on gathered data from this study, the researcher found three challenges of using PowerPoint as teaching media. Those were having lack of facilities, having technical error, and lack of skill in making PowerPoint. Hence, each challenges of using PowerPoint as teaching media is explained in the following paragraphs briefly.

Having lack of facilities. The first challenge of using PowerPoint found in this study was having lack of the facilities. When the teachers had already prepared the material, there were some teaching stuffs which could not support the teaching activity at the school. From the statement mentioned, it could be the problem for the teacher when they wanted to use the PowerPoint as teaching media in learning process. As the problem for every school, it did not provide the available supporting devices such as LCDs, monitors, projectors and others in order to support the use of PowerPoint as teaching media

Having technical errors. The second challenges of using PowerPoint as teaching media found in this study was technical error. When the teachers delivered the material using PowerPoint, they only showed the white slide which did not make picture, sound, and other applications, so that it could lead the students to feel bad in doing a presentation.

Lack of skill in making PowerPoint. Third challenges of using PowerPoint, was lack of skill PowerPoint-making. Firstly, Raka reported about the skill in making PowerPoint which could influence the use of PowerPoint. Raka said “every teacher must have a good skill in making material from the PowerPoint itself. Also, we should be able to make it shorter, denser, and clearer in delivering the material”. Regarding the explanation mentioned above, every teacher had the different skills to make PowerPoint. Fundamentally, upgraded (smart) classrooms should reach more learners as instructors have more communication options and therefore can reach more learning styles (Conway 2000).

Conclusion

The conclusion discusses the overall summary of this study the first purpose was to identify the advantages use PowerPoint as teaching media by the students-teacher. The second purpose was to identify the challenges use PowerPoint as teaching media by the teacher.

There were four finding of this study including the advantages and the challenges of use PowerPoint as teaching media as perceived by the students - teacher. First, this study showed that there were effective and efficient teaching media and an interesting teaching media. Second, this study found three challenges faced by the teacher. Third, students motivated and the last is the material can repeat. They were having lack of facilities, having technical error, and providing lack of skill make PowerPoint.

Recommendation

The recommendations are supposed for the teacher and students-teachers, and also other researcher. Thus, the recommendations are explained below.

For the Teacher and Student-teachers. This research could be beneficial for teacher and student-teacher that want to make a teaching media. They must master the skills first to make a PowerPoint more interesting and useful. Then the student-teachers must learn also how to operate PowerPoint, so that the material made runs smoothly and the material made is conveyed properly. For the Teacher, this study could become one of the teachers' considerations when making teaching media. Because, the participants said that teaching using PowerPoint is effective and efficient. The participant also said the PowerPoint also make students feels motivated. The teacher could use PowerPoint to encourage the student feels motivated in that particular subject.

For the other researcher. The researcher hopes that other studies can use this researcher as a guide. The researcher encourages getting different result with different methods that include more participants to reach a broader perspective, or same result but in deeper context.

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