

# THE STUDENTS' PERCEPTION ON THE USE OF POWERPOINT APPLICATION IN THEIR LEARNING ENGLISH ACTIVITIES

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## Abstract:

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This study aimed at finding out the students' perception on the use of PowerPoint application in their learning English activities. This study employed descriptive quantitative which described the students' perception on the use of PowerPoint application which took place in State University of Makassar. The population of this research was the students in second semester in English education study program which consisted of 126 students. The sample was taken from class A, B and C consisted of 30 students which were taken by using simple random sampling technique. The results of data analysis showed that students' perception was positive on the use of PowerPoint application in their learning English activities by mean score 77.7. and based on the students' classification that 17 (57%) students classified as Positive Agree, 10 (33%) students classified as Strongly Positive, 3 (10%) students classified as Negative and none students classified as Strongly negative. This was indicated that most students like using PowerPoint in their learning English activities

**Key words:** *Students' perception, PowerPoint Application, Learning English*

## 1. Introduction

As we know that learning English is very important, because English has become an international language, which is used by most people in the world. Many countries have used English as their native language as well as their second language. Apart from the difficulty in learning English, it is better to learn the language because language plays a very important role in almost all areas of life such as: communication, politics, economics, commerce, education, science, technology and so on as stated by Patel and Jain (2008). Patel and Jain (2008) said that one technique that was used by the teacher to increase the students' ability in English is using AVA. Through AVA, there are so many advantages for students and teachers in learning process..

The use of technology in the teaching and learning process is more sophisticated, this is one of the causes of globalization which automatically makes the use of AVA increase rapidly, especially media such as PowerPoint.

Apperson, et al (2006) said that the students difficult to learn the language because they are bored with the delivery of materials teachers who have been long and tedious. The use of PowerPoint as AVA makes learning English more enjoyable and motivates students to learn because it can combine audio and visual in the material. Beside the explanation from Apperson which later became the reason for the researcher to lift up this research, researchers also had other reasons, they are teaching English through PowerPoint is effective technique based on the research from Nouri and Shahid

(2005) and Using PowerPoint bring so many advantages for students and teacher based from Dewantara's Research (2018).

We can see in everyday life when they bring material, PowerPoint is a favorite aid for lecturers in teaching and learning, especially in the Faculty of Language and Literature, State University of Makassar. Based on the researcher's personal experience since he was in the first year in state university of makassar, he realized that since entering the university, so many lecturers used PowerPoint as their teaching media in the classroom but they only included text in their PowerPoint which has no different from the ordinary book and did not include images or sounds that could make learning easier for students to understand the material. this experience is also supported by observations from second semester students who argue that many lecturers did not consider the opinions and perceptions of students when they bring material using PowerPoint in the classroom. Therefore, the researcher is interest in conducting research on "The Students Perception on the use of PowerPoint application in their learning English activities". The researcher hopes that this study will be useful as an input for whoever use PowerPoint.

## **2. Statement of the Problem**

Apperson, et al (2006) said that the students difficult to learn the language because they are bored with the delivery of materials teachers who have been long and tedious. The use of PowerPoint as AVA media makes learning English more enjoyable and motivates students to learn because it can combine audio and visual in the material.

Based on that problem and attempt to be pursued, the researcher tries to answer the research question as follows:

1. What is the Second semester students' perception on the use of PowerPoint application in their learning English activities?
2. Does the use of PowerPoint contribute to learning activities??

## **3. Objective of the Study**

In line with the research problems and research question, the objective of this study is to provide a descriptive explanation of students' perceptions in their learning activities in second semester students of the Faculty of Language and Literature State University of Makassar.

## **4. Scope**

The limitation of this research is viewed from two aspects.

1. By content, this study is the students' perception on the use of PowerPoint application in their learning activities. It is limited to the second semester students' at English Education Study Program, Makassar area in English Department of State University of Makassar. Obviously the researcher is only discuss the role of PowerPoint in helping students learn English.
2. By activity, the research is proceed by asking them to answer questionnaire and then taking several students' each class for the interview.

## **5. Research/Sampling Method Used**

This research uses descriptive quantitative research design. This study used a quantitative approach in obtaining data about students' perceptions on the use of PowerPoint in their English learning.

## 7. Respondents

The respondents of this research were the students of State University of Makassar, English Department, English Education Study Program in Makassar class, academic year 2018/2019.

## 8. The Data Gathering Instruments

The research instrument used in this research were questionnaire and interview. The questionnaires was distributed to 30 students in class. The total questions are 25 items and has positive and negative statements, four scale choices namely strongly agree (SA), agree (A), disagree (DA), strongly disagree (SDA). Then, the researcher interviewed six students as the representative in three classes to gain accurate data.

## 9. Research Procedure

The procedure of collecting data took one meeting. The researcher distributed the questionnaire to the students in order to fill it. After the students' answer the questionnaire, the researcher asked to collect it. Next, the researcher picked six students as representative in three class to be interview.

## 10. Statistical Treatment

Frequency and percentage distribution were used to determine the students' perception on The Use of PowerPoint Application in English Education Study Program students. Students' perception was positive.

## 11. Findings and Discussion

The researcher presents findings related to students' perceptions on the use of PowerPoint. The researcher collected data through questionnaires and interviews. The questionnaire consisted of twenty five (25) items.

The descriptive analysis of this research encompasses the rate frequency and percentage, and the mean score.

*Tabel 4.1. Classification of The students' perception on the use of PowerPoint application in their learning English activities*

Students' range of scale	Number of Students'	Percentage	Student's Perception
83-100	10	33%	Strongly Positive
64-82	17	57%	Positive
45-63	3	10%	Negative
25-44	0	0%	Strongly Negative
Total	30	100%	

From the table above, we can see that the second semester students had different perceptions about PowerPoint Application.

The result of mean score in the questionnaire that was calculated as below:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{2333}{30} =$$

$$\bar{X} = 77.7667$$

The total score of the questionnaire is 2333 with a total sample of 30 students, in other words, the mean score of students' perception on the use of PowerPoint application in their learning English activities is 77.7667 or 77.77 which means it is included in the positive classification. This is supported by Irwanto (2002) which explained that there are two types of perception, they are positive perception and negative perception.

From the result of the interviewed, the researcher found that the students' perception about PowerPoint Application meet with reality. Beside that, The researcher found that students feel using PowerPoint can streamline many things, from energy, time, and also money in other words PowerPoint is very effective with learning English. This is in line with Xianiming (2005), He showed that PowerPoint helps the students have better understanding of the topic. PowerPoint presentation will make the students easy to understand the topic, steps, and contents to be discussed by looking at the PowerPoint displayed.

At the end, Every students' has different perceptions of things including PowerPoint, not all the students were like to using PowerPoint, there are students' who doesn't like to using PowerPoint. It is in line with Robbins and Judge (2013) that stated perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.

## 12. Conclusion and Suggestion

Based on the findings and discussions in chapter IV, it is concluded that students' perceptions on the use of PowerPoint application in their learning English activities are positive. It can be seen from the result of mean score in the questionnaire that is 77.77. In other words, students agree to use PowerPoint in learning English. Next, based on the interview. Most of the respondents said that the use of PowerPoint certainly contributes better in learning their English. This is based on several reasons, namely much students were using PowerPoint when they are presenting the material, because of the effectiveness of using media devices that only use Laptops and LCDs. But not all the students were like to use PowerPoint, there are students' who also doesn't like to using PowerPoint.

Based on the findings and discussion, the researcher provides suggestions for the lecturer, students and next researchers, as follows: for lecturer, The results of this study may be useful for lecturers who have not used PowerPoint presentations to deliver material and inspire lecturers that PowerPoint presentation as a medium in teaching is important for gaining student motivation in learning material. For Students, Students can use PowerPoint presentations as a medium in learning English to improve their English skills because there are many features in PowerPoint that can be used by students to make them more creative in learning English. For Future Researchers, The researcher obtained data from thirty (30) students and selected 6 students for Interviews from 3 classes with very little time. It is recommended for future researchers who are interested in discussing research such as this to use more samples and a longer time. The larger the sample size is, the more reliable the research will be. This study is also recommended to take samples from other regions.

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