

THE USE OF POWERPOINT AS AN ENGLISH TEACHING MEDIA TOWARD STUDENTS' ENGLISH LEARNING MOTIVATION

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ABSTRACT

English education is taught in all levels of education especially in Al Isyad Islamic boarding school bulaan Kamba in eleventh grade. Therefore, it is believed that there are some differences among teaching adults, teenagers and children. In teaching English to adult learners, the suitable media is needed to attract their attention. One of the media that is suitable to adult learners in teaching English is power point. The purpose of this study was to find out whether there is a significant effect of using power point media on students' English learning motivation to the eleventh-grade students of Al Isyad Islamic boarding school bulaan Kamba. The design of this research was quasi-experimental design because it requires one group of students. There were 60 students as the population and 30 students were taken by the researcher as the sample. The result shows that the effect of using power point media on students' English learning motivation to the eleventh-grade students of Al Isyad Islamic boarding school bulaan Kamba, is high motivation. There is a significant effect of using power point media on students' English learning motivation to the eleventh grade students Al Isyad Islamic boarding school bulaan Kamba.

Keywords: *Learning, motivation, Teaching, Media*

INTRODUCTION

Education has a crucial role in the lives of people. Human existence and education are inextricably linked, which is why nearly everyone is aware of education and pursues it in their daily lives. Education is the process of guiding, instructing, or preparing people for their future roles in order to fulfill their inherent nature. Someone must pursue education in order to perfect the role of a human being through the learning process (Barrow & Woods, 2021)

English instruction is provided not only at the university level but also at the lower education level and nearly all student levels, including playgroups, junior high schools, and elementary schools. Teaching adult learners is distinct from teaching younger learners since the former have unique learning traits. It should be emphasized that, generally speaking, children's methods of learning English vary depending on their developmental stages. Holding on to a distant objective is a strategy that many adults find easier to maintain than teens when it comes to motivation.

Based on the aforementioned attributes, educators ought to possess creativity in order to devise engaging teaching methods for their students. In order to provide pupils with information, teachers have a lot of tasks to complete. In order for the outcomes to

be instructive and capable of inspiring children to learn. Teachers must also be able to implement the teaching strategy in the classroom by utilizing a variety of media.

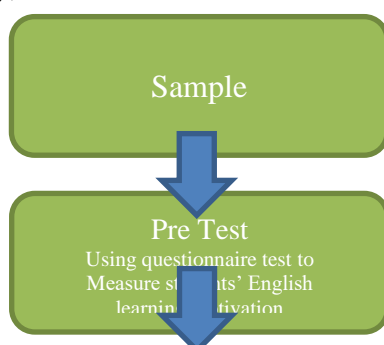
In the classroom, there are numerous ways to use media, including power point, boards, OHPs (overhead projectors), photos, and images. Learning media are human and non-human technology, materials, or approaches utilized by teachers to solve all learning challenges, including noise factors (Dewi & Kareviati, 2021). In order to successfully impart knowledge to students, learning media are essential. When used in the teaching and learning process, media is typically understood as graphic, photographic, or electronic instruments for verbal or visual information processing, rearranging, and capturing (Susanto, 2021). The researcher chose to use PowerPoint media for this investigation. Microsoft created the presenting tool known as PowerPoint. A presenting application program in the form of slides is Microsoft PowerPoint. One of the programs used in classroom instruction the most frequently these days is PowerPoint (Ding & Liu, 2012). The researcher aims to create interactive PowerPoint learning materials that integrate various elements such as text, audio, and animated graphics. The goal is to create an audio-visual format that incorporates learning videos (Setiawan et al., 2023).

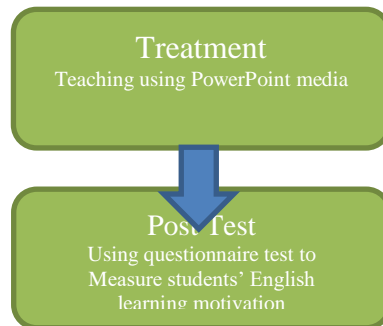
One alternate learning medium that can be utilized is Microsoft PowerPoint, which is predicated on the idea that visual aids can convey knowledge more effectively than textual ones. One alternate learning medium that can be utilized is Microsoft PowerPoint, which is predicated on the idea that visual aids can convey knowledge more effectively than textual ones. One of the learning tools included in the Microsoft Office suite is Microsoft PowerPoint, which offers a number of advantages. According to Lestari (2022) the use of PowerPoint can help students concentrate better and reduce distractions. PowerPoint media in this study has strengths in the visualization aspect which is presented through several videos and animations accompanied by sound so that it can attract students' interest in learning the material conveyed. Visual based learning media has attentional, affective, cognitive, and compensatory functions (Syaepudin & Juhji, 2020).

RESEARCH METHOD

The design of this research is quasi- experimental. Quasi-experimental designs are meant to approximate as closely as possible the advantages of true experimental designs where the problems mentioned above occur (Muijs, 2010).

In this research, it requires one group of students. One group is subjected to one type of treatment which are connected each other. In order to get clear description of the procedures of this study, the researcher indicates its design as follows:





The population of this research was the eleventh grade of Al Isyad Islamic Boarding School Bulaan Kamba, consists of two classes, namely XI-IPA class and XI-IPS class and each class consists of 30 students. The total population from those classes was 60 students. In taking sample, the researcher followed Arikunto's opinion in Geroda & Pane (2019) that is, if the population is less than one hundred it should be better to take them all and if the population is more than one hundred it can be taken between 10%-15% or 20%-25% or more as sample. Consideration to take 30 students for each group is based on statement made by Gay (Research, 2013). According to Gay, for experimental studies, a minimum of 30 subjects per group is generally recommended. In this study, the researcher took one class from the population as a sample. So, the number of sample was 30 students.

RESULTS AND DISCUSSION

The Outcome of Students' Motivation to Learn English. There are twenty items in the questionnaire about students' motivation for learning English. Robert C. Gardner created the questionnaire, which was then altered by the researcher in light of the circumstances of the sample class. It was derived from the Attitude/Motivation Test. From 30 research samples, the study discovered that, according to their pre-test results, 3 students had very high motivation, 13 students had high motivation, 10 students were in the moderate range, 1 student had low motivation, and 3 students had very low motivation. Following the use of PowerPoint presentations in the classroom, students' values grew. Of the students with post-test results, two were in the low motivation category, five were in the moderate area, and seven had extremely high motivation. According to the questionnaire results, the pre-test score ranged from 37 to 92, with 92 being the highest. However, the post-test had a maximum score of 95 and a minimum score of 50.

Table1. Scores of students' English Learning motivation based on Qualification

No	Students' Initial	Pre Test Score	Qualification	Post Test Score	Qualification
1	Student 1	92	Very High Motivation	95	Very High Motivation
2	Student 2	86	Very High Motivation	90	Very High Motivation
3	Student 3	77	High Motivation	87	Very High Motivation

4	Student 4	79	High Motivation	84	Very High Motivation
5	Student 5	81	Very High Motivation	84	Very High Motivation
6	Student 6	73	High Motivation	82	Very High Motivation
7	Student 7	76	High Motivation	80	Very High Motivation
8	Student 8	79	High Motivation	78	High Motivation
9	Student 9	79	High Motivation	77	High Motivation
10	Student 10	76	High Motivation	77	High Motivation
11	Student 11	68	Moderate	76	High Motivation
12	Student 12	72	High Motivation	76	High Motivation
13	Student 13	67	Moderate	75	High Motivation
14	Student 14	74	High Motivation	74	High Motivation
15	Student 15	77	High Motivation	74	High Motivation
16	Student 16	70	High Motivation	72	High Motivation
17	Student 17	66	Moderate	72	High Motivation
18	Student 18	64	Moderate	71	High Motivation
19	Student 19	73	High Motivation	71	High Motivation
20	Student 20	68	Moderate	71	High Motivation
21	Student 21	69	Moderate	70	High Motivation
22	Student 22	69	Moderate	70	High Motivation
23	Student 23	70	High Motivation	70	High Motivation
24	Student 24	69	Moderate	69	Moderate
25	Student 25	67	Moderate	66	Moderate

26	Student 26	63	Moderate	63	Moderate
27	Student 27	62	Moderate	62	Moderate
28	Student 28	60	Moderate	60	Moderate
29	Student 29	58	Low Motivation	58	Low Motivation
30	Student 30	50	Low Motivation	50	Low Motivation

Based on the data above, then the researcher made some other tables about students' English learning motivation of the result post-test scores based on motivation's elements (interest, need, value, attitude, aspiration, incentive) and the qualification (very high motivation, high motivation, moderate, low motivation). For the complete result, it can be seen in the following tables:

Table 2. Students' English Learning Motivation

Student's Answer Element	SA	A	Doub	D	SD
Interest	9	17	2	-	-
Need	17	4	-	-	-
Value	7	9	4	1	-
Attitude	6	9	6	-	-
Aspiration	12	9	-	-	-
Incentive	10	13	5	-	-

Based on the table above, very High Motivation Qualification, Need is the most motivation's element that the students had chosen as their learning motivation in English.

Table 3. Students' English Learning Motivation Based on the elements in High Motivation Qualification

Student's Answer Element	SA	A	Doub	D	SD
Interest	9	40	13	-	-
Need	15	30	2	-	-
Value	5	12	18	8	5
Attitude	2	16	24	4	1
Aspiration	9	31	8	-	-
Incentive	7	24	22	9	2

While in High Motivation Qualification is the most motivation's element that the students had chosen as their learning motivation in English

Table 4. Students' English Learning Motivation Based on the elements in Moderate Qualification

Student's Answer Element	SA	A	Doub	D	SD
Interest	3	12	5	-	-
Need	1	11	2	1	-
Value	-	1	5	5	4
Attitude	-	3	8	3	1
Aspiration	-	9	-	-	-
Incentive	2	4	4	4	4

In Moderate Qualification, we can see that attitude is the most motivation's element that the students had chosen as their learning motivation in English.

Table 5. Students' English Learning Motivation Based on the elements in Low Motivation Qualification

Student's Answer Element	SA	A	Doub	D	SD
Interest	-	4	3	1	-
Need	6	-	-	-	-
Value	-	-	-	3	3
Attitude	-	1	-	5	-
Aspiration	-	-	3	3	-
Incentive	-	1	2	4	1

On the other hand, in Low Motivation Qualification, that attitude is the most motivation's element that the students had chosen as the caused why they have less learning motivation in English. Based on the explanation above, the effect of using power point media in learning process have good effect. It means that, the students more motivated to learn by using power point media.

In Very High Motivation qualification, Need was being the strongest element than the other elements chose by the students. It can be seen from the number of students who chose SA (Strongly Agree) as their choice in the most statements in the questionnaire, it is 17 students. And the weakest element of motivation in the Very High Motivation qualification is Attitude, it just got 6 students who chose on SA statement's choice. So it can be assumed that in Very High Motivation, Need was being the most motivation element which has strongest influence to the students' learning motivation in English because of most of students who have very high motivation because they aware that English is important and have many advantages. Attitude is the element of motivation which has weakest influence to the students' learning motivation in English perhaps because of the students' thought that many activities in English is not too important.

On the other hand, in the qualification of Low Motivation, the smallest element which got the most voters based on the result of questionnaire was Value, it is 3 students. It can be seen from the number of students who chose SD (Disagree) as their choice in the most statements in the questionnaire. And the lowest element of motivation in this qualification was Incentive because it just got 1 student as its voter. So, the Value category has the strongest element which influence to the students' learning motivation in English because most of the students who have low motivation because of the students' thought that a group's goal is not too important. Therefore, Incentive is the weakest element because most of the students who have low motivation still think that teaching method of their teacher, give many rewards from the teacher, give many supports from their parents and their friends are important. Based on the result of this research, it can be seen that there are effectiveness and significant effect of using power point media on students' English learning motivation.

CONCLUSIONS AND SUGGESTIONS

The conclusion, in Low Motivation Qualification, that attitude is the most motivation's element that the students had chosen as the caused why they have less learning motivation in English. Based on the explanation above, the effect of using power point media in learning process have good effect. It means that, the students more motivated to learn by using power point media. In Very High Motivation qualification, Need was being the strongest element than the other elements chose by the students. On the other hand, in the qualification of Low Motivation, the smallest element which got the most voters. Based on the result of this research, it can be seen that there are effectiveness and significant effect of using power point media on students' English learning motivation.

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