

The Effectiveness of Using Power Point In English Class

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Abstract :

In the process of learning English in class VIII A MTs TI Koto Tinggi, Pandai Sikek the teacher used the power point as a learning media, because the power point is very interesting to use, it can be varied with pictures, videos and sound on the power point slides. Even though the teacher already uses the Power Point, but it looks that there are still many students who look unenthusiastic, The students not paying attention during presentation by using power point. The purpose of this study was to determine the effectiveness of the use of power point media in learning English in MTs TI Koto Tinggi, Pandai Sikek. This research used descriptive qualitative approach. The instrument that was used in the research is observation and interview. From the research, it was found that the use of power points was less effective in the process of learning English in class VIII A MTs TI Koto Tinggi, Pandai Sikek, the problems that were found. The sound system (loudspeaker) is not available which makes the sound of the video being played cannot be heard clearly. There are no handout for students related to the Power Point that was being presented so that the students find it difficult to remember the material that has been presented inside.

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Introduction

English teaching has become one of the important things to do. In order to be able to compete internationally, a country need to have its people to be able to use language that most of the people use. According to widya and febria (2019), English is the most populer language studied as the official introductory language of 42 countries in the world. English is the top language already becomes the international language. It means that English is used by most of the people in word to communicate with the other countries. Based of this fact, English is important language to be taught.

One of the things that help teacher to teach English is media. There are many media that help a teacher to teach English. According to Jonassen et al. in Chan (2011) states that using media in teaching are more than vehicles of learning and can be used more productively as tool to support learners' cognition by freeing then from unproductive cognitive tasks and allowing them to focus more fully on the construction of knowledge. It means that media is not only things to make teaching and learning easier, but also to support learner to be more focus during learning.

One of media that is usually applied in the classroom is Power Point. According to young in Yukiko (2015), state that power point is the most commonly used visual presentation technology in college classrooms of today. It means that PowerPoint is an application that commonly used by the teachers and students to present information in front of the class which are capable of creating different types of presentations such as slides, handouts, or even screen computer projection that is simple to use and provides powerful features for creating presentations.

Power point has many advantages. Xingeng and Jianxiang (2012) said that PowerPoint advantages include: producing better visual effects and deeper impressions; speeding up the information transfer (delivering more information than chalkboard lectures); and greater precision and more systematicity. These advantages will help the teacher during the teaching and learning process.

However, Xingeng and Jianxiang also elaborate PowerPoint's disadvantages include: greater tendencies to include irrelevant information that may actually detract from core concepts; neglect of interaction with students, making a lecture a monolog; the high speed reducing participation by students; and the fact that professors' adhering strictly to the order of concepts in slides can limit potentially fruitful elaborations of the content and explanations. Based on this fact, it is still unclear about the effectiveness of PowerPoint in the classroom since it also has many disadvantages.

Based on the preliminary research in MTs TI Koto Tinggi by interviewing an English teacher and some students, the researcher found some information that are related with power point. The teacher used Power Point as a learning media especially in English class. At the beggining the teacher only uses books, blackboards as learning media, it was found some problems related with power point as a media in MTs TI koto tinggi.

First, the teacher was teaching descriptive text using the power point and the students did not seem to be attracted to the teacher's presentation. There were still some students that were not paying attention during the presentation. So, some students who are sleepy in the classroom. Second, based on the interview with the teacher, it was found that the students' grade in English was not really good. She said that only few of the students that got good grade. However, the teacher said that there were some improvement on the students engagement to the learning after she used the PowerPoint to present the material. Based on the problem and focus of the research, the researcher would be formulated in the following question: *"Was the use of Power Point as a media effective in English Class at the Eight Grade of MTs TI Koto Tinggi, Pandai Sikek?"*

Based on the research question, the purpose of this research was to know how the teacher applying power point as a media in English class at the eight grade of MTs TI Koto Tinggi, Pandai Sikek.

Method

In this research, the researcher used descriptive qualitative research design. Sugiyono pointed out qualitative research is a research is meant to understand the phenomena about what is felt by the research subject, for example: behavior, perception, motivation, action, and holistic with description way in words and language in natural context with use kinds of natural methods. Furthermore he said that descriptive research is a research that meant to understand phenomenon without conducting any experiment on it. The purpose of the research is to identify and to explore how the teacher applied the PowerPoint English class at eight grade of MTs TI koto tinggi, pandai sikek without doing any treatment on it.

The informant of the research was eight grade English teacher of MTs TI Koto Tinggi Pandai Sikek. The key informant was English teacher of eight grade and supporting informants were the students of eight grade of MTs TI Koto Tinggi Pandai Sikek which were 8 out of 18 students. One of them applied power point in teaching-learning class.

The instrument that was used in the research is observation and interview. Observation, Margono (2003) stated through observation, the researcher learn about behavior and the meaning attached to those behavior. Besides, MacMillan and Schumacher stated observation is watching the behavioral patterns of people in certain situations to obtain information about the phenomenon of interest. Hence, observations made to see the attitudes and meanings of these attitudes. From the process of conducting data collection, observations can be divided into participant and non-participant observation: In this research, the researcher will use non-participant observation. Interview, the researcher interviewed both the teacher and the student. The researcher used Interview structured, interview structured was interviews presented with the exact same questions in the same order. in structured interviews, hiring managers ask a set of predetermined questions in a specific order.

Results

The results of the research, the researcher used interview and observation because they are the appropriate way to collect the data related to the focus of the research and gave some advantages for the research. In collecting the data, the researcher will use observation

and interview. So, a structured interview is a sequential interview according to the order that has been made.

1. Observation

- a. Researcher asked the teacher to conduct a research in teacher's class.
- b. Researcher explained to the students that researcher currently is doing a research about the process of teaching and learning in their class.
- c. Researcher put video recording device to record the learning process in the class.
- d. At the end of the session researcher collected the device that has been put inside the class before.

2. Interview

- a. The researcher made the interview for both students and teacher
- b. Contact the teacher to find out her availability to be interviewed
- c. Interview the teacher
- d. Asked the teacher's help to share the interview, so the students could answered even they could not attend the school.

The data was analyzed by using some steps, as according to Sugiyono, it would be explained as follow:

- a. Data Collection: the researcher collected the data through interviews, and observation to identify the effectiveness of using Power Point in English class at the eight grade of MTs TI Koto Tinggi, Pandai Sikek.
- b. Data Reduction: the researcher reduced the data and focus on the research aspects and unnecessary aspects are reduced by researcher.
- c. Display the Data: the researcher made the result of the research that consist of the effectiveness of using PowerPoint in English class at the eight grade of MTs TI Koto Tinggi, Pandai Sikek.
- d. Conclusion: the researcher concluded the finding based on the effectiveness of using PowerPoint in English class at the eight grade of MTs TI Koto Tinggi, Pandai Sikek.

Discussion

The observation that was conducted non participant observation. There are 3 points that were observed, first preparation, then the application, and evaluation. there was 1 question for preparation, 4 questions for application, and 1 question for the evaluation. The entire question was meant to find out the application of PowerPoint as Media in English class of MTs TI Koto Tinggi, Pandai Sikek. The finding from the observation can be viewed at the table 1 below:

Table 1. Data from Observation

Indicator	Observation
Preparation	1. The PowerPoint that the teacher used was contained variety of picture, sound, and video. However since the sound system (loud speaker) was not available, the sound of the video cannot be heard clearly. 2. Before the teacher entered the classroom it can be seen the projector was already plugged. 3. The teacher already prepared the material at home. So, in the classroom the teacher directly display the PowerPoint without making it there. 4. There was no handout for the students related with the PowerPoint

Application	1. The slide did not contain any long text 2. The teacher did not only displayed the slide, but she gave explanation and example during the presentation 3. The template that the teacher used on the PowerPoint was clear and can be seen even at the most behind seat of the student.
Evaluation	1. The teacher asked the students to do the exercise related with the material that was just presented on the PowerPoint

Based on the table above, it can be seen that PowerPoint that the teacher used was contained variety of picture, sound, and video, the sound of the video cannot be heard clearly. The teacher already prepared the projector and the material before she came into the classroom. The slides of the PowerPoint did not content any long text. The template that teacher used was simple and clear to be seen. Finally, the exercise that was given was related to the presentation that just done.

However, there were two problems that were found. First the sound system (loud speaker) was not available which made the sound of the video that was being played can be heard clearly. Second, there was no handout for the students related with the PowerPoint that was being presented. These problems were encountered during the observation.

In doing interview with the teacher, the researcher follow the instrument question provided in this research. The researcher give the teacher eight question about how the use power point in english class. One of the question , how does the teacher prepare everything to use the Power Point in the classroom, The teacher said that :

Prepared the material depended on the material that were going to be taught. For example, material "degree of comparison", I would ask the students several questions related to degree of comparison to engage the students with the learning, so that the students would think and giving their opinion about what they are going to learn.

Next question, what were the obstacles that were found during preparation of PowerPoint, The teacher said that:

Does not encounter any problem during for preparation of the PowerPoint. The teacher already prepared another media in case the electricity went off. In addition, the teacher said that she does not use the PowerPoint every time, the teacher only use it if the material that was going to be taught could be supported with the PowerPoint.

And then, how was the application of PowerPoint in the classroom, The teacher said:

That Power Point help her to make the learning become more conducive and productive. There were several step that to apply the PowerPoint in the classroom. First, i displayed the material, the point of learning, and the language feature that would be use for the current material. Then, i displayed a video or picture that was related with the material. Then, together with the students, i analyzed the video. Then i explained about the activities that the students will do after displaying the PowerPoint. Next, i gave the students some exercise related with the material that students just learned. Finally, the teacher used the PowerPoint to check the exercise together with the students.

There were 8 students that were interviewed by the researcher. There were 6 questions that were asked to the students. Those questions could be viewed on the following table:

Table 2. Short Students' Interview

No	Question	Answer
	a. Preperation	
1	Is it easier to understand the material presented by the teacher using power points seen from the way the teacher prepares the power point media??	1. Yes, makes it easier for me to understand the material presented.
	b. Application	
2	What do the things you like about learning to use Power Point?	2. Using power points can make me understand the material conveyed through the images or videos provided.
3	What are the obstacles faced when learning to use Power Point?	3. The obsctales is the monitor is off, the infocus network is interrupted and others, it can disturb my concentration.
4	How the teacher explain the smaterial when learning using power point ?	4. As usual, but more fun and easy to understand
5	How the teacher give assignments when learning using power points?	5. The teacher gives assignments through power points by asking questions directly
	c. Evaluation	
6	How the academic achievement after the teacher applies power points as a learning medium?	6. The academic achievement becomes more increased because the material is always remembered in the head.
Note :		

Based on the table 4.2, there was 1 question for preparation, 4 questions for application, and 1 question for the evaluation. The entire question was meant to find out the application of PowerPoint as Media in English class of MTs TI Koto Tinggi Pandai Sikek.

Conclusion

Based on the conclusion , it was found that the application of PowerPoint by the English teacher of eight Grade of MTs TI Koto Tinggi was the prepared nicely, application of PowerPoint in the classroom is nicely done, the exercise that was given to the students was oral exercise where the students were directly asked by the teacher related with the material they just learned using PowerPoint, the students' understanding was improved. However the sound system (loud speaker) was not available which made the sound of the video that was being played can be heard clearly and there was no hand-out for the students related with the PowerPoint that was being presented. So, the using of power point in MTs TI koto tinggi, pandai sikek was less effettive.

Based on the finding, the researcher provided some suggestion such as follows:

1. For the teacher, It is suggested that the teacher to have her own sound system since it can help improving her teaching progress using PowerPoint It is suggested that the teacher to provide the students with the handout of the PowerPoint that are being presented.
2. For the School, It is suggested that the school to provide the sound system for the teaching and learning progress since it is really useful not only for English learning but also for the other subjects.

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