

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents findings and discussion of the benefits and the challenges of the use of power point on the research.

#### **4.1. Findings**

In this part, the data findings are presented from 3 different types of data collection sources. They were categorized into certain themes and the coded to support finding and discussion of this study.

##### **4.1.1. Observation**

The observation conducted 3 times in the classroom. The observation were in the same classroom. First, the observation on May 7th 2018 at 19.00-21.00 PM at room 3.06 on the third floor and the material on the power point about traditional food. Second, the observation on May 9th 2018 at 19.00-21.00 PM at room 3.06 on the third floor and the material on the power point the same material with the previous meeting. Third, the observation on May 16th 2018 at 19.00-21.00 PM at room 3.06 on the third floor and the material about comparison (what people doing and wearing). The subject of the observation the benefits and the challenges of the use Power Point in the classroom in LB LIA Yogyakarta.

The researcher observed the students' response and how the teacher using Power Point to teach English in the classroom. The observation involved the participant on the activities in the classroom and the researcher used observational records while observed the class. The observations approach intended to observe and analyze the benefits and the challenges of the use

power point in LB LIA Yogyakarta. LB LIA is English language courses that teaching English for informal education. The findings of the observation results are presented into two categories, for the benefits it is displayed in table 4.1.1.1-4.1.1.3. As for the challenges it is displayed in table 4.1.2.1-4.1.2.3.

#### 4.1.1.1. The Benefits of the use Power Point in the Classroom

The first table describe the benefits of the use of power point in the classroom. The coding are presented in the checklist below.

NOTES:

MU (More Understand), TBST (To Build Student's thought), ILM (Increased Learning Motivation), ISC (Improvement in Self Concept), MBS (Mastery of Basic Skill), ELP (Engagement on the Learning Process), B (Teacher),/ (Students)

Table 4.1.1.1 Observational Transcript analysis of the benefits of the use power point in the classroom at LB LIA Yogyakarta-1<sup>st</sup> observation

Code	OBT	The Benefits of the Use Power Point					
		MU	TBST	ILM	ISC	MBS	ELP
001	<b>This is the statement and this is the questions</b>	V					V
002	<b>Look at the words here</b>						V
003	<b>The use of but here correct or incorrect?</b>	V			V		V

In the first observation, *to build students' thought, increased learning motivation and mastery of basic skill* not much found yet.

Table 4.1.1.2 Observational Transcript analysis of the benefits of the use power point in the classroom at LB LIA Yogyakarta-2<sup>nd</sup> observation

Code	OBT	The Benefits of the Use Power Point					
		MU	TBST	ILM	ISC	MBS	ELP
001	<b>Do you remember this food? This is a soup from Central Sulawesi</b>		V				V
002	<i>That is woku Miss</i>				V		V
003	<b>What is it?</b>		V				V
004	<i>That is empek empek Miss</i>	V			V		V
005	<b>You know what it is and where it is from?</b>		V	V			
006	<i>That is lotek from East Java Miss</i>	V			V		V
007	<b>How about this one?</b>		V	V			V
008	<i>That is hawuk Miss</i>	V			V		V

In the second observation, *more understanding* was found 14 times in the classroom, *to build students thought* was found 13 times, *increased learning motivation* was used 7 times, *improvement in self concept* was used 19 times, *mastery of basic skill* was found 6 times and

*engagement on the learning process* was used 27 times. The highest uses number is *engagement on the learning process* and the lowest is *mastery of basic skill*.

Table 4.1.1.3 Observational Transcript analysis of the benefits of the use power point in the classroom at LB LIA Yogyakarta-3<sup>rd</sup> observation

Code	OBT	The Benefits of the Use Power Point					
		MU	TBST	ILM	ISC	MBS	ELP
001	<b>Look at the picture</b>		V	V			
002	<b>Look at Brigitta, what is Brigitta doing?</b>		V		V		V
003	<i>The woman on the picture is talking on the phone and checking an email</i>	V			V		V
004	<b>How about you Aji? What is the man doing in the picture?</b>		V		V		V
005	<i>The man on the picture is sending a messages</i>	V			V		V
006	<b>And how about you Bella? What is the woman doing in the picture?</b>		V		V		V
007	<i>The woman on the picture is playing a game</i>	V			V		V

In the third observation, *more understanding* was found 39 times through the teacher's utterances in the classroom, to build students thought was found 31 times, increased learning motivation was used 31 times, improvement in self concept was used 36 times, mastery of basic skill was found 62times and engagement on the learning process was used 67 times. The highest number of uses is *engagement on the learning process* and the lowest is *mastery of basic skill*.

The result of observation transcript analysis in 1<sup>st</sup> observation, 2<sup>nd</sup> observation and 3<sup>rd</sup> observation on the benefits of the use power point in the classroom at LB LIA Yogyakarta are presented in table 4.1.4

Table 4.1.1.4 Result of 1, 2 & 3 observations transcript

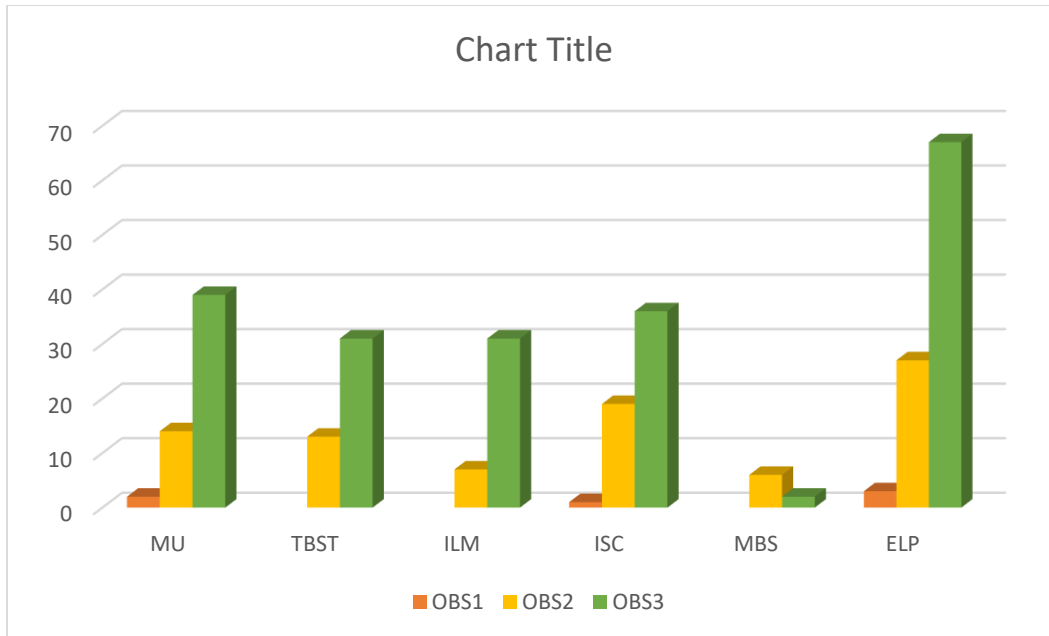


Table 4.1.1.4 above shows the benefits of the use power point in the classroom. According to Greany (2002) showed that increased motivation, improvement in self-concept and mastery of basic skills, more student-centered learning and engagement in the learning process are the benefits for students that used technology in the classroom. All categories occurred in the three observations. The results of the six categories in each observation have different levels in the calculation of the number of occurrences. In 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> observations the *engagement on the learning process* occupies the highest number of uses than the other five categories, then the *more understanding* rank second in the number of uses, then the *improvement in self concept* rank third

in number of uses, then to *build students thought* rank fourth in number of uses, then *increased learning motivation* rank five in number of uses and *mastery of basic skills* the is the lowest number used in the class. In the first observation, *more understanding* was found 2 times through the teacher's utterances in the classroom, *improvement in self concept* was found 1 time and *engagement on the learning process* was used 3 times. The Second observation, *more understanding* was found 14 times through the teacher's utterances in the classroom, to *build students thought* was found 13 times, *increased learning motivation* was used 7 times, *improvement in self concept* was used 19 times, *mastery of basic skill* was found 6 times and *engagement on the learning process* was used 27 times. And the Third observation, *more understanding* was found 39 times through the teacher's utterances in the classroom, to build students thought was found 31 times, increased learning motivation was used 31 times, improvement in self concept was used 36 times, mastery of basic skill was found 6 times and engagement on the learning process was used 67 times. The differences in the number uses in each categories depends on the teacher and the topic that teacher gave to the students in the classroom.

#### **4.1.1.2.The Challenges of the Use Power Point in the Classroom**

The second table describe the challenges of the use power point in the classroom. The coding are presented in the checklist below.

NOTES:

FI (Feel Ignored), TSP (Too Focus on the Presentation), NE (Not engaged), B (Teacher)

Table 4.1.2.1 Observational Transcript analysis of The Challenges of the Use Power Point in the Classroom in LB LIA Yogyakarta-1<sup>st</sup> observation

Code	OBT	The Challenges of the Use Power Point		
		FI	TFP	NE
001	<b>Correct or incorrect the use of but here?</b>	V	V	
002	<b>So, you try to correct the mistakes</b>		V	V
003	<b>Try to discuss whether it is correct or incorrect? This one correct or incorrect?</b>		V	V

In first observation, *feel ignored* was found in 1 times in the classroom, *then too focused on the presentation* was used 3 times and the last *not engaged* was found 2 times in the classroom. The highest uses number is *too focused on the presentation*, then the second number is *not engaged* and the lowest uses number is *feel ignored*.

Table 4.1.2.2 Observational Transcript analysis of The Challenges of the Use Power Point in the Classrom in LB LIA Yogyakarta-2<sup>nd</sup> observation

Code	OBT	The Challenges of the Use Power Point		
		FI	TFP	NE
001	<b>So you write the ingredients and the taste cooking process and we observe it</b>		V	V
002	<b>There is a topic, the idea and this is the example</b>	V	V	V
003	<b>When you make a paragraph you can make an outline first</b>		V	
004	<b>Bagas, what sport is it?</b>		V	
005	<b>This one is the expression that we already learn</b>		V	
006	<b>This is time of frequency and time expressions example, I always jogging after school but it is in the afternoon maybe</b>	V	V	

007	<b>The next how often do you exercise, how often that is also frequency</b>	V	V	
008	<b>Because the question using does, so the answer she goes swimming twice a week</b>	V	V	V
009	<b>How often does Musa play ball? So, if you add does play so he plays ball twice a month</b>	V	V	V
010	<b>How often do Ima and Bella do yoga? They do yoga three times a week,</b>	V	V	V
011	<b>So depend on the subject, if only one so we use does, if there are two people we use do</b>	V	V	V

In the second observation, *feel ignored* was found 2 times in the classroom, *too focus on the presentation* was used 2 times and *not engaged* was found 3 times in the classroom. The highest uses number is *not engaged*, while *feel ignored* and *too focus on the presentation* was on the same uses number.

Table 4.1.2.3 Observational Transcript analysis of The Challenges of the Use Power Point in the Classrom in LB LIA Yogyakarta-3<sup>rd</sup> observation.

Code	OBT	The Challenges of the Use Power Point		
		FI	TFP	NE
001	<b>When we want to make question, we can have yes/no question</b>	V	V	V
002	<b>The purpose of our activity is find the differences</b>	V		V
003	<b>The problem for us for Indonesian learners there is no a word ending with Q after consonant</b>	V	V	



In third observation, *feel ignored* was found in 3 times in the classroom, then *too focus on the presentation* was used in 2 times, the last *not engaged* was found in 2 times in the classroom. The highest uses number is *feel ignored*, while *too focus on the presentation* and *not engaged* on the same position of uses number in the classroom.

The result of observation transcript analysis in 1<sup>st</sup> observation, 2<sup>nd</sup> observation and 3<sup>rd</sup> observation on the challenges of the use power point in the classroom at LB LIA Yogyakarta are presented in table 4.1.2.4

Table 4.1.2.4 Result of 1, & 3 observations transcript

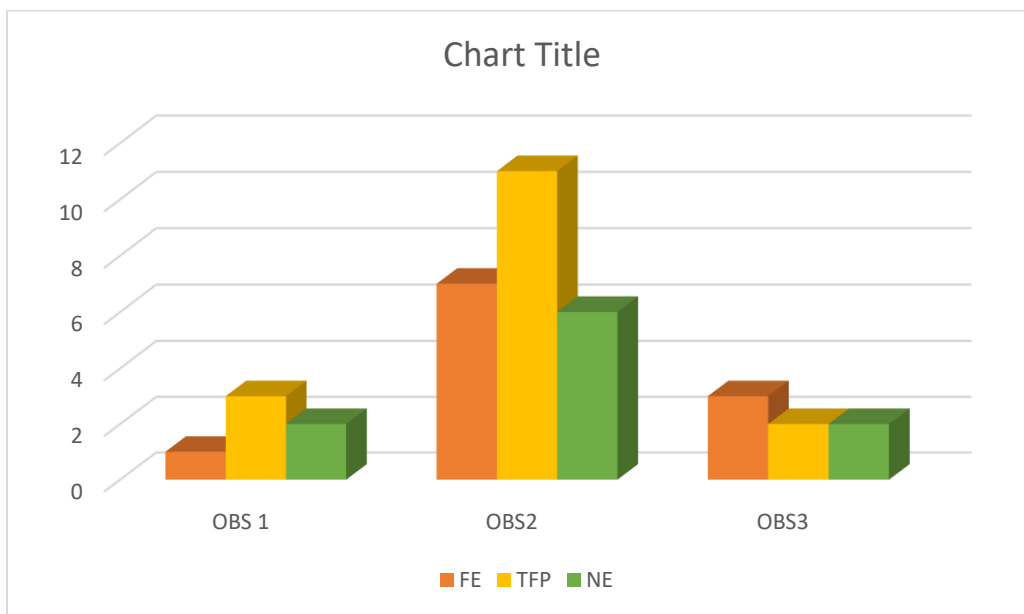


Table 4.1.2.4 above shows the challenges of the use power point in the classroom. According to Voss (2004) showed that if the instruction or teacher too passive using power point in the classroom, students *feel ignored* because the instucture or teacher *do not use the power point as a media* to teaching the students but *too focused on the presentation* on the power point. All categories occurred in the three observations. The results of the three categories in each observation have different levels in the calculation of the number of occurrences. In 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>

observations *too focused on the presentation* occupies the highest number of uses than the other two categories. In the first observation, *feel ignored* was found in 1 times through the teacher's utterances in the classroom, then *too focused on the presentation* was used 3 times and the last *not engaged* was found 2 times in the classroom. The highest uses number is *too focused on the presentation*, then the second number is *not engaged* and the lowest uses number is *feel ignored*.

In the second observation, *feel ignored* was found 2 times through the teacher's utterances in the classroom, *too focus on the presentation* was used 2 times and *not engaged* was found 3 times in the classroom. The highest uses number is *not engaged*, while *feel ignored* and *too focus on the presentation* was on the same uses number. In third observation, *feel ignored* was found in 3 times through the teacher's utterances in the classroom, then *too focus on the presentation* was used in 2 times, the last *not engaged* was found in 2 times in the classroom. The highest uses number is *feel ignored*, while *too focus on the presentation* and *not engaged* on the same position of uses number in the classroom. . The differences in the number uses in each categories depends on the teacher and the topic that teacher gave to the students in the classroom.

#### **4.1.2. Interview**

According to Creswell (2008) researcher involved unstructured and generally open minded questions to the participant to elicit views opinion from the participant while the researcher face to face to the participant to interview the participant by telephone, or engages in focus group interviews, with six to eight interviewees in each group. The interview session in this observational study was done by using open-ended questions. On this interview involved three participants. The students who was chosen as the participant of this research are Ima, Yuda and Rama. The students who was chosen as the participant of this research because they was chosen by their teacher to be

participant in this research. They was chosen randomly as the active and passive students in the classroom. This interview technique was done to collect the data on students' description about the benefits and the challenges of the use power point in the classroom.

In the interview section, the researcher has explored participants' explanation on the benefits and the challenges of the use power point in the classroom. In general, the interview results of the participants indicated that the benefits of the use power point in the classroom is mostly make students more understand because power point showed some pictures. While the challenges of the use power point is mostly the teacher to focused on the power point and not engaged the students. This finding are from 3 participants of LB LIA Yogyakarta.

Table 4.2.2 Excerpt of Interview Transcript

<b>Interview Transcription</b>		
Participant : Student 1 of STBA LIA English Class		
Time : 15.00-15.15 WIB		
Date : August 17, 2018		
Place : Sanata Dharma		
<b>I:</b> Interviewer, <b>P:</b> Participant		
<b>Subject</b>	<b>Line</b>	<b>Transcription</b>
I		How do you feel the use of power point in the classroom in your learning?
P	1	Honestly, even though Power Point is a bit boring but my personal opinion is that <b>it helps me because I am a very visual person, you know, so it is easier to learn if there is a picture if there is a real thing than when only a sentence or words. So, power point helps to learn more about it.</b>
I		In what way that power point is helpful for your learning?
P	2	Because I'm the person who is more visual, it's hard to imagine something abstract like that. So, Power Point show a chart and it's make me understand. I will understand more when power point showed some pictures, chart, arrow and not only texts. Miss Sarah's class yesterday it was about

		traditional food, it was also difficult for me to understand this form, what when it was only described in text book.
I		How do you feel the use of power point make you feel that you are ignored by your teacher?
P	16	Maybe the teacher was too focused ton the presentation and the teacher treated the students such as an audience in the classroom. So, the teacher not invite the students on class activities. That's actually what it really is like. The class can be better if the students active in the classroom.
I		In what way you feel that maybe sometimes your teacher too focus on the presentation rather than to you?
P	17	I forgot about LIA like that or not, but I've always been like that. So, the teacher's power point is too interesting to be a lot of colors, lots of pictures and so on, so the attention only focused on it.

### **Interview Transcription**

Participant : Student 2 of STBA LIA English Class

Time : 16.00-16.15 WIB

Date : August , 2018

Place : Upnormal Coffee

**I:** Interviewer, **P:** Participant

<b>Subject</b>	<b>Line</b>	<b>Transcription</b>
I		How do you feel the use of power point in the classroom in your learning?
P	1	It's quite effective. So, the students know what they learned when the teacher gave a picture about the picture and the students know that from the picture.
I		In what way that power point is helpful for your learning?

P	2	Yes, it helps to understand more, maybe there are children who don't understand. For example, yesterday when there was a meal review, there might be children who like what food from typical food, maybe it hasn't been seen yet, so with powerpPoint students can know food what is it like.
I		How do you feel the use of power point make you feel that you are ignored by your teacher?
P	16	It hasn't happened to me, Miss Sarah also seem to not to be an ignorant person, for example if there is one person who doesn't understand it, she explained the material to make the students understand. Miss Sarah is very concerned about her students and obody gets ignored.
I		In what way you feel that maybe sometimes your teacher too focus on the presentation rather than to you?
P	17	The teacher is focus on the presentation while thinking about the students. The teacher also asked the students like "have you understand about the material? ", if the students doesn't understand the teacher will explain it again.

**Interview Transcription**

Participant : Student 3 of STBA LIA English Class

Time : 16.00-16.15 WIB

Date : August , 2018

Place : Upnormal Coffee

**I:** Interviewer, **P:** Participant

Subject	Line	Transcription
I		How do you feel the use of power point in the classroom in your learning?
P	1	My opinion about the use of power point in the classroom is less effective. It's good but less effective. Because, if the teacher too focused on the presentation it make the class not effective. But, it depends on the teacher and students in the classroom. Miss Sarah using power point in the classroom and it's good.
I		In what way that power point is helpful for your learning?

P	2	<u>It's help me to imagine something because power point is one of visual learning in the classroom. If there is a pictures and the teacher explain it, it will be easier to understand and the students can imagine it.</u>
I		How much excitement that you have when your teacher use power point in the classroom rather than she does not use power point in the classroom?
P	5	There is the excitement. For example, if the teacher explain the material on the power point while explain it too on the white board to the student, it will make the students understand and the material more clear.
I		How do you feel the use of power point make you feel that you are ignored by your teacher?
P	16	Sometime the teacher too focused on the presentation but sometimes not. It's make the students boring because it too monotonous teach like that.
I		In what way you feel that maybe sometimes your teacher too focus on the presentation rather than to you?
P	17	In the meaning section it means, so if for example there is a content then there is a meaning in Power Point that is read directly by the teacher and we immediately read it after the teacher, it's definitely wrong. It will be better if the teacher explained and elaborated the material on the power point it will make the students more understand

#### 4.1.3. Document Analysis

Documents used by the researcher to support data that has been obtained from the observation and interview. Documents used is could be media and learning tools such as syllabus, lesson plan, books used as well as the results of students work. This research implement the power point and video during observations in LB LIA Yogyakarta. There are two power points of LB LIA Yogyakarta that have been analyze in this research. The both power point were gained from the teacher in LB LIA Yogyakarta. The power point is from the teacher in LB LIA Yogyakarta. Also there are three videos during observation in LB LIA

Yogyakarta. The researcher analyzed the videos of the observation by identified all activities on the video in the class of LB LIA Yogyakarta. This analysis was done by the researcher to support the data from observation on analyzing about how the benefits and the challenges of the use power point in the classroom. The data analysis of documentations is presented in the table below.

Table 4.3.1 Data of Documentation

NO	Theme	Finding
1	The benefits of the Power Point in the Classroom	Use The benefits of the use of power point in the classroom that mostly <i>Engagement on the learning process</i> , then then the <i>more understanding</i> rank second in the number of uses, then the <i>improvement in self concept</i> rank third in number of uses, then to <i>build students thought</i> rank fourth in number of uses, then <i>increased learning motivation</i> rank five in number of uses and <i>mastery of basic skills</i> the is the lowest number used in the class.
2	The Challenges of the use Power Point in the classroom	The challenges of the use power point in the classroom

Documents analysis indicates that the benefits of the use power point in the classroom included more understanding, to build student's thought, increased learning motivation, improvement in self concept, mastery of basic skill, engagement on the learning process. Moreover, documents analysis indicates that the challenges of the use power point in the classroom included feel ignored, too focus on the presentation, not engaged. In the power point of LB LIA's teacher in the classroom, engagement on the learning process is the most applied in the classroom, then to build students' thought, then more understanding, then mastery of basic skill, then improvement in self concept and the last position is increased learning motivation for the benefits of the use power point in the classroom. While, in for the challenges of power point in LB LIA's

teacher in the classroom, too focus on the presentation is the most widely applied in the classroom, then the second position not engaged and the last position feel ignored in the classroom. This is relevant to the reality in the classroom. The teacher mostly engaged students and tried to make students understand of the material on the power point in the classroom.

#### 4.1.4. Coding

In this study, the researcher created coding system for evidence from all data sources. Coding is the process of storing evidence into categorization based on theme and giving certain code on the evidence. Table 4.3.1 displays the coding system for all data from interview, observation, and document analysis.

Table 4.3.1 Coding Systems

<b>Data Source</b>	<b>Coding Sample</b>	<b>Meaning</b>
Observation	OB1/BUP/007	“OB1” (for Observation 1) means the data gathered from observation 1, BUP means The Benefits of the Use Power Point, 007 means it is from Observation transcript line 007.
	OB1/CUP/013	OB1” (for Observation 1) means the data gathered from observation 1, CUP means The Challenges of the Use Power Point, 013 means it is from Observation transcript line 013.
Interview	I/1/MU/002	“I” (for Interview) means the data gathered from the interview, 1 means the data gathered from the first interview. MU means More



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Understanding, 002 means it is from Interview transcript line 002.

#### **4.1.5. Thematizing**

In this part, the researcher categorized the research data into several categorizations. The categorizations were presented and confirmed the prefigured themes, which were broken down into more specific subthemes to be practical. Thematizing is displayed in table 4.5.1.

Table 4.5.1 Thematizing Matrix

<b>NO</b>	<b>Code</b>	<b>Theme</b>
1	BUP	The Benefits of the Use Power Point
2	CUP	The Challenges of the Use Power Point
3	MU	More Understanding

#### **4.2. Discussion**

This part presents the discussion of the research findings. The first discussion is about the benefits of the use power point in the LB LIA Yogyakarta. The second discussion is about the challenges of the use power point in LB LIA Yogyakarta.

##### **4.2.1. The Benefits of the Use Power Point in the Classroom**

In this section, the result of the research is being discussed. Based on the result of the three observations, it can be seen that the six categories of the benefits of the use power point were applied in the classroom during teaching learning process. The categories that were applied and confirm to the theories are used as a contract are more understand, to build student's thought, increased learning motivation, improvement in self concept, mastery of basic skill, engaged on the learning process.

The following are discuss of each categories, it will displayed the data finding and how the data confirm to the theories; and the conclusion of each categories.

#### 4.2.1.1. More Understand (1<sup>st</sup> and 2<sup>nd</sup> and 3<sup>rd</sup> observation)

The first subject of the benefits of the use power point in the classroom is more understand. More understand means the students could understand more to get the material from the power point. According to the finding of the data analysis, the observation showed that more understanding 1<sup>st</sup> and 2<sup>nd</sup> and 3<sup>rd</sup> observation on the second rank. It is because in several times students can answer teachers question, gave some opinion when the teacher asked and also can do some activities related to the material on the power point. This shows that in (OB1) the participant more understand about the material on the power point.

T : “Look at Brigitta ( pointing to a picture), what is the woman doing in the picture?” (OB3/BUP/002)

S : “The woman on the picture is talking on the phone and checking an email” (OB3/BUP/003).



Image 4.1. The  
the picture and

teacher showed  
ask the student

what activities on the picture.

The teacher delivers the material on the power point while asked to the students what active in the picture on the power point (OB1/BUP/002). This is seen in (OB1/BUP/003), the students answer the question from the teacher about what activity in the picture on the power point. In the other section, the teacher asked students about their understanding and their opinion about the other students' answer about the material on the power point based on the context on sentences (OB2/BUP/018) and (OB2/BUP/019). It is suitable with Mayers (2005) multimedia principle showed that learning by using multimedia makes people learn more deeply and more understand because multimedia was show the words and picture, so people more understand than from words alone.

T : “So, Rama do you agree with your friends answer? Please check it.”  
(OB2/BUP/018)

S : “Yes miss, this is the correct answer and I’m agree with my friends.”  
(OB2/BUP/019).

In addition, the interview with the participants also supports the data results. Amare (2006) power point makes the presentation was structured and interesting to the audience and power point also can improve and develop the presentation. It showed that the students interesting to something real that presented on the power point.

“It helps me because I am a very visual person, you know, so it is easier to learn if there is a picture if there is a real thing than when only a sentence or words do that, so the power point helps to learn more”(I1/BUP/2).

#### 4.2.1.2.To Build Student’s Thought (1<sup>st</sup> and 2<sup>nd</sup> and 3<sup>rd</sup> observation)

The second subject of the benefit of the use power point in the classroom is to build students’ thought. According to Greany (2002) the use of power point increased motivation, improvement in self-concept and mastery of basic skills, more student-centered learning and engagement in the learning process are the benefits for students that used technology in the classroom. According to the observations done by the researcher, to build students thought on the fourth rank of number uses in the classroom. This is showed that the teacher tried to brainstorm the students’ thought by using power point in the classroom.

T : “You have to mention the ingredients, what is the inside wedang ronde?Look at the picture” (OB2/BUP/003)

S : “Do you remember this food? This is a soup from Central Sulawesi” (OB2/BUP/005).

The implementation of to build students though of the use power point on the classroom is mostly to brainstorm and asking the students about students’ opinion and what they thinking about the material on the power point. The process of getting some information by stimulate

some information from the stores (memory) (Moore, Burton & Mayers 2004). This is the technique that teacher used to brainstorm the students.

“Ken and Brigitta, how many differences between picture A and picture B?”  
(OB3/BUP/040)  
“Five differences miss” (OB3/BUP/041).

Moreover, the document from three observations also supported to confirm the data. It showed that the students answer the question from the students related to the pictures on the power point. It showed on the table below.



Image 4.2. The students answer the question from the teacher.

According to the data analysis, the application of to build students' thought also learned about comparison of some pictures on the power point. After the teacher showed the picture and asked the students to look at the picture, then the teacher asked students about the differences about some pictures on the power point, especially how many differences (OB3/BUP/040). After that,

the students find the differences of some pictures on the power point and answer the question from the teacher (OB3/BUP/041).

In addition, the interview with the participants also supports the data results. The interview states that students are likely material that apply some pictures and it will be more easy to stimulate and brainstorm the students.

“Because I like visual learning style, so when the stimulation is more to the picture, more to the real, more to the shape like that, more to the visualization”(I1/BUP/4).

#### 4.2.1.3. Increased Learning Motivation (1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> observation)

The third subject of the benefits of the use power point in the classroom is increased learning motivation. Aduwa (2015) showed that using audio, text, multicolor images, graphics students' opportunity to improved their capacities to increase their learning ability and innovation. According to the researcher, based on all the observation by the researcher that increased learning motivation on the fifth rank of number uses in the classroom. This showed that the teacher tried to motivated the students and the students feel motivated on the learning in the classroom.

T : “Do you remember what expression using do?” (OB2/BUP/015)

S : “Do yoga, do exercise, do cycling, do snorkeling, do jogging, do diving” (OB2/BUP/016).

The implementation of increased learning motivation of the benefits of the use power point in the classroom. Segundo & Salazar as cited by Lari (2014) showed that power point can help to presenting new structure to the students based on the material, practicing and drilling, or reviewing language structure that have already been taught to the students. It confirm that in the class the

teacher asked to all of the students about the previous lesson (OB2/BUP/015). After that, the students answer together about the previous lesson that that related to the pictures on the power point.

In addition, the interview data with the participant also supports the data result, the students' implementation that increased learning motivation of the use power point can be same interesting attention for the students.

“Power Point can be one way to attract students' attention to be more focused on material that the teacher taught.”(I1/BUP/5).

#### 4.2.1.4.Improvement in Self Concept (1<sup>st</sup> and 2<sup>nd</sup> and 3<sup>rd</sup> observation)

The fourth subject of the benefits of the use power point in the classroom is improvement in self concept. Lowry (1999) showed that power point makes students more motivated to learn and can improves students' learning in the classroom. According to the all observations done by the researcher, improvement in self concept on the third rank of number uses in the classroom. This showed that the students be confidence in the classroom.

T : “Next, Fauzan where is the part of cooking process in this paragraph, please come forward” (OB2/BUP/017)

S : “That is lotek from East Java Miss” (OB2/BUP/010).

According to Alkash and Al-Desri (2013) power point presentation also helps in making EFL classroom highly interactive. It's confirm with the implementation of improvement in self concept that mostly by asked students about their opinion and their understanding about the material on the power point and also asked students to showed their skill and it could make students more confidence in the classroom (OB2/BUP/017). This is

the answer of the students about the material on the presentation that makes students more confidence (OB2/BUP/010).

Moreover, implementation of improvement in self concept also asking students' opinion about the other students' activities, in this session there is an interaction between one to the other students. According to Samuel & Pulizala (2014) ICT give the opportunities for teacher and students interaction on the learning of English language in the classroom. It confirm with the activities between teacher and students below.

T : “Yuda, what is Bella doing?” (OB3/BUP/021)

S : “She is sitting and playing her shirt” (OB3/BUP/022).

Moreover, the document from three observations also supported to confirm the data. It showed on the picture below.



Image 4.3. The students answer the question from the teacher.



In addition, the interview data with the participant also supports the data result, the students' implementation that improvement in self concept of the use power point influence the students to be more confidence to do something.

“Hmm ... there is a positive effect, it doesn't directly affect my self-efficacy, but it is like a bridge for me to believe that I be able to do something like that.”(I1/BUP/6).

#### 4.2.1.5. Mastery of Basic Skill (1<sup>st</sup> and 2<sup>nd</sup> and 3<sup>rd</sup> observation)

The fifth subject of the benefits of the use power point in the classroom is mastery of basic skills. Mastery of basic skill included four skills of English learning. According to the observation in LB LIA Yogyakarta that the use of power point influenced student's english learning of four English skill such as; listening, speaking, writing and reading.

According to the three observations done by the researcher, mastery of basic skill on the six rank of number uses in the classroom, it means mastery of basic skill on the lowest highest number uses in the classroom. This showed that teacher tried to giving writing material on the power point to the students in the classroom.

T : “You have to mention the ingredients and the procedure how to make the traditional food and also the taste” (OB2/BUP/013).

T : “I can remind you some points when write a paragraph” (OB2/BUP/14).

The implementation of mastery basic skill that has been observed by the researcher is the teacher mostly explain about the material but not too much material about English skill. This is the teacher explain about the activities that students have to do that related to the writing skill material on the power point (OB2/BUP/013). The teacher also remind students about writing skill that the students has been learn before (OB2/BUP/14).

Furthermore, the implementation of mastery basic skill also showed that the teacher explain about next movement of the class, it makes the students active to do some activities in the classroom. The teacher also giving listening skill material to the students.

T : “We are going to find for example the conversation number 1 is picture C and picture D, so let’s listen” (OB3/BUP/038).

Moreover, the document from three observations also supported to confirm the data. It showed on the picture below.

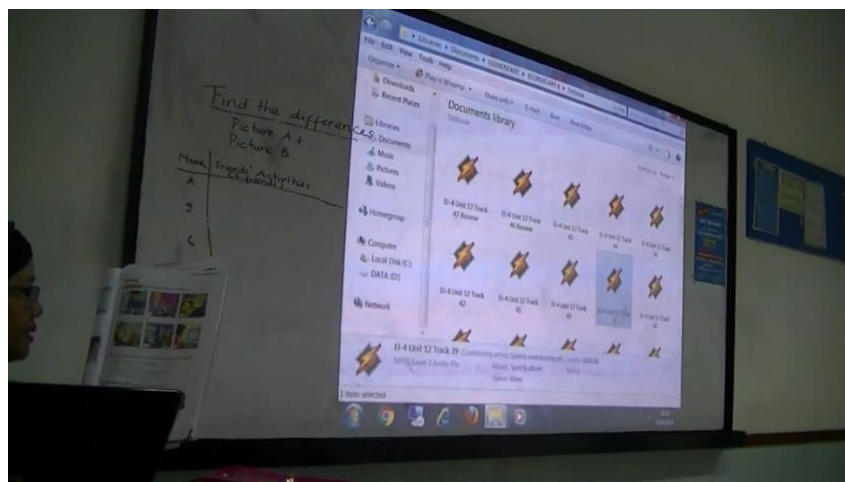


Image 4.4. The teacher explain about the activities in the classroom.

In addition, the interview data with the participant also supports the data result, the students’ implementation of mastery basic skill of the use power point influence the students to be more confidence to do something.

“Power Point for teaching listening it is quite effective. The record is good and more manageable, so it's better to understand. While, Miss Sarah using power point to teach listening by using some videos, it makes the material clear and perfect.”(I3/BUP/7).

#### 1.2.1.6. Engaged on the Learning Process (1<sup>st</sup> and 2<sup>nd</sup> and 3<sup>rd</sup> observation)

The sixth subjects of the benefits of the use power point in the classroom is engaged on the learning process. The benefits of using ICT in English language classroom according to Samuel & Pulizala (2014) students got the opportunities to be more creative and active in the classroom. According to the three observations done by the researcher, engaged on the learning process on the first rank of number uses in the classroom, it means engaged on the learning process is on the highest number uses in the classroom. This showed that the teacher mostly engaged students to be more active and the students also be more active and confidence to follow all the activities and answer the questions from the teacher.

T : “This is chess, Aji do you like playing chess?” (OB2/BUP/022).

S : “Yes miss, I like it” (OB2/BUP/023).

The implementation of engaged on the learning process mostly the teacher asked the students opinion to make students thinking and doing the other activity (OB2/BUP/022). Moreover, the students also tried to gave their opinion about the material on the power point that teacher has been show to the students in the classroom (OB2/BUP/023).

Power point can invoke audience interest Szaba & Hastings (2000), using power point for teaching in the classroom makes students pay attention to the material on the power point while teacher present the material of the lesson. It is confirm with the teacher tried to make the students focus and keep attention to the material on the power point while asked the students about the pictures on the power point. It is suitable with the conversation below.

T : “And how about you Bella? What is the woman doing in the picture??” (OB3/BUP/007).

S : “The woman on the picture is playing a game” (OB3/BUP/008).

Moreover, the document from three observations also supported the data. It showed on the picture below.



Image 4.5. The teacher ask the students what activities on the picture.

In addition, the interview data with the participant also supports the data result, the students' implementation of engaged on the learning process makes the students understand the material from the power point.

“Oh, aaa ... maybe it is more helpful to help me to master something, it means to master the subject that is currently being studied.”(I2/BUP/15).

### **1.2.2. The Challenges of the Use Power Point in the Classroom**

In this section, the result of the research is being discussed. Based on the result of the three observations, it can be seen that the three categories of the challenges of the use power point were applied in the classroom during teaching learning process. The categories were applied such as feel ignored, too focus on the presentation and not engaged.

#### **4.2.2.1. Fell Ignored (1<sup>st</sup> and 2<sup>nd</sup> and 3<sup>rd</sup> observation)**

The first subject of the challenges of the use power point in the classroom is being ignored. According to Voss (2004) showed that if the instruction or teacher too passive using power point in the classroom, students feel ignored because the instruct or teacher do not use the power point as a media to teaching the students but too focused on the presentation on the power point. According to the all observations done by the researcher, feel ignored on the second rank of number uses in the classroom. This is showed that the teacher only explain the material and not watched the students' activities, while the students busy with their own activities. However, this is not found every day, just 3 times from three observation.

T : “Correct or incorrect the use of but here? ( while the students busy with their phone and talking with the other friend” (OB1/CUP/001).

T : “This is time of frequency and time expressions example, I always jogging after school but it is in the afternoon maybe” (OB3/CUP/006).

Moreover, the document from three observations also supported to confirm the data. It showed on the picture below.



Image 4.6. The teacher asked the students about the material

In addition, the interview data with the participant also supports the data result, the students' implementation of feel ignore the students feel like only the audience in the classroom.

“The teacher was too focused and the teacher treated the students such as the audience not invited the students to participate on activities in the classroom. That's actually what it really is like, it means actually the class can be more active. It will be better if the use of power point can be used properly.”(I1/CUP/16).

#### 4.2.2.2. Too Focus on the Presentation (1<sup>st</sup> and 2<sup>nd</sup> and 3<sup>rd</sup> observation)

The second subject of the challenges of the use power point in the classroom is too focus on the presentation. Tufte (2003) mentioned that power point can limits the amount of material in detail that can be presented to the students or audiences. According to the three observations done by the researcher, feel ignored on the first rank of number uses in the classroom. It means, too focused on the presentation on the highest number used in the classroom. This is showed that the teacher explain the material too much and focused on the presentation.

T :” Because the question using does, so the answer she goes swimming twice a week” (OB2/CUP/008).

T : “The problem for us for Indonesian learners there is no a word ending with Q after consonant” (OB3/CUP/003).

Moreover, the document from three observations also supported to confirm the data. It showed on the picture below.

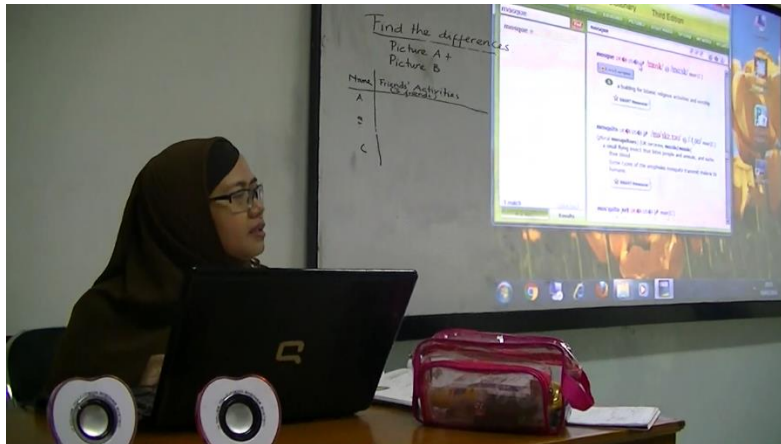


Image 4.7. The teacher explain the material

Moreover, the teacher also asked the students, but the students does not answer and busy with their own activities. This is showed that the teacher asked the students about the material on the presentation without the answer from the students.

T : ” Try to discuss whether it is correct or incorrect? This one correct or incorrect?” (OB1/CUP/003).

T : “How often do Ima and Bella do yoga? They do yoga three times a week (while the teacher answer her own question)” (OB2/CUP/010).

In addition, the interview data with the participant also supports the data result, the implementation of too focused on the presentation.

“In the meaning section it means, so if for example there is a content then there is a meaning in Power Point that is read directly by the teacher and we immediately read it after the teacher, it's definitely wrong. It will be better if the teacher explained and elaborated the material on the power point it will make the students more understand.”(I3/CUP/17).

4.2.2.3. Not Engaged (1<sup>st</sup> and 2<sup>nd</sup> and 3<sup>rd</sup> observation)

The third subject of the challenges of the use power point in the classroom is not engaged. . Power point inhibits teacher-students interaction or presenter-audience interaction that statement from some lecturers (Driessnack, 2005). According to the all observations done by the researcher, feel ignored on the third rank of number uses in the classroom. It means, too focused on the presentation on the lowest number used in the classroom. This is showed that the teacher a little bit explain the material without engaged the students.

T : " There is a topic, the idea and this is the example" (OB1/CUP/002).

T : "The purpose of our activity is find the differences" (OB3/CUP/002).

Moreover, the document from three observations also supported to confirm the data. It showed on the picture below.



Image 4.8 The teacher explain the material on the power point.

Furthermore, the teacher also explain while answer the question of the material and not asked the students about their opinion, it is make the student not thinking much about the material on the presentation and also make the students bored.



T : ” Because the question using does, so the answer she goes swimming twice a week” (OB2/CUP/008).

T : “So depend on the subject, if only one so we use does, if there are two people we use do” (OB2/CUP/011).