

**STUDENT'S PERCEPTION ON THE BENEFITS AND CHALLENGES  
OF THE USE OF POWER POINT IN ENGLISH COURSE**

**A Thesis**

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**By**

**ARUM SARI SOLIKHAH**

**14322014**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES  
ISLAMIC UNIVERSITY OF INDONESIA  
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**ABSTRACT**

Powerpoint are consider to be necessary as a media for teacher do deliver the material for the students. However, there are only limited number of studies to observe the student's perception on the use of power point by the teacher. Thus, this study aim at describing the student's perception when their teacher used power point during English course. The data were analyzed in this research involve the interview questions, as the main data, and the observational notes and documents analysis as the supporting data. The instruments of this research used Mayer (2005), Greany (2002) and Voss (2004) theories to analyze students' perception on the benefits and challenges of the use of power point in English course. The study was conducted in LB LIA Yogyakarta. The study involved 3 participants' interview in the class. The research result showed that the benefits and challenges of the use power point in english course was implemented in LB LIA Yogyakarta. This study was conducted to observe benefits and the challenges of the use power implemented by the students in the classroom in LB LIA Yogyakarta. The data results based on observation, interview and documentation were analyzed and concluded from the benefits aspects such as; more understanding, to build students' thought, increased learning motivation, improvement in self concept, mastery of basic skill, engagement on the learning process, and the challenges aspects such as; feel ignored, too focus on the presentation and not engaged.

*Keywords: students' perception, power point, benefits, challenges*

## **1. Introduction**

### **1.1. Background to the study**

Nowadays using audio visual media is familiar in learning process. According to Salvoy, Proctor and Savendy as cited by Pros (2013) thirty more presentations can be delivered using powerpoint everyday. Teacher often use powerpoint as a media to explain the material of the lesson on the learning process. Powerpoint as a media for teacher to deliver the material to the students and to make students more easy to understand the lesson. Students also can used power point to present the presentation and to deliver the task and the lesson. According to Burke as (2009) powerpoint can help student to understand the material especially the slides of the powerpoint that help students to undertsand the material. Nowadays, powerpoint is a simple media that teachers and students used on the learning process. Powerpoint can show a video, picture, card and all of it is only in one. So that, teachesr do not have to cut out pictures and prepare cards. Teachers can also explain and deliver the lesson while the powerpoint is on. However, teacher still needs to use powerpoint to help them and to make the material in the class more easier for students to understanding.

Learning english as a foreign language is challenging in terms of learning motivation. The learners need some skill and also some media to support learing process in english class that is will help them to improves their motivation and learning. According to Lowry (1999) using power point can improve learning. Learning english is hard for the learners that did not know about english before. The learners need something more that can support learning process and make it more interesting and powerpoint can help to solve it. Powerpoint can raise the learners or audience interest (Szabo &Hasting, 2000). According to Apperson, Laws and Scepanisky (2013) powerpoint can help on the process of explanations of complex illustrations on the learning process. Teacher

can show a picture and deliver the students and present about the picture, because powerpoint can be used to share picture, video, graphic and the other illustration. Teacher in english class often use powerpoint to explain and classify the material if there are a lot of material to explain. Students can see the powerpoint while pay's attention the the teacher's explanation. However, a lot of students still use powerpoint to support them to teach the learners.

Generally, there are some benefits of using power point as a media in english class as a learning process. Powerpoint is the popular media that teacher often used on the learning process it is also be able to encourage teachers to have professionals presentation. The material will be structured and organized well so that it makes teacher easier to used the powerpoint to deliver the material of the lesson. Despite the benefits of using power point in the classroom, it is somehow challenges for teachers in doing so. According to Neville as cited by Pros (2013) there are three uses that identified of using powerpoint which are to guide the speaker, to guide the listener/reader and as the the text that the speaker, listener and reader can read independently. However, little do the studies investigate the use of power point in the classroom according to the students' perspective.

Most of the studies are about benefits and challenges of power point in teacher's point of view. According to Wartinbee (2009), leaning using some technologies can makes the class more fun and the teacher can handle the class and take the control of the class. However, there are some challenges of using powerpoint that using powerpoint also can inhibit the interaction of presenter-audience interaction or teacher-students interaction (Driesnack, 2014) as cited by Pros. Thus, it is interesting to discuss more on the implementation of the use power point in the classroom, especially on the benefits and challenges in students' perspective.

As a context, LB LIA as one of English course in Yogyakarta is observed to have use power point in the classroom. In this case, the researcher used that the class is interactive.

## **1.2. Identification of the problem**

According to the material on the powerpoint that support teacher to deliver the lesson in the speaking class, what that students got from the powerpoint, is it the students exited and interesting in the learning process while using powerpoint and the student will not be bored. There are some problem that will discuss in this research. In some perception powerpoint can helpful students to understand the lesson, but in some perception that is not help the students and makes students bored. What advantages and disadvantages from the powerpoint for the students.

The researcher analyzes what students' opinion or what are students' respon on the use powerpoint in english class at LB LIA. The problem related to the students understanding of using powerpoint in english class. Are the students got the benefit from powerpoint and are powerpoint help students to understand the material in english class.

## **1.3. Limitation problem**

This study will investigates about students opinion on the use of powerpoint in the speaking class. What students opinion and why powerpoint as a media in learning process in the speaking class and also what students opinion about using powerpoint in their english class, what student's experience about the use of powerpoint in the english class.

#### **1.4. Formulation of the Problem**

According to the identification and the limitation of the problem, it can be formulated as follow:

1. To what extent the students' perceive of the benefits and challenges of the use power point by the teacher in english class.

#### **1.5. Objectives of the Study**

Related to the issues investigated, the aim of the study are to explain students' perspection of the benefits and challenges of the use powerpoint in english class.

#### **1.6. Significance of the Study**

The result of this research it is expected to give contribution to the students of LB LIA in english class.

1. For the english instructure

This study expected to bring benefit for the teacher to make the creativity of power point for and know how to use the power point while explain the material and engaged the students.

2. For the students of LB LIA

The researcher hope that this study will be useful for the students that got a powerpoint from the teacher as a media in the learning process in the english class, to make the students more understand about the material of the lesson.

## **2. Literature Review**

### **2.1.1. English Learning by Using ICT for English Proficiencies**

Learning process especially English learning usually using ICT to support the learning and teaching process in the classroom. In English learning and teaching using ICT to support learning and teaching skills in the classroom. According to Samuel & Pulizala (2014) technology is something big that can change essential part in our daily life. Technology has given big impact for human daily life because everything that people doing is using technology. Nowadays, technology doesn't only use for daily life but also for teaching and learning process. Especially, the use of ICT in English learning has gave many changes. ICT for English learning is give some of benefits for the teacher and learners to teach and learn language in the classroom. It is help teachers to explain the material by using ICT and also it will make students learn creatively.

Moreover, Samuel & Pulizala (2014) stated that the use ICT in the classroom in teaching and learning English language for teachers and students by using electronic gadgets, internet and some technology for teacher and students it's provide to be creative and friendly with the environment. The benefits of using ICT in English language classroom according to Samuel & Pulizala (2014) such as; Students got the opportunities to be more creative and active in the classroom; Some ICT tools can stimulate creative learning for students; ICT give the opportunities for teacher and students interaction on the learning of English language in the classroom; ICT provides more information for teaching and learning English language. On the other hand, the use of ICT in English language teaching and learning, for teacher it will help them to support teaching activities by using some of ICT tool such as Power Point, Videos, Internet. The teacher as a role and facilitator for students who will help them to support their learning.

### **2.1.2. Powerpoint use in the classroom**

The beginning of using powerpoint is not for education program. First version of powerpoint is powerpoint 1.0. Powerpoint 1.0 was created on 1984-1987 at the startup Forethought in Silicon Valley while I found the design and ideas about the development of powerpoint (Robert Gaskins, 1987). First appearance of powerpoint is on powerpoint version of 1.0 and it is used in Forethought in Silicon Valley and for the development of powerpoint spent three years since 1984-1987. On the development of powerpoint, first was taking the investment of modal from Apple and then was taken by Microsoft that built and set up new Business Graphic Unit in Silicon Valley to develop the powerpoint further (Robert Gaskins, 1987).

Powerpoint is one of multimedia that people used in the daily life especially for teacher or lecturer because can display the picture, graphic, video, sounds and a lot of something that can used in multimedia application such as powerpoint. Mayer (2005) said that 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. In fact, a lot of people was using multimedia for presentation that show a picture, video, graphic and not only words.

### **2.1.3. The Use Powerpoint in EFL Classroom**

According to Fisher as cited by Alkash & Al-Desri (2013) explain that powerpoint presentation has been in existence for many years, it has just begun to spread to schools and ESL classrooms and must be exploited to its fullest while teaching a foreign language like English. It is not easy to teaching and learning english in EFL classroom. Because english is a foreign language for the students, thus need more effort and creative way to teaching english in EFL class to make it more easier to understand for the students.



On the other hand, according to Alkash and Al-Desri (2013) powerpoint presentation also helps in making EFL classroom highly interactive. However, various audio, visual, and audio-visual features embedded in the use of PowerPoint Presentation can surely help a lot in making the ideas simple and easy to grasp for the EFL learners due to these features

#### **2.1.4. The Benefits of Using Powerpoint in the Classroom**

Using powerpoint as a media in the classroom has some benefits that teachers and students got from the powerpoint. There are some benefits of using powerpoint in the classroom. PowerPoint improves learning Lowry (1999) showed that powerpoint makes students more motivated to learn and can improves students' learning in the classroom. It means, students will be motivated to learn by using powerpoint and students will not be sleepy, lazy. The students also could be focused on the material on the powerpoint. Some of component of powerpoint that can motivated students are powerpoint can showed such as pictures, texts, sounds, videos, animation and some application that will not makes students bored on their learning process in the classroom. 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. It means, powerpoint can be used and giving some of benefits to the students, because powerpoint is on of technology that can be used in the classroom. Therefore, powerpoint can makes the material for students more interesting, it's means powerpoint is beneficial for students. On the other hand, Powerpoint can invoke audience interest Szaba & Hastingsas (2000), using powerpoint for teaching in the classroom makes students pay attention to the material on the powerpoint while teacher present the material of the lesson.

### **2.1.5. The Challenges of Using Powerpoint in the Classroom**

If there are some benefits of using powerpoint in the classroom, certainly there are some challenges of using powerpoint in the classroom as a media for teacher to deliver the material of the lesson to the students. Powerpoint inhibits teacher-students interaction or presenter-audience interaction that statement from some lecturers (Driessnack,2005) as cited by Erdemir. Sometimes, students focus on powerpoint and the material on the powerpoint and there are an interaction between teacher and students in the class because both of them too focused on the material on the powerpoint.

Therefore, Powerpoint can reduce the quality of presentation (Stein, 2006) as cited by Erdemir. It means, sometimes if the presentation is not related to the material it will reduce the quality of the powerpoint and students will not be easier to understand the material. According to Voss (2004) showed that if the instruction or teacher too passive using powerpoint in the classroom, students feel ignored because the instructure or teacher do not use the powerpoint as a media to teaching the students but too focused on the presentation on the powerpoint.

### **2.2. Review of Relevant Studies**

There as some research that relevant with this study that have been done previously. A research by (Zouar Abdellatif, 2009) in Exploring Students' Perceptions of using PowerPoint in Enhancing Their Active Participation in the EFL Classroom Action Research Study. He did some action research, the procedures are observation. The participants are 40 students enrolled in the 1st Year Baccalaureate level, science stream. The class comprised 14 females and 26 males. The aim of this action research is to examine the impact of PowerPoint in enhancing students' participation in the EFL classroom. This study also explores students' perceptions of using PowerPoint in the English class. This study also using recording as procedure. He record of

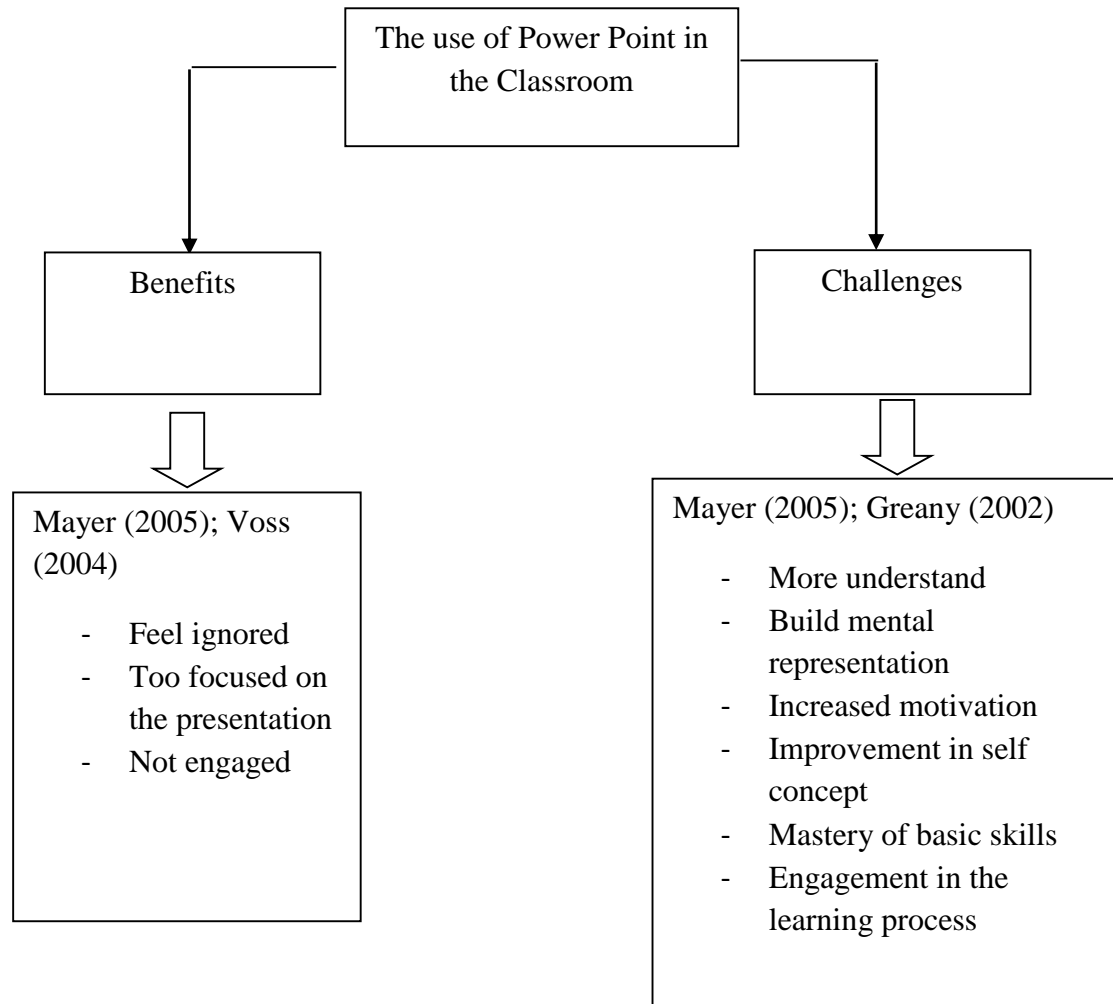
students' perception and attitude and student's participant of using powerpoint in English class. The results indicate that students' level of participation augmented when PowerPoint is used. Besides, the vast majority of students perceive the use of PowerPoint in the classroom positively.

Another research conducted by (Naki Erdemir, 2011) in The Effect of PowerPoint and Traditional Lectures on Students' Achievement in Physic. He did an experimental research. The data were collected from 90 student teachers via pre- and post-tests. The aim of this study was to investigate whether or not the use of presentation graphics (PowerPoint) affected students' success (i.e., when compared to a traditional lecture) in physics courses.

### **2.3. Theoretical Framework**

In general, this research contains about using powerpoint as a media in english classroom. English is one of material that almost of the people learned for it and using many ways to learned english. Using some of technology is one way that can be used for people learned english. One of the media that often used is powerpoint. Powerpoint can present everythings that teacher and students need to show. And so many benefits and the challenges of using powerpoint in the classroom. This research main unit is students' opinion on benefits and the challenges of powerpoint in the classroom. The important things of this research is to know and to explain student's opinion on benefits and the challenges of powerpoint in the classroom.

## 2.4. Analytical Construct



## 3. Methodology

### 3.1. Research Design

This research was designed to observe the benefits and challenges of using powerpoint in the classroom especially in english teaching. This research is qualitative research especially observational research. According to Miller (2016) observational study is the study that can give

an experience and help the observer to get the key informants independently. It means, this research got the natural information that researcher will use it.

The primary objective of this research is to investigate to what extent the benefits and challenges of using power point in the classroom. To fulfill the aim of this study, the researcher selected students' perceive in LB LIA that the teacher often using power point in the classroom to teach the students. The teacher gave five students as a recommendation to be the participant of this research student in the class. The students qualification to be the participant of this research based on the high performance and low performance students in the classroom, in order to make rich data for this research. The researcher observed the class in three times and observed from the beginning to the end of the classroom.

### **3.2. Data Preparation**

The several points in data preparation that researchers need to address it on the research. Those points are research setting and participants of research, types of data, sources of data, and informed consent.

#### **3.2.1. Research Setting and Participant**

The Setting of research is in LB LIA Yogyakarta. Meanwhile, the participants of this study are by the their teacher in the classroom as a recommended students in the classroom. The participants in this study including the students of LB LIA especially on the class that using Power Point in the classroom on Senior High School until on the Collage. This class is the intermediate class for the students that following the class by using power point in the classroom. The participant of this research is qualified in to two types of the students. First,

the students with high performance in the class, they are A, B and C. Second, the students with low performance in the class, they are D and E.

### **3.2.2. Sources of Data**

The sources of data are getting from real world events. Creswell (2009) stated that qualitative data would be acquired from many sources including setting the boundaries of the study, collecting information through unstructured or semi structured observations and interviews, documents, and visual materials. This research use structured observation and interview. The data gathered from the participant in the classroom. Another data obtained from the observation in the classroom. The target of observation was the students of LB LIA Yogyakarta as a participant. Besides some documents, interview and videotape in the classroom.

In this study, the data will be using the observation by recording video, interaction with the students, and also interview and take a note for qualitative document for this research.

### **3.2.3. Informed Consent**

After deciding setting, participant, data types, data sources of research, the next steps are dealing with informed consent as one of ethical issues. According to Creswell (2009) qualitative research to getting the data of the research need to make an approval letter and discuss the process that involved in securing permission, the aim of this steps is to protect the rights of human participant.

This is an important step to get the data in qualitative research. The researcher needs to get the approval letter because if not, this will be a sensitive impact for the participants. The participants need to know that they will be as an important thing in this research, so they will put themselves as well in this research. The first steps to get an approval letter for the researcher is

asking permission in of official letter from UII submitted to the administration office of LB LIA Yogyakarta. After obtaining approval, the researcher confirmed to the teacher, Miss. Rara as the teachers of Bahasa Inggris Class in LB LIA Yogyakarta. However, in the process of taking data the researcher needs to attach a consent later from Islamic University of Indonesia.

### **3.3. Research Instruments**

One of the most important component in research design is research instrument it is gather to collect the data or information. Without research instruments data would be impossible to put in hand. Types of research instrument that used in this research are observations and interview.

#### **3.3.1. Observation Transcript**

This research are applied one observation technique. In the short interviews with the teacher, the researcher uses a list of observational statement for recording information while observing. In this study, researcher uses observation to observe the participant performance when the participant conducts the benefits and the challenges of the use power point in the classroom. Activities undertaken are the researcher takes an observational transcription through the participant activities that will be documented in the form of observational records. In this observation, the researcher made observations via video recording.

#### **3.3.2 Interview Questions**

This research used interview question asked individual case of the participants of this research. The content of the observational study questions should distinguish clearly among different types and level of questions and the levels of questions used are questions asked of the individual case.

### **3.4. Data Collecting Techniques**

In this study, the researcher needs to some techniques during taking the data in this qualitative research. According to Creswell (2009) there are some steps to getting the data of the research they are observations, interview and documents.

#### **3.4.1. Observation**

Observation are the steps that the researcher can take a note of the field or individual activities that researcher got on the field and the researcher also records unstructured or semi structured way to the participant (Creswell, 2009). In this research, the observation was done in three times of the meeting in the classroom while the researcher takes a note to be an analysis data process beside the observation in the classroom. First, the observation on May 7th 2018 at 19.00-21.00 PM, the material on the power point is about traditional food. Second, the observation on May 9th 2018 at 19.00-21.00 PM, the material on the power point is the same material with the previous meeting. Third, the observation on May 16th 2018 at 19.00-21.00 PM, the material is about comparison (what people doing and wearing).

#### **3.4.2. Interview**

In qualitative research, interview session to the participant to ask and answer related to the topic of this research. According to Creswell (2009) 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 elephone, or engages in focus group interviews, with six to eight interviewees in each group.



Interview session is the important step for collecting data. The researcher makes an interview question based on the observation in the classroom. The teacher in LB LIA has given five students in the classroom to be a participants in this research.

### **3.4.3. Documentation**

Documentation is the important thing to support collecting data process. This research taking some documents they are recording, power point, lesson plan, pictures, and video during observations. It will help researcher to analyze the data for this research. This research was taking two teacher's material of power point presentation, pictures and videos as the documents of this research.

## **3.5. Data Analysis**

### **3.5.1 Data Reduction**

According to Goetz and LeCompte (1994) reducing and considering data describe conceptual basis of the study. In this study, data obtained from observations, interviews and documents. After all the data collected from observations, interviews and documents, the researcher focused on retrieving data from the point of view of observational transcript of the benefits and the challenges of the use power point in the classroom.

### **3.5.2. Data Display**

Data display is one important things in qualitative research. To prove the data that the researcher got from the observation, interview and document. According to Miles and Huberman (1994) hold that data display is a critical and often underutilized means of analysis. Therefore display data is important to make sure and obtained the data that the researcher got from the observation, interview

and document. Data display will make the data from observation, interview and document more organized. In this case, the researcher uses narrative text as the data display the data that has been processed.

### **3.5.3 Drawing Conclusion**

Drawing conclusion is also called data verification. According to Miles & Hubberman (1994) drawing and verifying conclusion of the data research are activity of drawing conclusion. First, the researcher will make a conclusion from the data that has been collected then the data will be matched with the conclusions of the next data. This is follows on the data reduction and displaying data.

## **3.6. Trustworthiness**

### **3.6.1. Credibility**

Credibility is one of important factors for building trust in some research. According to Merriam as cited in Shenton (2004) credibility is the equivalent concept of qualitative research. In the measurement of credibility there are some point that support researcher to be confidence that they have accurately recorded the phenomenon that has been studied. One of the points that will be used in this research is triangulation.

### **3.6.2. Transferability**

According to Merriam as cited in Shenton (2004) transferability is external validity that how far the finding of some research can be used on the other situation. Based on the finding on qualitative research that have a small environment individual that impossible to conduct with the other situation based

on the findings and conclusions also related with this research for the teachers and students of the use power point in the classroom. The findings and the result and finding also become employed to the broaden situation and contexts.

### **3.6.3. Dependability**

Dependability is directly process that have to be reported in details that will be useful for future researcher for repeat the work and gain same results. Thus, the research design may be viewed as a “prototype model”. Such in-depth coverage also allows the reader to assess the extent to which proper research practices have been followed.

### **3.6.4. Confirmability**

Confirmability’s concept is the qualitative investigator’s comparable concern to objectivity. According to Shenton (2004) there are some steps that h help ensure as far as possible that the work’s findings are the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher. The role of triangulation in promoting such confirmability must again be emphasised, in this context to reduce the effect of investigator bias.

## **4. Finding and Discussion**

### **4.1.Finding**

#### **4.1.1. Obervation**

The observation was done 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 is 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 is 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 is about comparison (what people doing and wearing). The subject of the observation are 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.

#### 4.1.1.1. The Benefits of the Use Power Point 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 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

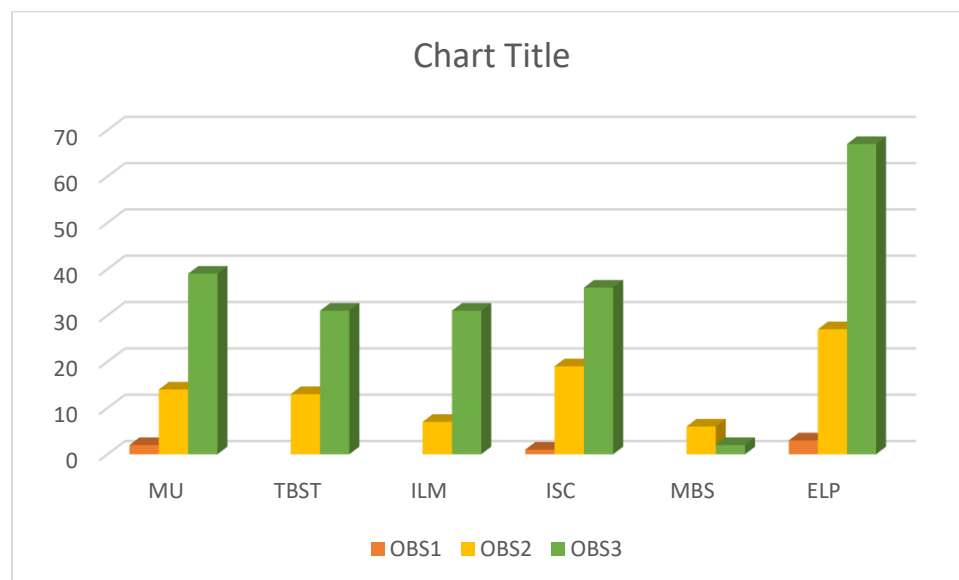


Table 4.1.1.4 above shows the benefits of the use power point in the classroom. According to Greany (2002) showed that increased motivation, improvement in self-concept and mastery of basic skills, more student-centered learning and engagement in the learning process are the benefits for students that 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

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

5. 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

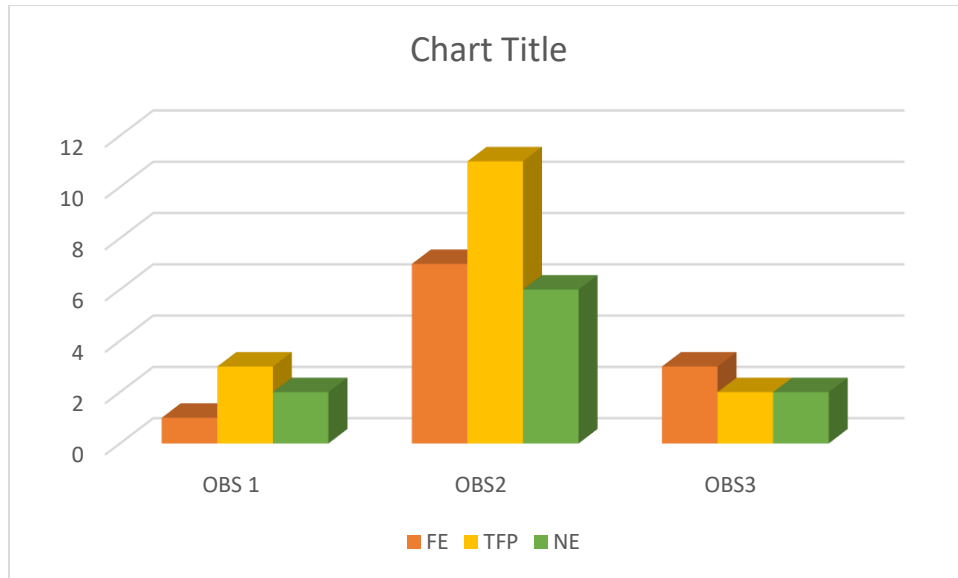


Table 4.1.2.4 above shows the challenges of the use power point in the classroom. According to Voss (2004) showed that if the instruction or teacher too passive using power point in the classroom, students *feel ignored* because the instucture or teacher *do not use the power point as a media* to teaching 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.

#### 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. 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. The interview results are summarized in the table below.

Table 4.2.1 the result of interview

NO	Theme	Finding
1	The benefits of the use power point in the classroom	<i>The benefits of the use power point in the classroom are help students to understand the material because power point show some picture, graphic, not only texts. The use of power point in the classroom also interesting and not boring, and also help students to focus on the material and dominated the material in the classroom. Power point show the pictures that make students to imagine what the meaning of the picture and it make the students more understand about the material. (I/1/BUP/2-16), (I/3/BUP/1-5)</i>
2	The challenges of the use power point in the classroom.	<i>The challenges of the use power point in the classroom are the teacher too focused on the power point and explained the material on the power point and also not engaged the students to the material on the power point. The students only as the audience and the teacher not involved the students in the classroom. The challenges of the use power point in the classroom also not effective, because too monotonous and the teacher and the students not cooperate together. (I/1/CUP/16-17), (I/2/CUP/16-17)</i>

#### 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 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 Use Power Point in the Classroom	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

#### 4.1.1. 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



Data Source	Coding Sample	Meaning
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 Understanding, 002 means it is from Interview transcript line 002.

#### 4.1.2. 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

NO	Code	Theme
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

### 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.

#### 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.

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).

#### 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. 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).

#### 4.2.1.3. Increased Learning Motivation (1<sup>st</sup> and 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. It confirm that in the class the teacher asked to all of the students about the previous lesson (OB2/BUP/015).

“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 improve students' learning in the classroom. It confirms 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).

#### 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 of power point in the classroom is mastery of basic skills. Mastery of basic skill included four skills of English learning. Drigas and Charami (2014) explain the use of ICT for four skills of English language such as; Listening, Speaking, Writing and Reading. This showed that teacher tried to give 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).

#### 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 of 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. 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).

## 4.2.2. The Challenges of the Use Power Point in the Classroom

### 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 feel 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. This is showed that the teacher only explain the material and not watched the students' activities, while the students busy with their own activities.

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).

### 4.2.2.1. 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. 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).

#### 4.2.2.2. 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). 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).

## 5. Conclusion and Suggestion

### 5.1. Conclusion

part.

#### **5.1. Conclusion**

Conclusion in this study is described based on research finding and discussion on the observational study of the benefits and the challenges of the use power point in LB LIA Yogyakarta. This study was conducted to observe benefits and the challenges of the use power implemented by the students in the classroom in LB LIA Yogyakarta. The data results based on observation, interview and documentation were analyzed and concluded:

1. From the observations done by the researchers, the *engagement on the learning process* occupies the highest number of uses than the other five categories.
2. The challenges of the use power point in the classroom included feel ignored, too focus on the presentation, not engaged. . 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 and *feel ignored* and *not engaged* on the same positions number of uses.

## 5.2.Suggestion

The recommendation provided in this research is to give the suggestion for further educational development. The researcher would like to suggest that the use of strategy for teaching in classroom depends on how interesting teacher made the power point and how the teacher engaged the students while present the presentation on the power point. Furthermore the researcher would like to give suggestion for further research in LB LIA Yogyakarta. In the interview section with the participants the data shows that the students also like the power point that interesting for the students and make the material more interesting to learn. So the researcher suggests for the further research to do the examination about the influence of teachers' power point creativity' for students' learning in the classroom.

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