

## **Students' Perceptions on the Use of PowerPoint Presentation as Learning Media in EFL Classroom**

Sri Yuliani<sup>1\*</sup>, Masagus Sulaiman<sup>2</sup>, Erwan Dirgantara<sup>3</sup>, Mela Restania<sup>4</sup>

*<sup>a</sup> English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang, Palembang, Indonesia*

\* Corresponding author: [nyimasyuliani71@gmail.com](mailto:nyimasyuliani71@gmail.com)

## **Students' Perceptions on the Use of PowerPoint Presentation as Learning Media in EFL Classroom**

The objective of this study was to know the second semester students' perceptions on the use of PowerPoint in EFL classroom. The researchers used a qualitative method in this study, and the sample of this study was the second semester students at English Education Study Program Universitas Muhammadiyah Palembang. The researcher collected the data by using questionnaire and analyzed the data by using percentage analysis. There were five questions out of twenty statements, such as agree, strongly agree, rarely, disagree, and strongly disagree. The results showed there were 80% questions that the students dominantly chose "agree", 15% questions to "rarely", and the "disagree" point had the highest percentage (21.43%) in the item "students prefer lesson without PowerPoint". In addition, there were 69.05% students dominantly responded 'agree' that PowerPoint can gain their English skills. It means that the second semester students had positive opinions and perceptions about the use of PowerPoint presentation as learning media in EFL classroom.

Keywords: perception, power-point, learning media

### **Introduction**

Nowadays, English has been considered as a global language. Crystal (2003) states that English achieved a genuinely global status when it develops a special role that is recognized in every country. It might seem like stating the obvious, but it is not, for the notion of 'special role' has many facets.(p.3). On the other side, it is still regarded as a foreign language or a second language by some countries in the world. In Indonesia, English is still considered as a foreign language since not too many students speak English as their first language either inside the classroom or outside the classroom. English as a foreign language (EFL) means students have to practice and practice English, start from beginning, because English is not always spoken and used everywhere. Additionally, learning English as a Foreign Language (EFL) would be followed better by the students if they have good media of learning.

In learning English, many students had problem, especially when they were asked to present some materials in front of the class. Therefore, teachers have many ways to solve it. To provide a good way in learning, teachers use kinds of tools or media to make learning become interest, especially in EFL Classroom teaching and learning media always evolves overtime following the development of technology, started from using blackboard and chalk, using whiteboard with markers, until using multimedia technology.

One of the teaching tools that teachers mostly use is multimedia PowerPoint. Marcovitz (2004) suggests that multimedia is a term that has been around for a long time. Before computers, it referred to a combination of slides (from a slide projector) and sounds (usually music from a tape player). It has been around for so long because people have recognized that they can be engaged through multiple senses.(p.2). It can help students with their different style of learning because it combines visual, auditory, and kinesthetic. According to Abdellatif (2015), PowerPoint has become one of the professional tools for improving teaching and learning both for students and teachers. (p.36)

As one of Audio-Visual media, PowerPoint is digitalized teaching method which is more preferred by teachers than conventional chalk-board or whiteboard. Kumar (2017) assumes that Microsoft PowerPoint is application software used to present data and information by using text, images, diagrams with animations, and traditional effect, etc.(p.1). By using it, teacher's or students' explanation will be more explicit.

In addition, the common reason of using PowerPoint is easy and interesting presentation. It becomes a favorite teaching media for a teacher and students in teaching and learning, especially in Faculty of Teachers' Training and Education at *Universitas Muhammadiyah* Palembang. There are several reasons why teachers prefer PowerPoint presentation to traditional media, for instances: (1) if teacher does not use PowerPoint,

he or she must write the material on the whiteboard or even just gives dictation. The students have to wait until the teacher finish writing, (2) teachers are difficult to make out the time when they can write on the board and when they can explain. Sometimes the teachers face the whiteboard during explaining to the students. And (3) students sometimes do not understand the words written on the board because the letters are not clear.

However, there are also some deficiencies of PowerPoint Presentation experienced by the students, for instances: (1) they do not really master PowerPoint application such using the letter. In other words, the letter size is too small and the color of letters and background are same, (2) they are lazy to make notes, and (3) they feel bored to see the slides that are full of words. It is supported by Lari's (2004) former study entitled "*The Impact of Using PowerPoint Presentations on Students' Learning and Motivation in Secondary Schools*". Her study results show that technology plays a big role in language classes and using PowerPoint presentation operates as a powerful pedagogical tool in English classes. It makes the class be interesting and increases students' motivation. Other studies had been done by Abdellatif (2015) and by Pramestiya (2013). Abdellatif analyzed "*Exploring Students' Perceptions of Using Powerpoint in Enhancing Their Active Participation in the EFL Classroom*" and Pramestya analyzed "*Students' Perception on the Use of Power-point in Public Speaking Classes*". Their studies' results show that there are positive perceptions from students about PowerPoint. The students feel interesting with learning using PowerPoint. Three of studies refer PowerPoint can gain students' motivation.

Based on the explanation stated, there are different views of the PowerPoint presentation from various societies. In this study, the researcher would like to complete their studies by exploring students' perceptions on the use of PowerPoint generally in

EFL Classroom at college, especially to the second semester students. They have experienced studying with PowerPoint recently in the first semester meanwhile the lecturers mostly like using PowerPoint in teaching learning process.

## **Literature Review**

### ***Perception***

Perception is the result of observing and seeing the visually things around the people. Sarkar (2017) claims that perception is a process consisting of several sub processes. It can take an input – throughput output approach to understand the dynamics of the perceptual process. This approach emphasizes that there is input which is processed and gives output. The stimuli in the environment-objects, events, or people can be considered as the perceptual inputs.(p.1). In addition, Styles (2005) illustrates that perception is the most general meaning of the term perception is sensory processing. The sense organs transduce physical energy from the outside world, which is encoded and delivered to the brain via sensory neurons for interpretation by the perceptual system. (p.7)

On the other side, Gregory (1977) in Styles (2005) says that perception is ‘a dynamic searching for the best interpretation of the available data’.(p.52). The data means the information got from our senses (sight, hearing, touching, smell, and taste).From the definitions mentioned, the writer assumes that students’ perception is the responses and thoughts of students about what they see and hear.

Besides, Teo (2014) clarifies that perception is the capability of organisms to recognize and differentiate essential aspects of their surrounding world, which are relevant for their activities. Supported by receptors and central nervous processes, perception enables an organism to control and adjust its activities according to the

surrounding circumstances. (p.1346). It means that perception make students can respond the learning activities in the classroom well.

### ***Learning Media***

Learning is the process of transferring knowledge from the teacher to the students. According to Teo (2014), mechanical conceptualization of knowledge and learning is based on a series of structural seclusions between the subjects who are involved in the production, distribution, and usage of knowledge: producer (researcher) - transformer (professor) - vehicle (student) - user (pupil at school).(p.1069). In other words, learning is distribution of information or lesson from experts to the students through teachers' explanation. Media is a tool to get knowledge from a source. Surkamp & Viebrock (2018) claim that media can be defined as the means by which information is conveyed from one place to another.(212). Furthermore, Ellestrom (2014) states that media can be understood as communicative tools constituted by related features.(p.2). Media is in-between tools used to deliver ideas to students and it makes a good communication of teacher and students in the classroom.

Moreover, Kozma (2019) illustrates media generally as technology, symbol systems, and processing capabilities. The most obvious characteristic of a medium is its technology: the mechanical and electronic aspects that determine its function and, to some extent, its shape and other physical features.(p.180). Based on the his illustration, media is kinds of technology such as computer, DVD, radio, television, Over Head Projector, PowerPoint (slides), etc.

Additionally, Mateer, Ghent, Porter, & Purdom (2018) explain four advantages of Media for students that as follows:

Popular media (films, music, YouTube) are a familiar medium to students that helps gain attention and maintain student interest in the theories and concepts under

discussion. Students can see the theories and concepts in action. In more than a figurative sense, theories and concepts leap from the screen.

Students can hone their analytical skills by analyzing media using the theories and concepts they are studying.

The use of media in the classroom enables students to see concepts and new examples when they are watching television, listening to music, or are at the movies with friends.

Students can experience worlds beyond their own, especially if the media is sharply different from their local environment. (p.1)

### ***Power Point***

According to Jones (2003), PowerPoint is an excellent aid to presentations providing each presentation is considered first from a pedagogical viewpoint, bearing in mind the different ways in which students learn and largely trying to avoid the pitfalls of passive knowledge transmission.(p.11). It means PowerPoint is a learning media used to make teaching and learning process become interesting.

Additionally, Stephen (2006) states that PowerPoint is a presentation graphics package. If you have to make presentations, PowerPoint can help make your life easier by giving you the tools that you need to produce your own presentation materials with little or no help from presentation graphics specialists.(p.2). It provides animation, custom designs, different background, pictures, audio, and various colors in order to show interesting slides for students. Cicik & Ayan (2012) clarifies that PowerPoint is one of the most popular presentation design programs. A presentation in PowerPoint consists of pages called slides; each presentation can include text, pictures, audio, videos, and more.(p.6). PowerPoint application cannot be separated with other applications from Microsoft Office, except Basic Edition (Sarwandi & Creative, 2018, p.1-2)

Furthermore, Slack & Zavala (2009) explains that PowerPoint presentations consist of *slides* that rely on a combination of *words* (text) and *images* (graphics and/or animations) to drive home a point. The way you combine these elements creates the *design (layout)* of the slide. Layouts are crucial to making a slide understandable and unforgettable. By combining text and visual objects on a slide, you can reach nearly every member of an audience with your message. The trick to using PowerPoint graphics and animations effectively, however, is to place the objects on the slide in a pleasing manner.(p.1)

As the matter of fact, PowerPoint has many advantages for users. According to El-Ikhsan (2010), there are six advantages of PowerPoint namely:

1. PowerPoint encourages and supports teaching learning process by facilitating the material presentation. The template provided is designed to default to good presentation criteria such as the number of lines of information in each slide and appropriate font sizes. The use of the default templates can improve the clarity and the arrangement of a presentation. It helps the teacher avoid the common use of excessive text often found on OHV (Over Head Projector).
2. PowerPoint is able to perform a variety of manipulations, such as editing text before printing it out, and the teacher can add new slides for adding new materials.
3. PowerPoint is an application program of presentation that is found in Microsoft Office. It means that we did not need to buy new software, because it has been included in Microsoft Office program.
4. This program is also advantages in the sense that the icons used are very simple because they are similar with those in the Microsoft Word. In this way, the users can create an instruction of language without studying this program previously.

5. PowerPoint is also fun to be applied and fun to watch. It is not hard to learn in one hour. It allows the users to reflect on a lesson and correct any changes, and they can create the perfect lessons and are being able to print them out.
6. PowerPoint improves the students' learning motivation, increasing authentic materials for study, encouraging interaction between the teacher and the students.(p.1-2)

Holmes (2004) and Oulton (2007) introduce some uses of PowerPoint as for collecting and conveying information in a communication process, persuading and getting audience's attention.an audience. (p.2). According to Enterprise (2017), there are four MS PowerPoint functions for general users namely:

1. teachers, lecturers, and instructors: for the presentation of teaching material in front of students, socialization of educational programs, and the display of animations and interactive videos.
2. professional managers and workers: for presentation of business strategies, showing year-end reports in front of shareholders, training employees through presentations.
3. students: presentation of assignments, explanation of research results, preparation of accountability reports in front of the lecturers.
4. social workers and the community: presentation of progress on social work, socialization of community programs, and explanation of routine annual programs.(p.1-2)

### ***English as a Foreign Language (EFL)***

English as a Foreign Language (EFL) is people study to master English in their country and the country does not use English as a language used every day. According to Sulaiman (2017), EFL is where the teacher teaches English to the students in a country

where English is not native language.(p.7). The EFL students are not English native speakers. They still speak their first language and must study English from the beginning. EFL learners have the reasons why they study English, for instance, they want to travel to other country or they want to be accepted in a foreigner company.

Moreover, Sercu (2005) states that foreign language education is, by definition, intercultural. Bringing a foreign language to the classroom means connecting learners to a world that is culturally different from their own.(p.1). It means foreign English learners not only study to master English language, but also they have to study about English culture. In addition, [Nordquist](#) (2017) and Manchon (2009) defines English as a Foreign Language a traditional term for the use or study of the [English language](#) by non-native speakers in countries where English is generally not a local medium of communication.(p.2). Riddell (2010) states that teaching English as a foreign language is teaching about vocabulary, pronunciation and grammar. It also covers the four key skills which are reading, writing, listening and speaking.(p.3)

### **PowerPoint Usage in EFL Classroom**

According to Amin, Azim, & Kalam (2018), there are seven uses of multimedia projector or PowerPoint Presentation in EFL classroom as follows:

1. The multimedia projector is useful with various visual and audio substances.
2. It is applied to offer the students with the right pronunciation.
3. Multimedia projectors in English language teaching classroom plays significant tasks to make a class cooperative and guide to make conversation.
4. The use of the photograph benefits the teacher to bring out ideas from the learners and guide them to the conversation.
5. In the undergraduate program, the teacher can deliver a motivational video.
6. It helps Teachers of English teach speaking skill, listening skill and writing skill.

7. It also helps to draw the attention of the students.(p.70-71)

## **Method**

This research was considered as a qualitative research design. According to Creswell (2012) and Syahri, Sulaiman, and Susanti (2017), qualitative research is best suited to address a *research problem* in which you do not know the variables and need to explore.(p.16). It means that in this study, the researchers did not need to analyze the relationship of variables. Like other experts, Heighan & Croker (2009) state that qualitative researchers believe that meaning is socially constructed, their research focus is on the participants – how participants experience and interact with a phenomenon at a given point in time and in a particular context, and the multiple meanings it has for them.(p7). Meanwhile, Mertens (2010) claims that qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self.(p.225).

This research employed 42 students of English Education Study Program *Universitas Muhammadiyah* Palembang as the samples of the study. It is as suggested by Fraenkel, Wallen, and Hyun (2012) and Sugiyono (2016) who state that sample is part of the number and characteristics of the population.(p.121). To collect the data, the researchers did documentation through giving questionnaires as supported by Syahri et al., (2017) and Tavakoli (2012) assume that questionnaire is a list of questions or statements given to the sample or research respondents.(p.76). The data were documented from the result of questionnaires that have been filled by the students.

In this case, the questionnaire was used is closed-ended and ready-made questionnaire. According to Syahri et al., (2017), closed-ended questionnaire is a question item accompanied by answering choice. The respondent only choose the responses depend on perception and opinion that they feel.(p.79). In this study, the researcher used 20 items consist of statements about students' perceptions on PowerPoint. To analyze the research, percentage analysis was applied through this formula.

$$p = \frac{f}{n} \times 100\%$$

Where:

- f = frequency that is being searched for  
percentage.n = Number of cases  
p = percentage number (Sudijono, 2017, p.43)

## Results and Discussion

The results of questionnaire are described in the tables of percentages of respondents' answers. To be detailed, Table 1 presents item 1 "your teacher often uses PowerPoint when explaining the material".

Table 1. Item 1. "Your Teacher Often Uses PowerPoint When Explaining the Material"

Five-point scale	Frequency	Percentage
Strongly agree	7	16.67%
Agree	29	69.05%
Rarely	6	14.29%
Disagree	0	0%
Strongly disagree	0	0%
<b>Total</b>	<b>N=42</b>	<b>100%</b>

Table 1 shows the percentage response in which 7 students responded *strongly agree* (16.67%), 29 students responded *agree* (69.05%), 6 students responded *rarely* (14.29%), 0 student responded *disagree* (0%), and 0 student

responded *strongly disagree* (0%). The dominant response of the first item was *agree* (69.05%). Table 2 shows item 2 “you feel more excited to follow the lesson when your teacher presents the material using PowerPoint.

Table 2. Item 2. “You Feel More Excited to Follow the Lesson When Your Teacher Presents the Material Using PowerPoint.”

Five-point scale	Frequency	Percentage
Strongly agree	4	9.52%
Agree	28	66.67%
Rarely	9	21.43%
Disagree	1	2.38%
Strongly disagree	0	0%
<b>Total</b>	<b>N=42</b>	<b>100%</b>

Table 2 shows the percentage response in which 4 students responded *strongly agree* (9.52%), 28 students said *agree* (66.67%), 9 students responded *rarely* (21.43%), 1 student responded *disagree* (2.38%), and 0 student responded *strongly disagree* (0%). The dominant response of the second item was *agree* (66.67%). Moreover, Table 3 shows item 3 “Using PowerPoint makes the class atmosphere more interesting.”

Table 3. Item 3. “Using PowerPoint Makes the Class Atmosphere More Interesting.”

Five-point scale	Frequency	Percentage
Strongly agree	4	9.52%
Agree	20	47.62%
Rarely	17	40.48%
Disagree	1	2.38%
Strongly disagree	0	0%
<b>Total</b>	<b>N=42</b>	<b>100%</b>

Table 3 shows the percentage response in which 4 students responded *strongly agree* (9.52%), 20 students responded *agree* (47.62%), 17 students responded *rarely* (40.48%), 1 student responded *disagree* (2.38%), and 0 student responded *strongly disagree* (0%). The dominant response of the third item was *agree*

(47.62%). Furthermore, Table 4 presents item 4 “It is easier to understand the material if our teacher teach using PowerPoint.”

Table 4. Item 4. “It Is Easier to Understand the Material If Our Teacher Teach Using PowerPoint.”

Five-point scale	Frequency	Percentage
Strongly agree	6	14.29%
Agree	16	38.10%
Rarely	17	40.48%
Disagree	3	7.14%
Strongly disagree	0	0%
<b>Total</b>	<b>N=42</b>	<b>100%</b>

Table 4 shows the percentage response in which 6 students responded *strongly agree* (14.29%), 16 students responded *agree* (38.10%), 17 students responded *rarely* (40.48%), 3 students responded *disagree* (7.14%), and 0 student responded *strongly disagree* (0%). The dominant response of the fourth item was *rarely* (38.10%). Furthermore, Table 5 presents item 5 “The use of PowerPoint help the teacher in the classroom activity like group discussion”.

Table 5. Item 5. “The Use of PowerPoint Help the Teacher in the Classroom Activity Like Group Discussion.”

Five-point scale	Frequency	Percentage
Strongly agree	10	23.81%
Agree	25	59.52%
Rarely	3	7.14%
Disagree	4	9.52%
Strongly disagree	0	0%
<b>Total</b>	<b>N=42</b>	<b>100%</b>

Table 5 shows the percentage response in which 10 students responded *strongly agree* (23.81%), 25 students responded *agree* (59.52%), 3 students responded *rarely* (7.14%), 4 students responded *disagree* (9.52%), and 0 student responded *strongly disagree* (0%). The dominant response of the fifth item was *agree* (59.52%). In addition, Table 6 shows item 6 “PowerPoint that your teacher uses makes you enthusiastic in teaching learning process”.

Table 6. Item 6. “PowerPoint That Your Teacher Uses Makes You Enthusiastic in Teaching Learning Process.”

Five-point scale	Frequency	Percentage
Strongly agree	2	4.76%
Agree	18	42.86%
Rarely	19	45.24%
Disagree	3	7.14%
Strongly disagree	0	0%
<b>Total</b>	<b>N=42</b>	<b>100%</b>

Table 6 shows the percentage response in which 2 students responded *strongly agree* (4.76%), 18 students responded *agree* (42.86%), 19 students responded *rarely* (45.24%), 3 students responded *disagree* (7.14%), and 0 student responded *strongly disagree* (0%). The dominant response of the sixth item was *rarely* (42.86%). Additionally, Table 7 presents item 7 “PowerPoint that your teacher uses makes you more spirited to learn the material”.

Table 7. Item 7. “PowerPoint That Your Teacher Uses Makes You More Spirited to Learn the Material.”

Five-point scale	Frequency	Percentage
Strongly agree	1	2.38%
Agree	22	52.38%
Rarely	18	42.86%
Disagree	1	2.38%
Strongly disagree	0	0%
<b>Total</b>	<b>N=42</b>	<b>100%</b>

Table 7 shows the percentage response in which 1 student responded strongly agree (2.38%), 22 students responded agree (52.38%), 18 students responded rarely (42.86%), 1 student responded disagree (2.38%), and 0 student responded strongly disagree (0%). The dominant response of the seventh item was agree (42.86%). Furthermore, Table 8 presents item 8 “PowerPoint is important in teaching learning process”.

Table 8. Item 8. “PowerPoint Is Important in Teaching Learning Process.”

Five-point scale	Frequency	Percentage
Strongly agree	9	21.43%

Agree	19	45.24%
Rarely	12	28.57%
Disagree	1	2.38%
Strongly disagree	1	2.38%
<b>Total</b>	<b>N=42</b>	<b>100%</b>

Table 8 shows the percentage response in which 9 students responded *strongly agree* (21.43%), 19 students responded *agree* (45.24%), 12 students responded *rarely* (28.57%), 1 student responded *disagree* (2.38%), and 1 student responded *strongly disagree* (2.38%). The dominant response of the eighth item was *agree* (45.24%). Additionally, Table 9 presents item 9 “The form of the slide show that your teacher made is interesting”.

Table 9. Item 9. “The Form of the Slideshow That Your Teacher Made Is Interesting.”

Five-point scale	Frequency	Percentage
Strongly agree	3	7.14%
Agree	23	54.76%
Rarely	16	38.10%
Disagree	0	0%
Strongly disagree	0	0%
<b>Total</b>	<b>N=42</b>	<b>100%</b>

Table 9 shows the percentage response in which 3 students responded *strongly agree* (7.14%), 23 students responded *agree* (54.76%), 16 students responded *rarely* (38.10%), 0 student responded *disagree* (0%), and 0 student responded *strongly disagree* (0%). The dominant response of the ninth item was *agree* (54.76%). Moreover, Table 10 presents item 10 “PowerPoint that your teacher uses makes you more inspired in public speaking class”.

Table 10. Item 10. “PowerPoint That Your Teacher Uses Makes You More Inspired in Public Speaking Class.”

Five-point scale	Frequency	Percentage
Strongly agree	2	4.76%
Agree	29	69.05%
Rarely	8	19.05%
Disagree	1	2.38%
Strongly disagree	2	4.76%
<b>Total</b>	<b>N=42</b>	<b>100%</b>

Table 10 shows the percentage response in which 2 students responded *strongly agree* (4.76%), 29 students responded *agree* (69.05%), 8 students responded *rarely* (19.05%), 1 student responded *disagree* (2.38%), and 2 students responded *strongly disagree* (4.76%). The dominant response of the tenth item was *agree* (69.05%).

Table 11 shows item 11 “The lesson with power point was interesting.

Table 11. Item 11. “The Lesson with Power Point was Interesting.”

Five-point scale	Frequency	Percentage
Strongly agree	3	7.14%
Agree	19	45.24%
Rarely	20	47.62%
Disagree	0	0%
Strongly disagree	0	0%
<b>Total</b>	<b>N=42</b>	<b>100%</b>

Table 11 shows the percentage response in which 3 students responded *strongly agree* (7.14%), 19 students responded *agree* (45.24%), 20 students responded *rarely* (47.62%), 0 student responded *disagree* (0%), and 0 student responded *strongly disagree* (0%). The dominant response of the eleventh item was *rarely* (47.62%). Additionally, Table 12 presents item 12 “It was easy to follow and understand”.

Table 12. Item 12. “It Was Easy to Follow and Understand”

Five-point scale	Frequency	Percentage
Strongly agree	6	14.29%
Agree	20	47.62%
Rarely	14	33.33%
Disagree	1	2.38%
Strongly disagree	1	2.38%
<b>Total</b>	<b>N=42</b>	<b>100%</b>

Table 12 shows the percentage response in which 6 students responded *strongly agree* (14.29%), 20 students responded *agree* (47.62%), 14 students responded *rarely* (33.33%), 1 student responded *disagree* (2.38%), and 1 student responded *strongly disagree* (2.38%). The dominant response of the twelfth item was *agree* (47.62%). Additionally, Table 13 shows item 13 “It held my attention throughout the class”.

Table 13. Item 13. “It Held My Attention throughout the Class”

Five-point scale	Frequency	Percentage
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Strongly agree	4	9.52%
Agree	20	47.62%
Rarely	16	38.10%
Disagree	2	4.76%
Strongly disagree	0	0%
<b>Total</b>	<b>N=42</b>	<b>100%</b>

Table 13 shows the percentage response in which 4 students responded *strongly agree* (9.52%), 20 students responded *agree* (47.62%), 16 students responded *rarely* (38.10%), 2 students responded *disagree* (4.76%), and 0 student responded *strongly disagree* (0%). The dominant response of the thirteenth item was *agree* (47.62%). Table 14 shows item 14 “It helped me to learn more language elements”.

Table 14. Item 14. “It Helped Me to Learn More Language Elements”

Five-point scale	Frequency	Percentage
Strongly agree	2	4.76%
Agree	26	61.90%
Rarely	10	23.81%
Disagree	3	7.14%
Strongly disagree	1	2.38%
<b>Total</b>	<b>N=42</b>	<b>100%</b>

Table 14 shows the percentage response in which 2 students responded *strongly agree* (4.76%), 26 students responded *agree* (61.90%), 10 students responded *rarely* (23.81%), 3 students responded *disagree* (7.14%), and 1 student responded *strongly disagree* (2.38%). The dominant response of the fourteenth item

Table 15. Item 15. “It Required Extensive Note-Taking”

Five-point scale	Frequency	Percentage
Strongly agree	2	4.76%
Agree	19	45.24%
Rarely	18	42.86%
Disagree	0	0%
Strongly disagree	3	7.14%
<b>Total</b>	<b>N=42</b>	<b>100%</b>

Table 15 shows the percentage response in which 2 students responded *strongly agree* (4.76%), 19 students responded *agree* (45.24%), 18 students responded *rarely* (42.86%), 0 student responded *disagree* (0%), and 3 students responded

*strongly disagree* (7.14%). The dominant response of the fifteenth item was *agree* (47.62%). Additionally, Table 16 shows item 16 “It helped to use class time efficiently”.

Table 16. Item 16. “It Helped to Use Class Time Efficiently”

Five-point scale	Frequency	Percentage
Strongly agree	4	9.52%
Agree	25	59.52%
Rarely	9	21.43%
Disagree	1	2.38%
Strongly disagree	3	7.14%
<b>Total</b>	<b>N=42</b>	<b>100%</b>

Table 16 shows the percentage response in which 4 students responded *strongly agree* (9.52%), 25 students responded *agree* (59.52%), 9 students responded *rarely* (21.43%), 1 student responded *disagree* (2.38%), and 3 students responded *strongly disagree* (7.14%). The dominant response of the sixteenth item was *agree* (59.52%). Furthermore, Table 17 presents item 17 “I prefer lessons without power- point presentations”.

Table 17. Item 17. I Prefer Lessons without Power-Point Presentations.

Five-point scale	Frequency	Percentage
Strongly agree	4	9.52%
Agree	9	21.43%
Rarely	16	38.10%
Disagree	10	23.81%
Strongly disagree	3	7.14%
<b>Total</b>	<b>N=42</b>	<b>100%</b>

Table 17 shows the percentage response in which 4 students responded *strongly agree* (9.52%), 9 students responded *agree* (21.43%), 16 students responded *rarely* (38.10%), 10 students responded *disagree* (23.10%), and 3 students responded *strongly disagree* (7.14%). The dominant response of the fourteenth item was *rarely*

(38.10%). Moreover, Table 18 presents item 18 “I could take better notes during the lesson.”

Table 18. Item 18. “I Could Take Better Notes During the Lesson.”

Five-point scale	Frequency	Percentage
Strongly agree	7	16.67%
Agree	21	50%
Rarely	13	30.95%
Disagree	0	0%
Strongly disagree	1	2.38%
<b>Total</b>	<b>N=42</b>	<b>100%</b>

Table 18 shows the percentage response in which 7 students responded *strongly agree* (16.67%), 21 students responded *agree* (50%), 13 students responded *rarely* (30.95%), 0 student responded *disagree* (0%), and 1 student responded *strongly disagree* (2.38%). The dominant response of the eighteenth item was *agree* (50%). Additionally, Table 19 shows item 19 “It helped to review key points during the lesson”.

Table 19. Item 19. “It Helped to Review Key Points during the Lesson”

Five-point scale	Frequency	Percentage
Strongly agree	6	14.26%
Agree	26	61.90%
Rarely	10	23.81%
Disagree	0	0%
Strongly disagree	0	0%
<b>Total</b>	<b>N=42</b>	<b>100%</b>

Table 19 shows the percentage response in which 6 students responded *strongly agree* (14.26%), 26 students responded *agree* (61.90%), 10 students responded *rarely* (23.81%), 0 student responded *disagree* (0%), and 0 student responded *strongly disagree* (0%). The dominant response of the nineteenth item was *agree* (61.90%). In addition, Table 20 presents item 20 “I prefer lessons with power-point”.

Table 20. Item 20. “I Prefer Lessons with Power-Point”

Five-point scale	Frequency	Percentage
Strongly agree	7	16.67%
Agree	23	54.76%
Rarely	11	26.19%
Disagree	1	2.38%
Strongly disagree	0	0%
<b>Total</b>	<b>N=42</b>	<b>100%</b>

Table 20 shows the percentage response in which 7 students responded *strongly agree* (16.67%), 23 students responded *agree* (54.76%), 11 students responded *rarely* (26.19%), 1 student responded *disagree* (2.8%), and 0 student responded *strongly disagree* (0%). The dominant response of the twentieth item was *agree* (54.76%).

## Discussion

Before the researchers gave the questionnaires to the students, the researchers found the students used PowerPoint during teaching learning in the classroom. It shows that their lecturers often use PowerPoint presentation as learning media. After giving the questionnaires, the researcher found the students appreciated to answer the questionnaires. The students looked excited because they have just done studying using PowerPoint and they could express their perceptions. Based on the results, the researchers found that the second semester students of English Education Study Program *Universitas Muhammadiyah* Palembang had different opinions in giving response to the use of PowerPoint as learning media in EFL classroom. In addition, the researcher found some results. First, most students dominantly answered “agree” and “rarely” to the questions about the use of PowerPoint.

The highest percentage were 69.05% students agree that PowerPoint that their teacher uses makes them more inspired in public speaking class, and 47.62% students answered “rarely” that the lesson with power point was interesting. It means that almost

all the students can gain their skill through PowerPoint but almost half of students feel the lesson with PowerPoint is rarely interesting.

From all of questions, there were 80% questions that the students dominantly chose “agree”, meanwhile there were 20% questions that the students dominantly chose “rarely”. Additionally, the “disagree” point had the highest percentage (23.81%) in the item “students prefer lesson without PowerPoint”. Based on the explanation stated, the researchers concluded that the majority of sample gave positive perceptions on the use of PowerPoint presentation in EFL classroom.

## **Conclusions**

In keeping with the result of the findings of this study, it can be concluded that the second semester students had positive opinions and perceptions about the use of PowerPoint presentation as learning media in EFL classroom. Most of all students claimed “agree” and “rarely” to the questions of the questionnaire. Additionally, their docents often use PowerPoint to explain the material and it can encourage their motivation because PowerPoint presentation is able to be understood easily, especially in presenting material about language elements.

In this context, the students can take better notes because PowerPoint helps them to review key points during lesson. In brief, PowerPoint presentation is a learning tool or media that are useful and important in EFL classroom and the students prefer lessons with PowerPoint to lessons without PowerPoint.

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