STUDENTS' PERCEPTIONS OF USING POWERPOINT AS LEARNING MEDIA IN ENGLISH LANGUAGE TEACHING AT JUNIOR HIGH SCHOOL

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ABSTRACT

This study is aimed at investigating students' perceptions of using PowerPoint as a learning medium in English language teaching at a junior high school. The study was carried out at SMPN 1 Kepahiang with 30 students in the seventh grade as the subject of the study. This study combines quantitative and qualitative methodologies to examine students' perceptions of using PowerPoint as a learning medium in English language teaching. The data was analyzed through quantitative (questionnaire) and qualitative (interview) methods. The results showed that students had positive perceptions of using PowerPoint as a teaching medium in learning English at school and were able to improve and motivate themselves. The interviews' conclusions were confirmed by the interview results, which showed that more students approved of using PowerPoint for learning. Thus, it may be said that students have positive and joyful perceptions of PowerPoint. Additionally, students believe PowerPoint to be more beneficial while learning English, particularly when it comes to boosting English activity, motivation, and competency during the learning process. Future researchers are advised to employ a larger sample, a longer time, and to utilize a PowerPoint presentation that is more appealing and varied, such as one created using Canva or another tool.

INTRODUCTION

The use of technology in the classroom through the new teaching techniques has been viewed as a key element in promoting active learning, developing students' creativity, and improving their capacity for problem-solving. The students' interest in and focus on the learning process can be increased via engaging media. PowerPoint is a common teaching tool instructors use in teaching and learning. The Information and Communications Technology (ICT) initiative created by Microsoft in 1987 includes PowerPoint.

PowerPoint is an effective learning medium for students; the researchers wants to find out how students perceive PowerPoint as an English learning medium. Perception is crucial to our lives because it allows us to understand the many activities in our environment. According to Sartika (2022), perception is the process through which individuals gather and assess environmental data that may

have an impact on their actions. Additionally, they emphasized that perception is subjective because people interpret their senses, personalize them, and modify what they see, hear, feel, and touch.

Many studies have been found regarding the use of PowerPoint as a medium for learning English, but in this study the researchers cited several previous studies that, according to the researchers, are related to this research, including based on research from Bakri (2019) It says in the article that the purpose of this study was to understand how the students felt about using the PowerPoint program for their English-learning activities. Students enrolled in a second semester English education study program made up the research population at State University of Makassar. Based on research from Ratu and Komara (2021) Ms. PowerPoint offered greater assistance, particularly about increasing engagement, drive, and English proficiency in EFL classrooms. The participants were EFL students from junior high and senior high schools, two separate levels of the institution. And the last research from Solikhah (2018) This study aims to investigate how students felt when their English instructor utilized a PowerPoint presentation. The research was carried out at LB LIA Yogyakarta.

Based on previous research, it can be concluded that research on the use of PowerPoint aims to improve learning in English, but each research is carried out in different locations and different research subjects. Because there are differences from each of the previous studies, this study will investigate two different questions: Does PowerPoint have the potential to increase students' interest in learning and motivation at SMPN 1 Kepahiang? And how are students' perceptions of using PowerPoint as a medium for learning English in junior high school students at SMPN 1 Kepahiang?

LITERATURE REVIEW
Perceptions

Perception is crucial to our lives because it allows us to understand the many activities in our environment. According to Sartika (2022), perception is the process through which individuals gather and assess environmental data that may have an impact on their actions. Additionally, they emphasized that perception is subjective because people interpret their senses, personalize them, and modify what they see, hear, feel, and touch. Regardless of their many individual characteristics, such as gender, age, grade level, previous experiences, and subject areas of interest. However, perception is also a dynamic system whose behaviour is always shifting. Meaning that a person's habit system may be impacted by perception as well. In order to receive stimuli, humans must go through the sense organ and perception stages of the process of perception. Positive or negative outcomes are possible.

Because perception is a person's reaction to an idea or object, the term perception is sometimes used interchangeably with assumptions, pictures, and perspectives. Perception encompasses a wide range of concepts. From the descriptions of the opinions of many experts, it appears that sensing, also known as the sensory process, is a process that comes before perception. This process entails receiving a stimulus through one's senses.

The idea being discussed here is that each person perceives things differently and seeks to assign meaning, leading them to assign various meanings

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to what they observe or encounter. Consequently, perception may be defined as the process through which a person gives meaning to an item, which is impacted by their knowledge, experience, emotions, and wants. The perceptions, attitudes, and conduct that a person exhibits towards an item might reveal the significance that person ascribes to that thing. Perception may be thought of as one of the psychological factors that affect human existence and how it reacts to the many components and symptoms that are present around it.

PowerPoint

PowerPoint has become one of the most popular programs (Hermawan, 2019). Microsoft's PowerPoint program is part of the Office suite and is handy for making slide displays for presentations (Microsoft, 2020). The purpose of using PowerPoint is to improve teaching and learning for study; therefore, PowerPoint is a professional tool in teaching and learning activities in schools. Therefore, researchers want to conduct research on the use of PowerPoint as a learning medium in the teaching and learning process in junior high schools. Shigly et al. (2016) claim that the use of audio-visual media is the most often utilized teaching and learning strategy in essential education because it provides students with a multimodal experience. According to Susilo et al. (2018), PowerPoint is one of the tools we may use to change an instructional video to make it more engaging. In another opinion, Atmajaya (2021) writes in his article that PowerPoint is a supporting application for making presentations in the form of interactive presentation slides so that material can be displayed more effectively and professionally.

The presentation materials are easier to handle because of their modest size, thanks to PowerPoint's ability to convert files to the PDF format. Typically, PowerPoint's multimedia features will produce information that is fascinating and entertaining while omitting the dull parts (Osman & Hamzah, 2020). According to Sabri et al. (2019), the usage of user-friendly tools and apps is necessary to make the learning process successful and suited for everyone. The use of interactive PowerPoint can help a teacher to explain material to participants more easily so that the transformation of knowledge can run better and smoother. Therefore, PowerPoint may be employed as a productive and expert learning media tool during the teaching and learning process. This increases student interest and motivation in studying English by enabling a teacher to communicate material more effectively using PowerPoint presentations. Learning materials are supposed to be able to grab students' attention and foster an enjoyable learning environment using PowerPoint media.

RESEARCH METHOD

This study combines quantitative and qualitative methodologies, which, according to Creswell and Clark (2014), allows us to obtain qualitative information to complement and expand quantitative findings and to gain a thorough understanding of the research. In this case, the researchers used a mixed-methods design in order to examine students' perceptions of using PowerPoint as a learning medium in English language teaching. The researchers used a questionnaire, survey, and interview to collect the data. Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) were the five

categories on a Likert scale that ranged from 1 to 5, and the researchers used quantitative methods to calculate the results of the student's perceptions in the closed-ended questions (Abdellatif, 2015) that consisted of 10 items. This survey was created using independent variable indicators, namely information regarding PowerPoint media that may quantitatively tell how students feel about PowerPoint. In the meantime, interview questions that allowed students to react however they pleased were used to evaluate and interpret the outcomes of their responses in order to learn more deeply about how the students perceived PowerPoint.

The study was carried out at SMPN 1 Kepahiang by the researchers, who used a sample of 30 students in the seventh grade as the subject of the study. The research tools included a questionnaire with 10 statements and an interview guide. Harris and Brown (2010) state that due to their huge sample sizes, questionnaires are frequently seen as a more objective research approach that can produce repeatable results. Researchers used interviews and questionnaires to gather data for this investigation. Thirty seventh-grade students were chosen by the researchers to participate in the questionnaire approach. In addition, researchers employed interviewing techniques to reinforce and clarify the data from the questionnaire answers. The researchers randomly chose 10 students from class VII at SMPN 1 Kepahiang for the interview approach.

The researchers utilized a method (Warsito, 1992) to analyze the frequency and percentage of each item's replies after the data had been gathered to determine how the students saw PowerPoint in the English language teaching classroom. The researchers interpreted the ten elements into a more detailed description after analyzing the facts. Additionally, the researchers summarized the entire thing to check how the students saw PowerPoint. The researchers then categorized all the participants' replies into distinct perceptions of media PowerPoint in English language education classrooms in order to examine the open-ended questionnaire.

FINDING AND DISCUSSION
Finding
In order to enhance and widen the key in this study, the results of all data collection techniques will be collated in this area. In addition, this study aims to discover more about how Class Seven students at SMPN 1 Kepahiang perceive the usage of PowerPoint as a tool for learning English.
Questionnaire Survey
The mean score for each question is shown in the table below so that you can see how positively students saw the use of PowerPoint as a teaching and learning tool in the English classroom.

Table 1: Responses for Survey

No	The Statement	SA f (%)	A f (%)	N f (%)	DA f (%)	SD f (%)	Mean
1	I get delighted when my teacher uses PowerPoint to teach the material.	6 (20)	12 (40)	7 (23)	5 (17)	-	3,6

2	When my teacher utilizes PowerPoint in class, I feel more interested to learn.	7 (23)	12 (40)	6 (20)	5 (17)	-	3,7
3	When my teacher uses PowerPoint to educate, it motivates me to learn more.	10 (33)	18 (60)	2 (7)	-	-	4,2
4	When my teacher utilizes PowerPoint in class, I feel that our interactions are powerful.	8 (17)	14 (47)	7 (23)	1 (3)	-	4
5	When my teacher uses PowerPoint to teach, I feel better understood.	9 (30)	12 (40)	5 (17)	4 (13)	-	3,9
6	I believe that PowerPoint is a superior learning tool to textbooks.	5 (17)	10 (33)	11 (37)	2 (7)	2 (7)	3,4
7	PowerPoint encourages students to ask the teacher more questions during class.	6 (20)	10 (33)	13 (43)	1 (3)	-	3,7
8	Using PowerPoint, in my opinion, enhances my capacity to learn	9 (30)	16 (53)	3 (10)	2 (7)	-	4,0
9	The use of PowerPoint in class increases interest in the subject matter.	7 (23)	12 (40)	6 (20)	5 (17)	-	3,4
10	When my teacher uses PowerPoint to educate, I notice a greater improvement in my grades.	6 (20)	15 (50)	8 (26)	1 (3)	-	3,9
Total Mean							3,8

The researchers may identify and categorize three key favorable perspectives of learning English using PowerPoint in terms of enhancing students' activeness, motivation, and English competency based on 10 things that have been answered to by 30 students. According to the data in the table below, the perceptual findings are categorized or classified as follows:

Table 2: summarizes the responses from the students.

No	Classification	Number	Percentage (%)		
			SA + A	N	D + SD
1	Using PowerPoint can increase Students' Activeness in English Language Teaching	S4, S7 and S9	60	28,66	7,6
2	Using PowerPoint can improve Students' Motivation in English Language Teaching	S1, S2 and S3	72	16,66	11,33
3	Using PowerPoint can affect Students' English Competence in English Language Teaching	S5, S6, S8 and S10	68,2	22,5	9,25

Based on a summary of the responses from the students in table 2 above, As can be shown, students' beliefs that studying English with PowerPoint might raise their level of activity (60%) and motivation (72%), as well as their English proficiency (68.25%), are the most prevalent answer. Many students or responders favor utilizing PowerPoint to teach English as a method of learning. The second outcome is a middle-of-the-road neutral reaction (28.66%, 16.66%, and 22.5%). The last responses, which were quite few (7.6%, 11.33%, and 9.25%, respectively), strongly disagreed and disagree.

Students' interview

The interview questionnaire was then utilized by the researchers to gather in-depth data and complement the data questionnaire. The answer to the query will be categorized and further discussed. The following queries and the quantity of replies are listed:

Table 3: The interview Questionnaire

The students / Respondents	Do you believe PowerPoint is an effective tool for teaching English? Yes or no, give a reason
Student 1	Yes, since I believe that studying using PowerPoint is beneficial but that I prefer learning from books.
Student 2	I agree that it is simpler to understand.
Student 3	Yes, PowerPoint is more fascinating, that much is certain.
Student 4	I agree since knowing how to use PowerPoint doesn't instantly make you drowsy and easy to grasp.
Student 5	No, the powerpoint presentation's topic matter is beyond my comprehension, and the slide show runs too quickly to allow for repetition.
Student 6	I agree since it may boost a student's enthusiasm in studying.
Student 7	Yes, because the PowerPoint display is attractive and not boring.
Student 8	Agree, because PowerPoint explanations are easier to understand.
Student 9	Yes, as PowerPoint allows both visual and picture viewing.
Student 10	Not really because I have no idea how to utilize PowerPoint

Based on the students' replies, the researchers can categorize the reasons given by the respondents in the preceding interview question for their selection of the PowerPoint material utilized in the classroom. As can be observed, most students responded positively to the PowerPoint by nodding in agreement or answering affirmatively. However, some of them also included extra material since they were unable to utilize PowerPoint at the time, and flipping between slide shows caused them to lag because it was moving too quickly. The researchers can categorize the reasons given by the respondents in the previous interview questions regarding the selection of PowerPoint materials used in class based on student answers. As can be observed, most students respond positively to PowerPoint by nodding in agreement or responding in the affirmative. However, some of them also included additional material because they couldn't use PowerPoint at the time, and flipping through the slide show caused them to lag because they moved too fast. From the data, 8 (80%) students agreed and 2 (20%) students disagreed with the statement that PowerPoint is an effective tool for teaching English.

Discussion

Following the findings that were previously discussed, the researcherss interpret and go through the data's findings in this section. According to the large

percentage of respondents to the questionnaire, students in SMPN 1 Kepahiang's seventh grade have a favorable opinion of utilizing PowerPoint as a learning tool in the context of English activity, motivation, and competence. The questionnaire's results also showed that using PowerPoint in class increases student engagement, inventiveness, and drive for learning. The efficacy of PowerPoint as a technique to increase student knowledge is further supported by research by Hashim, et al. (2016).

From the results of the questionnaire, the researcherss found that most students considered PowerPoint well-suited in an active context (60%). This is shown in students when using PowerPoint in learning English, students feel the interaction with the teacher is very strong, able to ask more questions and increase interest in the subject matter. Therefore, students become more active in asking questions and discussing in groups. One of the advantages of employing PowerPoint media in learning, according to Halimah (2015), is that it activates responses from students or learning activities while also promoting interactive learning and offering customizable learning materials. This shows that all interactions between teachers and students during PowerPoint presentations may result in the achievement of learning goals. The PowerPoint exercise being discussed here can stress the role that students have in the learning process by fostering an environment that encourages active participation.

Student responses to the advantages of being active and to beauty or motivational factors were both positive (72%). PowerPoint was a great study motivator for the researchers. Their responses to the questionnaire and the study's findings show this. The researchers believes that PowerPoint has a significant influence on students' motivation to study in and outside of the classroom. For instance, students can use PowerPoint to develop their creativity and learn more autonomously. Using PowerPoint as a teaching tool can help students learn more effectively and become more motivated to learn English. Because the information is made attractive and not dull, according to PowerPoint, students feel content, focused, intense, and driven to study English classes. PowerPoint has a tremendous impact on student motivation and success (Abdellatif, 2015). By using PowerPoint when learning English, students feel happy because PowerPoint can display colorful slides supported by images, animations, graphics, and text, thus creating interesting and fun situations.

According to students' opinions of the survey findings (68.25%), students' answers to the usage of PowerPoint that can increase their English ability are also positive. The researchers assumes that students may feel that using PowerPoint to study English has improved their proficiency in the process. PowerPoint demonstrated how the teaching and learning process may affect students' behavior. Additionally, it influences how well students comprehend the subject. Moreover, Sriwahyuni and Anhar's research (2019) discovered that utilizing PowerPoint sheets in the learning process might enhance students' cognitive competency, and it has since been a tool for students to build their critical thinking abilities. As a result, students may quickly comprehend the learning content and write a summary of it. The study's findings showed that students had positive evaluations of the competence context of learning English. Many people may be made better not just by learning more English, but also by developing

their creativity and media literacy. Because of this, SMPN 1 Kepahiang students in the seventh-grade value using PowerPoint in the classroom.

However, the almost-positive findings for student opinions in the neutral category (28.66%, 16.66%, and 22.5%) cannot be disputed. The researchers makes the case that some students' indifferent responses may have been influenced by their perception of PowerPoint, which is a frequent learning tool that should be utilized in conjunction with other teaching tools. According to Syaha, Luthiawati, and Harsono (2020), PowerPoint is utilized far too frequently during the educational process. In addition, it is supported by the results of interview answers to 10 randomly selected students, where (80%) of respondents stated yes or agreed with positive learning using PowerPoint, while (20%) of respondents stated they did not or disagreed with using PowerPoint in student learning. excused not being able to use PowerPoint and learning to use PowerPoint too fast, so they missed the discussion of each slide that was shown. This suggests certain students may be slow in understanding the teaching during class activities. When teachers use PowerPoint to present content and switch between slides, some students may not understand the previous slide and find it difficult to relate the two. Some students could take longer than others to grasp lessons during class activities. Some students may find it difficult to make connections between presentations when the instructor uses PowerPoint to convey the material and switches between them. In the end, though, each student has a unique perspective on several topics, including PowerPoint. Not all students enjoy using PowerPoint; some don't. According to Robbins and Judge (2013), perception is the process through which people organize and interpret the sensory impressions they get in order to give their world meaning.

It can be concluded from the research results that the researcherss found that the use of PowerPoint is a positive thing to do, such as for presentations and discussions both in individual and group assignments in front of the class and learning with their teachers in the process of teaching and learning English in class. Therefore, students become more active in asking questions and discussing in groups. According to Halimah (2015), employing PowerPoint media in the classroom has several advantages, including eliciting student replies or learning activities, promoting interactive learning, and offering tailored learning materials.

CONCLUSION AND SUGGESTION

This study discovered that seventh-grade students' opinions of SMPN 1 Kepahiang were positive in three key areas: activity, motivation, and English competence. These results unequivocally demonstrate that students believe that using PowerPoint to teach English may improve students' English competence while also increasing activity and motivation.

Students believe that using PowerPoint to study English is more beneficial than those who claim it is neutral or not. His data is supported by an observed interview: most students respond positively to PowerPoint by nodding in agreement or responding in the affirmative. However, some of them also included additional material because they couldn't use PowerPoint at the time, and flipping through the slide show caused them to lag because they moved too fast. From the data, 80% of students agreed and 20%   disagreed with the statement that

PowerPoint is an effective tool for teaching English. Thus, it can be said that students' opinions on PowerPoint were positive and interesting.

In other words, when students interact with PowerPoint often, they feel more engaged, inspired, and motivated to study English, which affects their ability to learn the language. The research's flaw is that the researchers didn't concentrate on extending it through an experiment and using more precise language. Future researchers can expand on this research using this new experiment to improve speaking, writing, and reading skills. Future researchers who are interested in discussing research like this are advised to employ a larger sample and a longer time. This study as well It is advised to utilise a PowerPoint presentation that is more appealing and varied, such as one created using Canva or another tool.

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