

**STUDENTS' PERCEPTION OF USING POWERPOINT AS ENGLISH
LEARNING MEDIA AT SMA NEGERI 16 PADANG**

UNDERGRADUATE THESIS

*Submitted as a Partial Requirement to Obtain Bachelor of Education (B.Ed.) in
English Language Educational Program*



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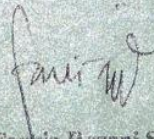
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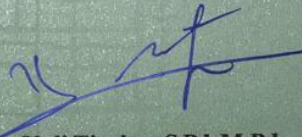


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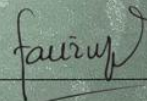
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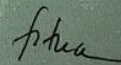
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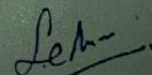
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ABSTRACT

Putri, Natasya Audia. (2024), *Students' Perceptions of Using PowerPoint as English Learning Media*. Thesis. Padang. English Department. Faculty of Language and Arts. Universitas Negeri Padang.

This study aims to know students' perceptions (perceived ease of use, perceived usefulness, attitude toward using, behavioral intention, and actual usage) of using PowerPoint as English Learning Media at SMA N 16 Padang which is limited to the first-grade classes who had learned English using PowerPoint. Descriptive approach is used in this research, incorporating both qualitative and quantitative methods. By using Questionnaire to know students' perceptions of using PowerPoint as English learning media and Interview to gain a deeper understanding of the questionnaire's responses, this study finds that students' perception of using PowerPoint as English learning media are positive in all indicators; *perceived ease of use* (2.79), *perceived usefulness* (2.78), *attitude toward using* (3.02), *behavioral intention* (3.02), and *actual usage* (2.67). It shows that students perceive PowerPoint as a useful and engaging English learning tool, with generally positive attitudes and moderate levels of behavioral intention and actual usage. However, technical difficulties, lack of familiarity, and challenges in independent comprehension limit its effectiveness for some learners. These barriers highlight the need for targeted training and complementary teaching strategies to maximize the benefits of PowerPoint for all students. The result suggest that English teachers suggested giving clear instructions about the assignment to avoid misunderstanding among the students. This can help students get the expected results in learning.

Keywords: students' perception, powerpoint, TAM

ABSTRAK

Putri, Natasya Audia. (2024), *Students' Perceptions of Using PowerPoint as English Learning Media*. Thesis. Padang. English Department. Faculty of Language and Arts. Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui persepsi siswa (persepsi kemudahan penggunaan, persepsi kegunaan, sikap terhadap penggunaan, niat berperilaku, dan penggunaan sebenarnya) terhadap penggunaan PowerPoint sebagai Media Pembelajaran Bahasa Inggris di SMA N 16 Padang yang dibatasi pada kelas satu yang telah belajar bahasa Inggris menggunakan PowerPoint. Pendekatan deskriptif digunakan dalam penelitian ini, yang menggabungkan metode kualitatif dan kuantitatif. Dengan menggunakan Kuesioner untuk mengetahui persepsi siswa terhadap penggunaan PowerPoint sebagai media pembelajaran Bahasa Inggris dan Wawancara untuk memahami lebih dalam mengenai tanggapan kuesioner, penelitian ini menemukan bahwa persepsi siswa terhadap penggunaan PowerPoint sebagai media pembelajaran Bahasa Inggris adalah positif pada semua indikator; persepsi kemudahan penggunaan (2.79), persepsi kegunaan (2.78), sikap terhadap penggunaan (3.02), niat berperilaku (3.02), dan penggunaan aktual (2.67). Hal ini menunjukkan bahwa siswa menganggap PowerPoint sebagai alat pembelajaran bahasa Inggris yang berguna dan menarik, dengan sikap yang umumnya positif dan tingkat niat perilaku dan penggunaan aktual yang moderat. Namun, kesulitan teknis, kurangnya pemahaman, dan tantangan dalam pemahaman mandiri membatasi efektivitasnya bagi sebagian pelajar. Hambatan ini menyoroti perlunya pelatihan yang ditargetkan dan strategi pengajaran pelengkap untuk memaksimalkan manfaat PowerPoint bagi semua siswa. Hasilnya menyarankan agar guru bahasa Inggris memberikan penjelasan cara menggunakannya yang mudah dipahami oleh siswa. Guru juga disarankan untuk memberikan petunjuk yang jelas tentang tugas untuk menghindari kesalahpahaman di kalangan siswa. Hal ini dapat membantu siswa memperoleh hasil belajar yang diharapkan.

Kata Kunci: persepsi siswa, powerpoint, TAM

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Learning media is one aspect of teacher success in the teaching and learning process. Media is anything that can be used to deliver knowledge from teacher to students, so that it can stimulate students' thoughts, feelings, attention and interests in such a way that the learning process occurs (Arsyad, 2013). The use of media will determine whether the presentation of material can facilitate students' understanding. Therefore, it is important for teachers to determine what media they want to use and can support the learning process.

Delivering teaching materials by using media can increase interest in learning and students' abilities effectively and efficiently to encourage student learning. In line with this Danim (2014) stated that educational media, as a source of learning, helps teachers in facilitating students' understanding, and can enrich students' insights. The media can increase students' attention during the learning process. Moreover, using various media can assist the process of delivering material properly (Wiranti & Sutriyani, 2020) and improve learning outcomes (Zumrotun & Syailin, 2020).

One of media that can be used in learning is PowerPoint. Powerpoint is a tool that is currently widely used by teachers to support learning. The use of PowerPoint as a learning media has become increasingly common in English classrooms, providing both opportunities and challenges for students. PowerPoint offers a range of features that make it a popular tool in education. Its ability to present information visually and interactively helps students better understand and retain learning materials. Additionally, PowerPoint allows students to organize their ideas

systematically, making it easier for them to prepare and deliver presentations. In English classes, it serves as a valuable media for integrating multimedia resources, such as images, audio, and videos, to enrich the learning experience (Misbahudin in Hikmah, 2020).

According to Suyanto (2011) the use of power point as media allows users to design and create good presentation layers with an attractive appearance. Additionally, as Mulyawan (2013) said, "PowerPoint is a type of computer program that is incorporated in Microsoft Office which is used for presentations and it is a multimedia-based program." So it can help educators in presenting better teaching materials because it provides many creative and interesting features can be accessed for free. In addition, learning to use power point media is more accessible and practical because it does not require an internet connection and it does not require a large storage space.

However, despite its advantages, not all students find PowerPoint equally effective or easy to use. Many students struggle with technical aspects, such as navigating tools within the software or creating visually appealing slides. These challenges often stem from a lack of prior exposure or insufficient guidance on how to use the program effectively. Furthermore, students' learning experiences with PowerPoint may vary based on their familiarity with technology, their motivation, and their ability to engage with the material independently. For some, PowerPoint serves as a helpful tool; for others, it may create barriers to understanding.

Based on the researcher observations during practice teaching program, PowerPoint is widely used at SMA N 16 Padang as a media for student presentations during English learning activities. Its features allow students to organize and present

information visually, making it a valuable tool for enhancing engagement and comprehension. Despite its frequent use, there is limited understanding of how students perceive its effectiveness in supporting their learning process. This lack of knowledge raises concerns about whether PowerPoint truly meets their needs or presents challenges that hinder its optimal use.

Students' perceptions of PowerPoint are crucial, as their ease of use, perceived usefulness, and overall attitude toward the tool directly influence its effectiveness. Some students may find it helpful for improving their understanding of English materials, while others may struggle with technical aspects. Additionally, the extent to which students intend to continue using PowerPoint and their actual usage patterns remain unclear, making it difficult to assess its long-term impact on their learning habits.

Moreover, students' attitudes play a significant role in determining their acceptance and effective use of technology in learning. A positive attitude can enhance engagement and motivation, while a negative one can hinder the learning process. Similarly, behavioral intention reflects students' willingness to continue using PowerPoint, which is critical for sustaining its benefits in long-term learning. However, if students lack interest or face challenges, their intention to use the tool might decline, affecting its overall impact.

Actual usage is another critical factor that influences the effectiveness of PowerPoint as a learning media. While students may use PowerPoint during classroom activities, their reliance on it outside the classroom for independent study or assignments is unclear. Furthermore, the effectiveness of PowerPoint as a learning media depends not only on its design but also on how it is utilized by both teachers and

students. If students struggle with technical aspects or find it challenging to use PowerPoint independently, its potential to enhance learning may be diminished. Similarly, if PowerPoint fails to motivate students or foster active engagement, its impact on learning outcomes may be limited. Exploring these aspects is essential to gain a comprehensive understanding of how PowerPoint supports or limits students' learning experiences.

By addressing these factors, this research aims to fill the gap in understanding students' perceptions and experiences with PowerPoint. The findings will provide valuable insights for teachers, schools, and future researchers to enhance the integration of technology in education and ensure its effective application in English learning.

Regarding the phenomenon of using PowerPoint as English learning media at SMA N 16 Padang, the researcher needs to explore students' perceptions of it. Students' perceptions on using PowerPoint as English learning media could be identified with the technology acceptance model (TAM). TAM is a famous concept for explaining and predicting technology acceptance (Chuttur, 2009). TAM has several aspects that have been developed by previous researchers that can be used to see people's perceptions of technology. Those aspects are perceived ease of use, perceived usefulness, perceived enjoyment, perceived playfulness, computer self-efficacy, perception of external control, computer anxiety, objective usability, attitude toward using, behavioral intention, and actual usage (Davis, 1989; Davis, Bagozzi, & Warshaw, 1989; Vankatesh, 2000; Vankatesh & Davis, 2000). So, in this research, the researcher used five aspects in TAM to determine students' perceptions on using PowerPoint as English learning media at SMA N 16 Padang.

Several studies have examined how the results of the use of PowerPoint media in learning in various fields of science and in various aspects. The first research conducted by Basthoh & Novita (2018), which examined students' perspectives regarding the use of PowerPoint as an alternative media in learning science. Then the research conducted by Syahbani et al., (2019) regarding to the students' perceptions of the use of PowerPoint when studying physics. Both of the research found that the use of PowerPoint had a good impact on students' learning. Then, Supit's research (2021) which aims to see the relationship between the use of PowerPoint media on student learning interest showed that PowerPoint and students' interest in learning have a fairly close relationship. While, the research conducted by Parnabhakti & Puspaningtyas (2021), showed that PowerPoint media is relevant to use in learning material on limits of algebraic functions and makes it easier for students' to learn using Google Classroom during pandemic COVID-19.

Following the results of previous research, it has become clear that learning platforms are a valuable tool for achieving success in learning. Prior research has yielded important findings about technology and students' perceptions on using application when learning. However, the research into students' perceptions of using PowerPoint as English learning media by using TAM has not been investigated. Furthermore, the usefulness of using PowerPoint as learning media in English language learning to understand the phenomenon requires further investigation. Therefore, the current study is to close the gap by investigating students' perceptions of using PowerPoint as English learning media at SMA N 16 Padang by using TAM.

B. Identification of the Problem

From the background of the problems, the researcher identified several problems:

1. Students' perception of using PowerPoint as English learning media

2. The implementation of using PowerPoint as English learning media
3. Affective factors while learning English have substantial impact on students learning process

C. Limitation of the Problem

Based on the identification of the problem above, the limitation of the problem of this study focuses on students' perceptions on the use of PowerPoint as English learning media. There are five aspects of Davis's Technology Acceptance Model (TAM) used to investigate students' perception in this study; they are perceived ease of use, perceived usefulness, attitude toward using, behavioral intention, and actual usage. This research conducted at SMA N 16 Padang, investigate students who used PowerPoint as a media for presentations in English learning activities.

D. Formulation of the Problem

The formulation of the problem for this research is how students perceive the ease of use, usefulness, attitude toward using, behavioral intention, and actual usage of PowerPoint as an English learning media.

E. Research Question

How is students' perception (perceived the ease of use, usefulness, attitude toward using, behavioral intention, and actual usage) of using PowerPoint as an English learning media?

F. Purpose of the Research

This study aims to knows students' perceptions (perceived ease of use, perceived usefulness, attitude toward using, behavioral intention, and actual usage) of using PowerPoint as English Learning Media at SMA N 16 Padang.

G. Significance of the Research

1. Theoretical

This research is expected to be useful especially for the development of science as a source of reading or reference that can provide theoretical and empirical information to parties who will conduct further research on this problem and add to existing library sources.

2. Practical

a. For Teachers

This research provides insights into students' perceptions of PowerPoint, helping teachers improve its implementation in English learning. Then, offers guidance on addressing challenges students face, such as technical difficulties and independent comprehension.

b. For Schools

This research highlights the importance of integrating technology like PowerPoint into the curriculum, and encourages schools to provide technical training and resources to enhance students' familiarity with digital tools.

c. For Other Researchers

This research serves as a reference for studies on technology-based learning tools, and offers a foundation for exploring similar topics, such as the impact of PowerPoint on learning outcomes or comparisons with other media.

H. Definition of Key Terms

1. Learning media: an instrument that is used to transform messages or information from “resource” to “receiver”.
2. PowerPoint: provides users the easy ability to create professional looking presentations.
3. Perception: students’ point of view and attitudes on using PowerPoint as English learning media.

4. TAM: a theoretical framework that provides a clear and simple explanation for the acceptance and use of PowerPoint as English learning media.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The study reveals that students generally view PowerPoint as a helpful and engaging tool for learning English, showing a positive attitude (mean: 3.02; 75.5%) and moderate ease of use (mean: 2.79; 69.8%). Many students recognize its usefulness or its ability to provide (mean: 2.78; 69.6%) in delivering comprehensive materials and supporting learning both inside and outside the classroom. However, some students encounter obstacles such as technical challenges, limited prior experience, and difficulty understanding material independently, which influence their perception and usage of the tool. Although the intention to continue using PowerPoint is moderately positive (mean: 3.02; 68.3%), actual usage is largely confined to classroom settings (mean: 2.67; 66.9%), with some students opting for simpler alternatives like Google for independent study. These findings indicate that while PowerPoint holds great potential as an effective learning media, its effectiveness could be improved through technical training, greater familiarity, and additional teacher support to overcome the challenges faced by certain students.

B. Suggestion

Based on the conclusion, it is recommended that teachers provide additional training to enhance students' technical skills and familiarity with PowerPoint to ensure more effective usage. Teachers should also integrate guided instruction alongside PowerPoint presentations to help students better understand the material, particularly for those struggling with independent comprehension. Furthermore, efforts should be made to encourage students to use PowerPoint outside the classroom by

demonstrating its potential for organizing and exploring learning materials. Finally, combining PowerPoint with other tools like Google could provide a more balanced and accessible approach to support diverse learning needs.

Future researchers are encouraged to explore the integration of PowerPoint with other digital tools to enhance learning outcomes further. Additionally, investigating the long-term impact of PowerPoint usage on students' academic performance and independent learning skills could provide deeper insights. Researchers might also examine the effectiveness of PowerPoint in different educational contexts, such as varying grade levels or subjects, to determine its broader applicability. Finally, conducting comparative studies between PowerPoint and other learning media could help identify the most effective tools for specific learning objectives.

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