

DETERMINING THE INFLUENCE OF POWER POINT SLIDE TOWARD STUDENTS MOTIVATION IN LEARNING ENGLISH

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ABSTRACT

This study aims to determine the influence of the using power point slides on the motivation of students in learning English. The study formulated into research question “is there influence of using power point toward students’ motivation?” This study used quantitative research by taking sample 37 students at MTs Negeri Model Limboto through random sampling technique. The instrument of this study was questionnaire. The data analyzed through the formula Pearson product moment and Correlation product moment. The result of this study shown that there is strong influence of using power point slide toward students’ motivation in learning English. The significant influence can be seen in the result of data analyzed, where

Penelitian ini bertujuan untuk menentukan pengaruh penggunaan powerpoint slide terhadap motivasi siswa dalam kegiatan belajar bahasa inggris. Pertanyaan penelitian dirumuskan dalam bentuk pertanyaan yaitu “apakah terdapat pengaruh penggunaan Power metode penelitian kuantitatif dengan mengambil 37 orang siswa MTs Negeri Model Limboto melalui teknik sampling acak. Instrumen penelitian yang digunakan adalah kuisonaire. Data yang diperoleh dianalisis menggunakan rumus pearson product moment dan correlation product moment. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang kuat penggunaan power point slide terhadap motivasi siswa belajar bahasa Inggris. Pengaruh signifikan terlihat dari hasil analisis data yaitu

Keywords: PowerPoint Slide as Media, Motivation

A. Introduction

Adapting technology in teaching and learning process had been done many years ago since computer system introduced. The operational system of computer has been proved that the process of teaching and learning is easy to run through applying those systems. The computer system contains some examples which need to make teaching and learning process effective. To copy the document, there are printed facilities, to save the material, there are directory file facilities, to calculate the students' achievement, there is Microsoft Excel facility, and to present the lesson material into several point of ideas, there is power point facility.

Benefits of using Microsoft Power Point slide in teaching and learning have been determined through research (ex: Hoffsterr, 2013, Munir, 2012, Rudi Susilana dan Cepi Riyana, 2007, Verawati, 2008). The benefits are (1) the material presented is becoming more attractive, (2) the material presented is easy to understand, (3) the material presented clearly, (4) assist in the manufacture of the slide, outline presentations, electronic presentations displaying dynamic slide, including clip art interesting, all of which is displayed on the screen, (5) enhance the digestibility of students to the information or material provided. Microsoft Power Point slide also give beneficial function to teacher, namely (1) facilitate the teacher to explain the learning material or abstract objects (not real) into concrete (real), (2) make it easy for teachers to provide a real and direct experience, because students can communicate and interact with the environment in which learning, (3) it can attract the attention of students, arousing interest, motivation, activity, learning and creativity in the teaching and learning.

Attracting students' motivation in learning is one of important factor. According to Sardiman motivate is the driving force from the inside to perform activities to achieve objectives. Motivation is the process of encouraging direction and persistence of behavior. Motivation can serve as a spur to effort and achievement. Someone does something because of the motivation business. There are two types of motivation, intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation arising from within the private individuals themselves without the influence of outside individuals. Extrinsic Motivation is

a boost to the behavior of someone who is outside the act of doing. Intrinsic motivation and extrinsic motivation is very important for students in the learning process, with the emergence of intrinsic motivation can lead to the spirit of learning.

Based on two principles that Microsoft power point slide as the facility on computer which enable to attract students' attention in learning and the theory said that students' motivation can be influenced by the extrinsic factor, thus logically variables Microsoft power point slide influence students motivation in learning. Therefore, the question should be answered is there influence of using Microsoft Power point slide toward students' motivation to study English. Thus, the aim of the research is to determine the influence of using power point toward students' motivation in learning English. The implication is to strengthen the theory that Microsoft power point slide is effective to attract students' attention and automatically influence students' motivation.

B. Literature Review

Microsoft Power Point is a presentation program for a computer developed by Microsoft in the computer application package. It helps preparing a presentation in order to make effective learning. Microsoft PowerPoint slide typically consist of graphics, movies, sounds, objects, clipart, as well as images and text. According to Susilana (2009:99) Microsoft PowerPoint is a presentation application program in computer. Verawati (2008: 9) said Microsoft PowerPoint is software created specifically to handle the design of graphical presentations easily and quickly intervening.

Microsoft power point as the application for presentation can be used in many situations such lecturing, training, seminars, and workshops. Microsoft power point slide is also website based. In this pattern it can be formatted into a web (HTML) so that the program appears in the form of a browser that can display internet. This is supported by the facilities of the PowerPoint to publish the results of work into the web.

Hoffsterr, 2013, Munir, 2012, Rudi Susilana dan Cepi Riyana, 2007, Verawati, 2008). The benefits are (1) the material presented is becoming more attractive, (2) the material presented is easy to understand, (3) the material presented clearly, (4) assist in the manufacture of the slide, outline presentations, electronic presentations displaying dynamic slide, including clip art

interesting, all of which is displayed on the screen, (5) enhance the digestibility of students to the information or material provided. Microsoft Power Point slide also give beneficial function to teacher, namely (1) facilitate the teacher to explain the learning material or abstract objects (not real) into concrete (real), (2) make it easy for teachers to provide a real and direct experience, because students can communicate and interact with the environment in which learning, (3) it can attract the attention of students, arousing interest, motivation, activity, learning and creativity in the teaching and learning.

Underlying the point that Microsoft Power Point slide can attract the attention of students, arousing interest, motivation, activity, learning and creativity in the teaching and learning, thus motivation can be regarded as the driving force from the inside and in the subject to perform the activity - specific activities order to achieve a goal. Motivation is the driving force from the inside to perform activities to achieve objectives. Motivation is the process of encouraging direction and persistence of behavior.

It should be emphasized that the motivation coincides with a purpose. Motivation to learn is necessary, because someone who does not have the motivation learn, not possible to implement learning activities. In the process of learning, motivation is required in determining the intensity of the effort of learning for students. According to Oemar Hamalik in Martinis Yamin (2006:170) mentions that there are three functions of motivation namely, (1) encourage people to do, so as a driver or motorcycle which releases energy, (2) determine the direction of action towards the goals to be achieved, (3) selecting actions, which determine the actions that must be done to match in order to achieve the goal, to put aside the deeds that are not useful for that purpose.

The nature of motivation to learn is internal and external encouragement to students who are learning to make changes in behavior, in general, with several indicators that support. Hamzah B. Uno (2006:23) classifies the indicators of motivation to learn (1) the desire and the desire to succeed, (2) the encouragement and needs in learning, (3) the hopes and dreams of the future, (4) the existence of awards in the study, (5) there activity interest in learning, (6) the existence of a conducive learn environment, thus enabling a student can learn well.

Motivation to learn is not only arise from within the students, but also from outside the student. Extrinsic motivation has important role, according to Max Darsono, et al (2000: 65) there are several factors that influence the motivation to learn items, namely: (1) ideals or aspirations of students. Ideals or aspiration is a target to be achieved. Ideals will strengthen the motivation to learning. (2) Study skills, it required a wide range of capabilities. This capability includes some psychological aspects contained in students, for example, savings, attention, memory, think the power, fantasy. (3) Conditions student, students are creatures composed of psychophysical unity. The conditions that affect motivation students to learn here with regard to the physical and psychological condition. (4) Environmental conditions, they are elements that come from outside the student. Healthy environmental conditions, harmony life, social order needs to be enhanced quality with a safe environment. (5) Dynamic elements in learning are elements whose presence in the learning process is not stable, sometimes strong, the sometimes weak and even disappear altogether. (6) The efforts of teachers in student learning. Efforts question is how to prepare teachers in teaching students ranging from mastery of the material, how attentive the students, evaluate student learning outcomes, and others.

C. Method of Research

This research used quantitative method. There were 74 students of MTs N Model Limboto taken as population and 37 students chose as sample by using random sampling. The research instrument was questionnaires. They were consisted of 20 statements (questionnaire for Microsoft power point) and 20 statements (questionnaire of motivation). They used into Likert scale. Data analysis were using correlation product moment, in determining the percentage level the researchers used a formula to calculate the frequency distribution using SPSS 16.

D. Finding and Discussion

The questionnaires of using Microsoft power point slides showed the result through the data display., when question was analyzed one by one. The students always attend an English class when power point slide used. There 70,3 percentage sample agree with the statement, 13,5 percentage strongly agreed, 16,2 percentage rate quite agree with the statement. The students prefer the spirit of learning English by using an animated display that

draws on power point slides. There were 2,7 percentage of samples disagreed with the statement, 40,5 percentage rate agreed, 32,4 strongly agree. The students easily digest English class when using an animated display moves on power point. There were 43,2 percentage rate samples agreed with the statement, 35,1 percentage rate strongly agree.

Display attractive animations can help me to understand English lessons, 51,4 percentage rate strongly agree and only 10,8 percentage rate quietly agree. The student enthusiasm for learning English in school if using animation in PowerPoint media, 40,5 percentage agree, 35,1 percentage strongly agree, 24,3 percentage quietly agree, and no sample voted less agree and disagree. Using a power point application in learning English is very interesting when using animated display, 51,4 percentage strongly agree, 29,7 percentage agree, 16,2 percentage quite agree, 2,7 less percentage agree. Power Point presented such animations so I was interested to learn, 40, 5 percentage rate strongly agreed, 37,8 percentage agreed and, 21,6 percentage quite agree.

The students interested in learning English when using the display of images on a power point slide, 45,9 percentage strongly agree and 5,4 percentage less agree. Learning English by using an attractive appearance makes my enthusiasm for learning, 73,0 percentage strongly agreed with the statement and 2,7 percentage less agree. Learning English in the classroom fun when using the display of images on power point, 43,2 percentage agreed, 35,1 percentage rate strongly agree, and 5,4 percentage less agree. Learning English to use your powerpoint images on the media makes me happy, 37,8 percentage strongly agree and disagree, and 2,7 percentage less agree. The students glad to learn English at school using video views on power point, 45,9 percentage agreed with the statement, 27,0 percentage strongly agree and quite agree, and none less agree. By using the image display when learning English makes student excited, 43,2 percentage agree, 21,6 percentage quite agree, and 35,1 percentage rate with statement strongly agree. Learning to use the image of education make student has pleased to learn English, 48,6 percentage agree, 2,7 percentage not agree, 21,6 percentage strongly agreed, and 27,0 percentage quite agree. Learning English using video display PowerPoint slides are very interesting and easy to understand, 43, 2 percentage agree, 2, 7 percentage less agree, 18,9 revelation quite agree. It was easier to digest English class

when using video display draws on power point slides, 40, 5 percentage strongly agreed and 8, 1 percentage less agree. The students do not feel bored learn English by using video on powerpoint media, 56,8 percentage strongly agreed, 5,4 percentage quite agree and disagree.

The student has pleased to learn English by using the video display on the power point slides as easy to understand, 43,2 percentage agree and 8,1 percentage less agree. The student glad to learn English at school using video views on power point slide, 37, 8 percentage quite agree 8,1 percentage less agree, 32,4 percentage strongly agree, and 21,6 percentage agree. It was easier to digest english lessons when Using the strong views education video on power point slides, 56,8 percentage strongly agreed, and 5,4 quite agree and disagree.

The finding of students' motivation displayed in these data showed the increase of students' achievement, because they have high interest in involving teaching and learning using power point. The student can memorize English vocabulary of more than 100 vocabulary, 64,9 percentage strongly agree, 10,8 percentage quite agree, and 24,3 percentage agree. The student can working task English easily, 43,2 percentage agree, 54 percentage less agree, 32,4 percentage quite agree, and 18,9 percentage strongly agree. The student will continue to learn English so that I get good grades, 43, 2 percentage agree, 10,8 strongly agree and disagree, and 35,1 quite agree. The students believe will get good score in the subjects of English, 32,4 percentage strongly agree, agree, and quite agree, and 2,7 percentage less agree. The students want to be subjects of English extracurricular lessons, 37,8 percentage agree, 5,4 percentage less agree with the statement, 29,7 strongly agree and agree. The students want more developed english lessons to be easy to learn, 43,2 percentage quite agree, 24,3 percentage strongly agree, and 32,4 percentage agree. The students want to learn English to develop my potential, 37,8 percentage strongly agree, 27,0 percentage agree, and 35,1 percentage quite agree. The students want to be a lot of time to learn English, 40,5 percentage strongly agree with the statement, 32,4 percentage agree, and 24,3 percentage quite agree. Praise given teacher for student be more active learning English, 54, 1 percent strongly agree 18,9 percentage agree, and 27,0 percentage quite agree. The students task with a maximum of English in order to get good grades, 43,2 percentage agree, 5,4 percentage less agree, 35,1 percentage strongly agree, and 16,2 percentage quite agree. By giving student a good value

even harder to learn English, 37,8 percentage strongly agree and agree, 2,7 percentage less agree, and 21 percentage quite agree. The student followed the subjects of English because students want to become fluent english language, 37,8 percentage quite agree, 8,1 percentage less agree.

The level of significance of the variables X and Y is 0,05. If the error rate of 0.05 (95% confidence level) and $N = 37$, then the price r table = 0,325. By looking at the table r count correlation = 0,375, then r count greater than r table or r count $>$ r table, so H_0 rejected and H_a accepted. Thus, there was a positive influence and significant correlation between the use of powerpoint toward student motivation in learning English, at 0,375.

Based on the display data above, using Microsoft Power Point slide proved has influence to students motivation. Hoffsterr, 2013, Munir, 2012, Rudi Susilana dan Cepi Riyana, 2007, Verawati, 2008). The benefits are (1) the material presented is becoming more attractive, (2) the material presented is easy to understand, (3) the material presented clearly, (4) assist in the manufacture of the slide, outline presentations, electronic presentations displaying dynamic slide, including clip art interesting, all of which is displayed on the screen, (5) enhance the digestibility of students to the information or material provided. Microsoft Power Point slide also give beneficial function to teacher, namely (1) facilitate the teacher to explain the learning material or abstract objects (not real) into concrete (real), (2) make it easy for teachers to provide a real and direct experience, because students can communicate and interact with the environment in which learning, (3) it can attract the attention of students, arousing interest, motivation, activity, learning and creativity in the teaching and learning.

The theory proved the data were collected through questionnaire. It contains 20 questions. The item of questions refers to the using of Microsoft power point in teaching and learning process, 99 percentage samples strongly agree that lesson material will more easy and attractive when presenting through Microsoft power point. It can present in modification, such as in *personal presentation*: Commonly used for PowerPoint presentations in class classical learning. Such as lectures, trainings, seminars, workshops, and others. *Stand Alone*: On the pattern of this presentation, PowerPoint can be tailored to individual learning interactive, although the interactive content is not too high, but PowerPoint is capable of displaying the

feedback that has been in the program. *Web-based*: In this pattern PowerPoint files can be formatted into a web (HTML) so that the program appears in the form of a browser that can display Internet. This is supported by PowerPoint facilities to publish the work to the web.

E. Conclusion

The level of significance of the variables X and Y is 0,05. If the error rate of 0.05 (95% confidence level) and $N = 37$, then the price r table = 0,325. By looking at the table r count correlation = 0,375, then r count greater than r table or r count $>$ r table, so H_0 rejected and H_a accepted. Thus, there was a positive influence and significant correlation between the use of powerpoint toward student motivation in learning English, at 0,375.

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