

THE EFFECT OF POWER POINT PRESENTATION TECHNIQUE ON STUDENTS' ACHIEVEMENT IN LISTENING

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ABSTRACT

The aim of this research was to find out the effect of power point presentation technique on the students' achievement in listening. The research was conducted at MTs.S Nurul Amaliyah Tanjung Morawa. A quantitative with experimental was applied as the research design. The population and sample consisted of 60 students. They were divided into experimental group which was taught by using power point presentation and control group which was taught descriptively. Each group consisted of 30 students. The instrument used for collecting the data was essay cloze test by filling missing words. The test was used to obtain the students' scores for each group. After finding the mean score, the standard deviation, and standard error of both groups, then a statistic t-test was applied. After calculating and analyzing the data, it was obtained that t-observed was 2.29 and t-table was 1.67 at t-critical 0.005 and df=58. Comparing both value, it showed that t-observed was higher than t-table ($2.29 > 1.67$) which meant that the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. This research concluded that power point presentation technique gave significant effect on students' achievement in listening.

Keywords: power point presentation, listening, song

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui pengaruh teknik presentasi power point terhadap pencapaian listening siswa. Penelitian ini dilakukan di MTs.S Nurul Amaliyah Tanjung Morawa. Desain penelitian ini adalah kuantitatif dengan eksperimen. Populasi dan sampel terdiri dari 60 siswa. Mereka dibagi kedalam kelompok eksperimen yang diajar menggunakan presentasi power point presentation dan kelompok kontrol yang diajar secara deskriptif. Masing-masing kelompok terdiri dari 30 siswa. Instrumen yang digunakan untuk mengumpulkan data adalah essay cloze test dengan mengisi kata-kata yang hilang. Tes digunakan untuk memperoleh skor siswa untuk setiap kelompok. Setelah mendapatkan skor rata-rata, standar deviasi, standar kesalahan kedua kelompok, kemudian dilakukan uji statistik dengan uji-t. Setelah menghitung dan menganalisis data, diperoleh bahwa t-hitung sebesar 2,29 dan t-tabel sebesar 1,67 ada t-critical 0,005 dan df=58. Membandingkan kedua nilai tersebut, menunjukkan bahwa t-hitung lebih tinggi dari t-tabel ($2,29 > 1,67$) yang berarti bahwa hipotesis alternatif (H_a) diterima dan hipotesis null (H_o) ditolak. Penelitian ini menyimpulkan bahwa teknik presentasi power point memberikan pengaruh yang signifikan terhadap pencapaian listening siswa.

Kata kunci: presentasi power point, listening, lagu

A. Introduction

Most people in this world use English in communication with people from different places in all over the world. Crystal (2003) stated that English is important as a means of international communication. The importance of English can be seen from the fact that most scientific books and technologies are written in English and many occupations require people to have English competence. As stated by Mashabela in Crystal (2003), English is the medium of a great deal of the world in such areas as science and technologies. As matter of fact, English takes a very important position in almost all fields of life, such as economics, education, politics, technology, sports, tourism, and so on. In relation to the importance of English, Indonesia government has determined English as the first foreign language to be learned and taught to Indonesian students. It has been decided that English is included in the curriculum as a compulsory subject from high school u to university level.

To be success in teaching English is influenced by various factors such as the suitable selection of approach, method, technique, or learning media which are very important to support foreign language teaching and learning. The best selection will lead to the increasing of students' attention of the material given and produce better understanding and learning. However, the selection made by the teachers regarding those factors should be adjusted to the needs and characteristics of the students.

According to Sukatno (2008), in learning foreign language, particularly English, students encounter difficulties which come from sounds, words, classifying words and sentences. Moreover, Mansour (2019) added that weakness of students in the four skills (reading, writing, listening, and speaking) lead to a decline in the skills of their thinking and their academic achievement.

Listening as one of the four skills and language development in learning language is considered as a basic language skill (Sehati and Khodabandehlou, 2017). In addition, listening is also the most frequent skill used by students in or outside the classroom.

Without learning listening first, other language skills and development might not be able to work well. Sehati and Khodabandehlou (2017) mentioned the same idea that in a language classroom, listening ability plays a significant role in the development of other language arts skills. While Sukatno (2008) defined listening as a communication process between a source and receiver where the receiver has an important role in understanding, paying attention, analyzing and evaluating the spoken messages, and possibly giving response of what has been heard.

Quoted from Sehati and Khodabandehlou (2017), the teaching of listening skills is still neglected in the English language teaching process which causes serious problems to EFL learners particularly in English listening comprehension. The causes are the fact that other language skills including grammar and vocabulary are considered more important than listening and listening skill is not part of many course books and mostly teachers do not give special thought and attention to the listening skill when they design their lesson plan. Therefore, it requires the teachers to pay more attention to listening skill when designing the lesson material to be taught in classroom.

Dunkel (1991), Richards (1983), Ur (1984) in Sukatno (2008) mentioned there are some factors which make listening difficult such as clustering, redundancy, reduced form, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction. Sukatno (2008) himself concluded that listening covers problems such as discrimination between sounds, recognizing words, identifying stressed words and grouping of words, identifying functions in a conversation, using background knowledge and context (what has already been said) to predict and then to confirm meaning, recalling important words, topics and ideas, and reformulating what the speaker has said. Therefore, to attract students' attention in learning listening skill, a teacher must be able to overcome those difficult factors. The use of interesting teaching media can be a way to bridge these difficulties. According to Sadiman et al (2014) media comes from Latin and is a plural

form of medium which means an intermediary or introduction. The media serves as the messenger (sender) of messages which are received by the recipient. In addition, Arsyad (2014) wrote that media in wider understanding can be in form of humans, material, or events that can create a certain conditions where the students are able to obtain knowledge, skill, or attitude. Therefore, media is very influential in teaching and learning activities.

Recently, power point is widely used to help teachers and students in teaching learning process. The use of power point can be an alternative to lead the teaching in classes. Quoted from Sukatno (2008):

“Power Point comes bundled with Microsoft packages. It can be operated with Macintosh or Windows PC's program. The program files of power point are very easy to open, create, or modified. They can be posted on or downloaded from websites, and can be converted to html web pages. Not only can Power Point presentations be traded and exchanged, they can also be modified to fit any individual classroom setting. Although other presentation soft wares may have the same capabilities, it is the most common, and it is user friendly.”

Zahroyat, Sujoko, and Setyaningsih (2015) mentioned that Microsoft Power Point can be used as one of alternative media for teaching process in the class. Teacher can present their lesson attractively by using designed presentation. In addition, Fisher (2003) in Sukanto (2008) explains that Power Point can be used in many ways in the teaching English second language as well as in other subjects. They can be used for initial teaching, for practice and drilling, for games, for reviews, and for tests.

Power point has so many features that allow us to do many things such as playing music, video, showing pictures, showing animation or combine them all. It also makes the students more fun in learning English, so the atmosphere of the class is more conducive. Power point is easily operated. It can develop many kinds of English materials such as English songs, games, and many kinds of stories which can be expected to improve students' skill particularly in listening

achievement. Therefore, power point visual input presentation can be used in tandem or as a medium for knowledge dissemination in different classroom settings specially in listening comprehension (Sehati and Khodabandehlou, 2017).

Some researches using power point presentation in teaching English for various skills have been conducted previously. The research conducted by Prastiwi (2014) focused on the use of power point presentation students' vocabulary achievement. Another research by Zahroyat et al (2015) focused on improving students' reading ability using power point. Research by Mansour (2019) investigated the impact of using power point presentations on students' achievement and information retention in teaching English language at public schools in Amman. While the research using power point presentation in listening skill was conducted by Sukatno (2008) who focused on improving students' learning motivation and listening proficiency through power point. Another research was conducted by Sehati and Khodabandehlou (2017) who proved the effect of power point enhanced teaching (visual input) on Iranian intermediate EFL learners' listening comprehension ability. However, this current research was implemented to find out the effectiveness of power point presentation on students' achievement in listening using songs as additional material.

B. Research Method

The location of this research was MTs.S Nurul Amaliyah Tanjung Morawa. The school has a language laboratory equipped with headsets for each computer, LCD projectors, and a well-built sound system sets. The students are familiar with such hardware since they are used in language laboratory. The laboratory itself has been tested and participated in the contest of creating learning media.

The research design applied was quantitative with experimental pre-test post-test design. There were two groups involved in this research: experimental group taught using power point presentation and control group taught descriptively. The total number of population and sample was 60 students.

The instrument used was essay cloze test with a blank spots. The students were asked to listen to the songs and they were shown the texts in the power point. They were asked to fill out the empty spots while listening to the songs. Before answering the test, the students were heard the songs completely for three times.

The data obtained were analyzed using the following steps:

1. scoring the students' answers sheets,
2. grouping their scores into two groups, namely the experimental group scores and the control groups scores,
3. computing statistically the mean of both groups,
4. applying t-test by using the following formula:

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right) \left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

Notes:

Ma : The mean of experimental group

Mb : The mean control group

da : The standard deviation of experimental group

db : The standard deviation of control group

Na : The total numbers of experimental groups

Nb : The total number of control groups

5. testing the hypothesis based on the value of t-observed and t-table, and
6. drawing conclusion.

C. Research Finding and Discussion

Through the data collection and calculation, it was obtained that the mean score of experimental group was 84.16 while control group score was 69.16 which meant experimental group was higher than control group. The t-test formula was applied and under level significance 0.05 and degree freedom 58, it was revealed that t-observed 2.29 and t-table 1.67. Viewing this value, the null hypothesis that stated there is not significant effect of power point presentation technique on students' achievement in listening was rejected. Instead, the alternative

hypothesis that stated there is significant effect of power point presentation technique on students' achievement in listening was accepted.

It can be seen that the students' achievement in listening taught using power point presentation technique was better than taught descriptively. The students gather information and gave feedback to other groups. The students tried to understand the material well, so they can help each other and have contribution to gather and share the material. The students also feel joy and excited and felt that listening was not difficult skill.

This result can be compared with other previous researcher who had conducted the same interest. A research by Sukatno (2008) investigated the students' listening proficiency and learning motivation as the problems. The research was conducted with action research and showed that the use of Power Point can improve the students' learning motivation level. The improvement was proved by the data that collected from students' participations, attendance, and enthusiasm in listening class which showed better than before conducting the research. The analysis of quantitative data found out that there was also an improvement on students' listening proficiency which was showed from the mean progress of the students' pre-test and post-test. The research concluded that students' learning motivation and listening proficiency could be improved through Power Point.

D. Conclusion and Suggestion

After conducting the research, there were some conclusions that can be drawn. First, it was proved that there was effect on students' achievement in listening taught by power point presentation technique. It can be seen from the value of t-observed was higher than the value of t-table ($2.29 > 1.67$). Second, the hypothesis testing proved that the alternative hypothesis was accepted and null hypothesis was rejected. Third, the atmosphere of teaching learning changed. The students became more active and independent in understanding the material given. This technique also allowed the students to have different idea regarding the information

received. Thus, the use of power point presentation technique can work well as a technique in teaching listening.

Supporting the result of this research, it is suggested that English teachers should consider choosing the suitable technique to teach listening and also the school should facilitate the need of conducting the listening skill.

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