

STUDENTS' PERCEPTIONS ON THE USE OF POWERPOINT IN ENGLISH TEACHING AND LEARNING PROCESS AT SMAN 2 TAMBANG

Rini Juliani¹, Fadly Azhar², Mahdum³

¹English Study Program FKIP Universitas Riau

¹rini.juliani0193@student.unri.ac.id, ²fadly.azhar@lecturer.unri.ac.id,

³mahdum.adanan@lecturer.unri.ac.id

ABSTRACT

This study aimed to investigate students' perceptions on the use of PowerPoint in the English teaching and learning process at SMAN 2 Tambang. The research employed a descriptive quantitative design. The population consisted of 300 eleventh-grade students in the academic year 2024/2025, and 60 students from classes XI-9 and XI-10 were selected as the sample using cluster random sampling. The instrument used was a Likert-scale questionnaire consisting of 25 items developed based on five perception indicators: reception, evaluation, stimulus absorption, understanding, and judgment. The validity and reliability tests showed that all items were valid and highly reliable. The data were analyzed using descriptive statistics by calculating the mean score. The findings revealed that students had a positive perception of the use of PowerPoint in English learning. The highest mean score was found in the evaluation indicator, while the lowest was in the understanding indicator. Overall, PowerPoint was perceived as an effective, attractive, and supportive learning medium that enhanced students' motivation, attention, and engagement in the classroom.

Keywords: *english learning, student perception, powerpoint*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap penggunaan PowerPoint dalam proses pembelajaran Bahasa Inggris di SMAN 2 Tambang. Penelitian ini menggunakan desain kuantitatif deskriptif. Populasi penelitian berjumlah 300 siswa kelas XI tahun ajaran 2024/2025, dengan sampel sebanyak 60 siswa dari kelas XI-9 dan XI-10 yang dipilih menggunakan teknik cluster random sampling. Instrumen yang digunakan adalah angket skala Likert yang terdiri dari 25 butir pernyataan berdasarkan lima indikator persepsi, yaitu reception, evaluation, stimulus absorption, understanding, dan judgment. Hasil uji validitas menunjukkan seluruh item valid dan hasil uji reliabilitas menunjukkan nilai yang sangat reliabel. Data dianalisis menggunakan statistik deskriptif dengan menghitung nilai rata-rata (mean). Hasil penelitian menunjukkan bahwa siswa memiliki persepsi positif terhadap penggunaan PowerPoint dalam pembelajaran Bahasa Inggris. Indikator dengan skor tertinggi adalah evaluation, sedangkan skor terendah terdapat pada

indikator understanding. Secara keseluruhan, PowerPoint dipersepsikan sebagai media pembelajaran yang efektif, menarik, dan mampu meningkatkan motivasi, perhatian, serta keterlibatan siswa di kelas.

Kata Kunci: pembelajaran bahasa inggris, persepsi siswa, powerpoint

A. Introduction

The rapid development of technology has significantly influenced various aspects of human life, including the field of education. In the modern educational context, technology is no longer considered merely as a complementary tool, but as an essential medium that supports teachers in delivering instructional materials effectively (Maritsa et al., 2021). The integration of technology in teaching and learning processes enables educators to create more engaging, interactive, and meaningful learning experiences (Sawitri et al., 2019). One of the commonly used technological tools in classroom instruction is Microsoft PowerPoint. As a multimedia-based presentation application, PowerPoint combines text, images, animations, audio, and video, allowing teachers to present learning materials in a structured and visually appealing manner (Muthoharoh, 2019; Hasanah, 2020).

In English language teaching, the use of instructional media plays a crucial role in supporting students' comprehension and motivation (Ziveria & Purwandari, 2020). Without appropriate learning media, the teaching process may become monotonous, leading to decreased student attention, low participation, and reduced academic performance (Muthoharoh, 2019). Media selection must therefore align with students' characteristics and learning needs (Sawitri et al., 2019). PowerPoint, as a visual and auditory medium, has the potential to stimulate students' senses and facilitate better understanding of lesson content (Astutik, 2020). It also enables teachers to simplify complex material and present it systematically, which is particularly important in language learning contexts (Muthoharoh, 2019).

Based on preliminary observation conducted at SMAN 2 Tambang, the learning system has been implemented offline since the beginning of the even semester of the

2024/2025 academic year. However, several obstacles were identified in the teaching and learning process, particularly in English classes. Teachers reported decreasing student interest, lack of concentration, reduced classroom activity, and declining academic achievement. In addition, the school has limited supporting facilities, as it does not have a language laboratory and only possesses one science laboratory. Prior to the integration of digital media, teachers mainly relied on printed materials such as textbooks and dictionaries, as well as conventional visual media like whiteboards. These limitations encouraged teachers to seek alternative learning media that could make lessons more attractive and effective (Sawitri et al., 2019). Consequently, PowerPoint was introduced and displayed using an LCD projector as a visual learning medium.

The use of PowerPoint in classroom instruction is supported by several theoretical perspectives. Perception, according to psychological theory, is a process that begins with the reception of stimuli through the five senses, followed by evaluation, stimulus absorption,

understanding, and judgment (Akbar, 2015; Hamidah et al., 2014). Students' perceptions toward instructional media are important because they influence attitudes, motivation, and behavior in the learning process (Hermanto & Syahril, 2020). If students perceive a learning medium positively, they are more likely to engage actively and participate enthusiastically. Conversely, negative perceptions may result in boredom and disengagement (Nisa et al., 2023).

Several previous studies have reported positive findings regarding the use of PowerPoint in English teaching and learning. Research indicates that PowerPoint can enhance students' motivation, improve comprehension, and create a more interactive classroom atmosphere (Aini & Syafradin, 2023; Ledy & Syafradin, 2023). However, despite these findings, students' perceptions may vary depending on the context, facilities, and implementation strategies used by teachers. Therefore, it is essential to investigate students' perceptions in a specific educational setting to obtain accurate and contextualized data.

In light of the phenomenon observed at SMAN 2 Tambang and the theoretical importance of perception in learning, this study focuses on investigating students' perceptions of the use of PowerPoint in the English teaching and learning process. The research problem of this study is formulated as: What are the students' perceptions on the use of PowerPoint in the English teaching and learning process at SMAN 2 Tambang? The objective of this research is to find out and describe students' perceptions toward the use of PowerPoint as a learning medium in English classes at SMAN 2 Tambang in the academic year 2024/2025.

The findings of this study are expected to provide several benefits. For students, this research may provide additional knowledge about the advantages of using PowerPoint in supporting their learning process. For teachers, the results may serve as feedback in selecting and developing appropriate instructional media to improve teaching quality and classroom engagement. For future researchers, this study may function as a reference for further research related to students' perceptions and

the integration of digital media in language learning.

The clarity and depth of this introduction serve as the foundation of the article, as it establishes the relevance, urgency, and contribution of the study within the broader context of technology integration in English language education.

B. Research Methodology

This study employed a quantitative research design with a descriptive approach. Quantitative research is characterized by systematic procedures and numerical data analysis to describe a particular phenomenon (Sugiyono, 2019). In this study, descriptive quantitative research was used to describe students' perceptions of the use of PowerPoint in the English teaching and learning process at SMAN 2 Tambang. The research focused on identifying and interpreting students' responses through statistical analysis without manipulating any variables (Creswell, 2014).

The research was conducted at SMAN 2 Tambang, located on Jl. Bupati, Kualu, Kecamatan Tambang, Kabupaten Kampar, Riau. The study was carried out during the academic

year 2024/2025. The population of this research consisted of all eleventh-grade students, totaling 300 students distributed across ten classes. From this population, the sample was selected using probability sampling, specifically cluster random sampling (Sugiyono, 2019). Two classes, XI-9 and XI-10, were randomly selected as the sample, consisting of 60 students in total. This sampling technique was chosen to ensure that each class had an equal opportunity to be selected while maintaining efficiency in data collection.

The instrument used to collect the data was a questionnaire based on a Likert scale. The questionnaire consisted of 25 statements developed from five indicators of perception adapted from the theories of Robbins and Bimo Walgito cited in (Akbar, 2015), namely: Reception, Evaluation, Stimulus Absorption, Understanding, and Judgment. Each indicator was represented by five statements. The response options used a five-point Likert scale: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). The questionnaire was designed to measure students' perceptions of the use of PowerPoint in English learning.

Before being administered, the instrument was tested for validity and reliability. The validity test was conducted using Pearson Product Moment correlation with the help of IBM SPSS Statistics version 30. The degree of freedom (df) was calculated as $n - 2$ ($30 - 2 = 28$), and the r-table value at the 5% significance level was 0.361. All 25 items showed r-count values higher than 0.361, indicating that all items were valid. The reliability test was conducted using Cronbach's Alpha formula, and the result was 0.939. Since the value exceeded the minimum reliability threshold of 0.70, the instrument was considered highly reliable.

The data were analyzed using descriptive statistical analysis (Sugiyono, 2019). The mean score of each indicator and the overall perception score were calculated using the formula $X = \Sigma X / N$. The results were then interpreted using a predetermined classification scale: 4.21–5.00 (Very Positive), 3.41–4.20 (Positive), 2.61–3.40 (Neutral), 1.81–2.60 (Negative), and 1.00–1.80 (Very Negative). This method enabled the researcher to determine whether students' perceptions of the use of PowerPoint in the English teaching

and learning process were positive, neutral, or negative.

Through this methodological framework, the study systematically measured and described students' perceptions to provide reliable and valid findings regarding the effectiveness of PowerPoint as a learning medium in English classes at SMAN 2 Tambang.

C. Result and Discussion

This section presents the findings obtained from the questionnaire distributed to 60 eleventh-grade students of SMAN 2 Tambang and provides a discussion based on relevant theoretical frameworks. The analysis focuses on five perception indicators: Reception, Evaluation, Stimulus Absorption, Understanding, and Judgment. The data were analyzed using descriptive statistics by calculating the mean score of each indicator (Sugiyono, 2019).

Based on the data analysis, students showed positive perceptions toward the use of PowerPoint in the English teaching and learning process. The overall mean score was 3.78, which falls into the "Positive" category (3.41–4.20). Among the five

indicators, the highest mean score was found in the Evaluation indicator, while the lowest was in the Understanding indicator. However, all indicators were categorized as positive.

The summary of the results is presented in the following table.

Table 1: Students' Perceptions on the Use of PowerPoint in English Teaching and Learning Process

No	Indicators	Mean Score	Category
1	Reception	3.84	Positive
2	Evaluation	3.86	Positive
3	Stimulus Absorption	3.79	Positive
4	Understanding	3.72	Positive
5	Judgment	3.73	Positive
$\Sigma \bar{x}$		3.78	Positive

The Reception indicator obtained a mean score of 3.84, indicating that students positively received the visual and auditory stimuli presented through PowerPoint. According to the perception theory proposed by Robbins and Bimo Walgito, reception is the initial stage where individuals capture stimuli through their senses. The positive result suggests that PowerPoint presentations successfully attracted students' attention through multimedia elements such as text, images, and

animations. This finding supports the view that visually engaging media can enhance students' initial engagement in learning (Astutik, 2020).

The Evaluation indicator achieved the highest mean score of 3.86. This shows that students positively assessed the clarity, attractiveness, and effectiveness of PowerPoint as a learning medium. In perception theory, evaluation refers to individuals' subjective judgments of the stimuli received. Students considered that PowerPoint helped organize materials systematically and made lessons more interesting. This result aligns with previous studies indicating that PowerPoint increases students' motivation and classroom participation by presenting content in a structured and appealing format (Aini & Syafradin, 2023; Ledy & Syafradin, 2023).

The Stimulus Absorption indicator obtained a mean score of 3.79. This indicates that students were able to absorb and mentally process the information delivered through PowerPoint effectively. Based on Bimo Walgito's theory, stimulus absorption involves the transmission of sensory impressions to the brain to form mental representations. The

combination of visual and textual elements in PowerPoint supported students in remembering and recognizing learning materials. This confirms that multimedia presentations can strengthen memory retention and comprehension (Muthoharoh, 2019).

The Understanding indicator showed the lowest mean score, 3.72, although it still falls within the positive category. Understanding refers to the stage where individuals interpret and organize stimuli into meaningful knowledge. The result suggests that PowerPoint helped students connect new information with prior knowledge, but some students might still require additional explanation or interaction to achieve deeper comprehension. This finding indicates that while PowerPoint is effective, it should be complemented with interactive teaching strategies to maximize learning outcomes (Ziveria & Purwandari, 2020).

Finally, the Judgment indicator obtained a mean score of 3.73, reflecting students' overall positive assessment of PowerPoint as a supportive learning medium. Judgment, according to perception theory, is the stage where individuals

compare their understanding with personal standards and expectations. Students agreed that PowerPoint increased their motivation and made English lessons more engaging. This demonstrates that PowerPoint not only supports cognitive aspects but also contributes positively to students' affective responses in the classroom (Ledy & Syafradin, 2023).

Overall, the findings confirm that students at SMAN 2 Tambang have positive perceptions toward the use of PowerPoint in English teaching and learning. The highest score in the Evaluation indicator indicates that students strongly appreciate the clarity and organization of PowerPoint presentations, while the relatively lower score in Understanding suggests the need for complementary instructional strategies. These results are consistent with theoretical perspectives on perception and multimedia learning, which emphasize that well-designed instructional media can enhance engagement, comprehension, and motivation in the learning process (Aini & Syafradin, 2023; Astutik, 2020).

D. Conclusion

Based on the results of the research conducted at SMAN 2 Tambang in the academic year 2024/2025, it can be conclusively stated that students have a positive perception of the use of PowerPoint in the English teaching and learning process. The overall mean score of 3.78 indicates that PowerPoint is perceived as an effective, attractive, and supportive instructional English teaching and learning process. Among the five perception indicators, Evaluation obtained the highest mean score (3.86), reflecting students' strong appreciation of the clarity, organization, and visual attractiveness of the PowerPoint presentations used by the teacher. Meanwhile, Understanding obtained the lowest mean score (3.72), although it remained within the positive category. This finding suggests that even though PowerPoint contributes significantly (3.78) to students' engagement and interest, its effectiveness in promoting deeper comprehension may still depend on how it is integrated with interactive teaching strategies.

The findings confirm that the integration of multimedia-based instructional media such as

PowerPoint can enhance students' motivation, attention, and participation in English classes (Aini & Syafryadin, 2023; Ledy & Syafryadin, 2023). Students perceive that PowerPoint helps them focus on the material, organize information systematically, and enjoy the learning process (Astutik, 2020). Therefore, the use of PowerPoint in English teaching at SMAN 2 Tambang can be considered appropriate and beneficial in supporting classroom instruction.

However, several improvements are recommended. Teachers are encouraged to design PowerPoint presentations more interactively by incorporating discussion sessions, questioning techniques, and varied multimedia elements to strengthen students' understanding. In addition, teachers should avoid excessive text and ensure that slides are clear and concise. For future research, it is suggested to investigate the effectiveness of PowerPoint using experimental or mixed-method designs to examine its impact on students' learning achievement, speaking skills, or other language competencies in different educational settings.

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