

THE EFFECT OF USING POWERPOINT MEDIA ON STUDENTS' ENGLISH LEARNING MOTIVATION TO THE ELEVENTH GRADE STUDENTS OF SMK MUHAMADYAH 1 SAMARINDA IN 2018/2019 ACADEMIC YEAR

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ABSTRACT

English education is taught in all levels of education. Therefore, it is believed that there are some differences among teaching adults, teenagers and children. In teaching English to adult learners, the suitable media is needed to attract their attention. One of the media that is suitable to adult learners in teaching English is power point. The purpose of this study was to find out whether there is a significant effect of using power point media on students' English learning motivation to the eleventh-grade students of SMK MUHAMADYAH 1 Samarinda in 2018/2019 Academic Year. The design of this research was quasi-experimental design because it requires one group of students. There were 60 students as the population and 30 students were taken by the researcher as the sample. The result shows that the mean score of students' English learning motivation is 73.5. It means that the students' English learning motivation is high. Then t score 4.894 higher than t tab value 2.042 with the level of significance 0.5%. Based on interpretation, it can be concluded that there is a significant effect of using power point media on students' English learning motivation to the eleventh-grade students of SMK MUHAMADYAH 1 Samarinda.

Keywords: *Learning, motivation, Teaching, Media*

Background of The Study

Education is an important thing in lives of human nature. Education is never separated with human's life, because of that almost everybody knows about education and does education in their lives. Barrow and Woods (2006) explain that education is the process of servicing human nature by the guide, instruction or training activity for their role in the future. In terms of making through learning process to make perfect the role of human being, somebody to needs to do education in live.

We are now in the condition that English education is taught not only in the higher levels of education, but also in the lower level of students and almost at all levels of students, such as junior high schools, elementary schools, playgroup, etc.

Teaching adult learners is different from teaching young learners because children have their own characteristics in learning. As general rule, it can be noted that the way children learning English depends on their development

stages. Harmer (1998:2) states the special characteristics of adult learners: They can engage with abstract thought, they have a whole range of life experiences to draw on, they have expectations about the learning process, and may already have their own set patterns of learning. Adults tend, on the whole, to be more disciplined than some teenagers, and crucially, they are often prepared to struggle on despite boredom, they come into classroom with a rich range of experiences which allow teachers to use a wide range of activities with them, they have a clear understanding of why they are learning and what they want to get out of it. As we shall see in section below, motivation is a critical factor in successful learning, and knowing what you want to achieve is an important part of this. Many adults are able to sustain a level of motivation by holding on to a distant goal in a way that teenagers find more difficult.

According to some characteristics above, the teachers should be creative to make some interesting techniques in teaching to students. In teaching, the teachers must perform many activities or actions in giving information to

students. So that, the results obtained will be a good learning and can motivate students' learning. In addition, the teachers must also be able to apply the learning method by using various media in the school.

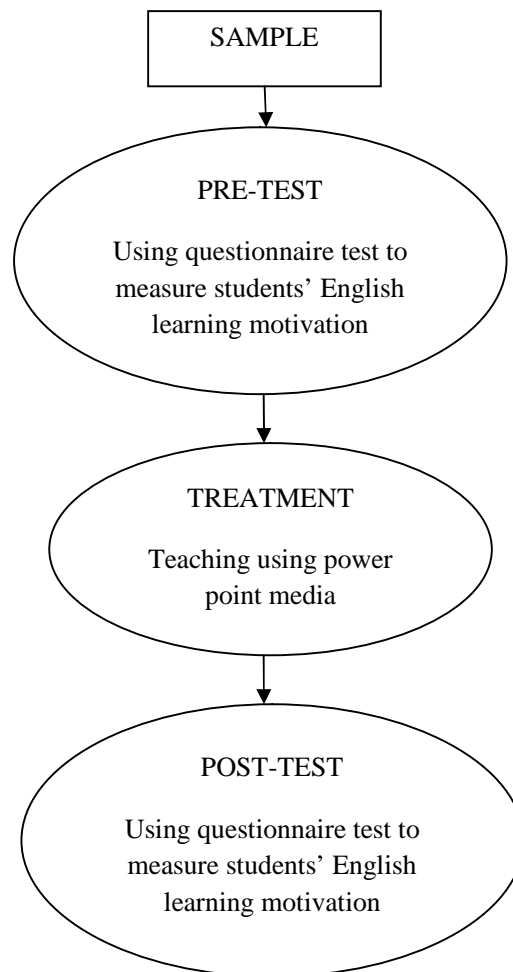
There are many ways or media in teaching at classroom, such as using pictures and images, OHP (Overhead Projector), board, realia, power point, etc. In this study, the researcher decided to use power point media. Power point is a presentation program developed by Microsoft. When the researcher was conducting the compulsory teaching program (PPL) at one of senior high schools in Samarinda, she found that the students were eager to study English by using power point. It looked like that power point that was brought by the researcher into the classroom could focus the students' attention in delivering information and make the students feel fun, so the teaching-learning could be run well. Therefore, the researcher is interested to find out whether the use of media in teaching English can increase the students' English learning motivation or not. The researcher intends to know the effect of using power point media on eleventh grade students of SMK Muhammadiyah I Samarinda in 2018/2019 Academic Year on students' English learning motivation.

The subjects of this study are the eleventh grade students of SMK Muhammadiyah I Samarinda in 2018/2019 Academic Year. One of the reasons why the researcher chooses this school because the students of this school have low learning motivation and therefore, there must be intervention acts to solve this problem. Using power point as a teaching media is hypothesized to improve students' low learning motivation.

METODE

The design of this research is quasi-experimental. Quasi-experimental designs are meant to approximate as closely as possible the advantages of true experimental designs where the problems mentioned above occur (Muijs:2004).

In this research, it requires one group of students. One group is subjected to one type of treatment which are connected each other. In order to get clear description of the procedures of this study, the researcher indicates its design as follows:



The population of this research was the eleventh grade of SMK Muhammadiyah 1 Samarinda in 2018/2019 ACADEMIC YEAR consists of two classes, namely XI-IPA class and XI-IPS class and each class consists of 30 students. The total population from those classes was 60 students. In taking sample, the researcher followed Arikunto's opinion (2005) in Ilhami's (2010) that is, if the population is less than one hundred it should be better to take them all and if the population is more than one hundred it can be taken between 10%-15% or 20%-25% or more as sample. And the consideration to take 30 students for each group is based on statement made by Gay (1992:137) in Wahyuni's (2004). According to Gay, for experimental studies, a minimum of 30 subjects per group is generally recommended. In

this study, the researcher took one class from the population as a sample. So, the number of sample was 30 students.

HASIL DAN PEMBAHASAN

The Result of Students' English Learning Motivation. The questionnaire of students' English learning motivation consists of 20 items. The questionnaire is made by Robert C. Gardner that adapted from Attitude/Motivation Test Battery by Ilhami Fauzy and then modified by the researcher due to the situation of the sample class. The research found that from 30 samples of the research, 3 students had very high motivation, 13 students had high motivation, 10 students were in moderate category, 1 student had low motivation, and 3 students were in very low motivation category of the result pre-test score. And then the values of students were increased after treatment teaching with power point media, there were 7 students had very high motivation, 16 students had high motivation, 5 students were in moderate category and 2 students were in low motivation category of the result post-test score. From the result of the questionnaire, the highest score of pre-test was 92 and the lowest was 37. But, the highest score of post-test was 95 and the lowest was 50. The following table is the table of questionnaire scores answered by the eleventh grade students of SMK Muhammadiyah I Samarinda in 2018/2019 academic year.

Table 2. Scores of Students' English Learning Motivation Based on Qualification

No	Students' Initial	Pre-Test score	Qualification	Post-Test score	Qualification
1	S1	92	Very High Motivation	95	Very High Motivation
2	S2	86	Very High Motivation	90	Very High Motivation
3	S3	77	High Motivation	87	Very High Motivation
4	S4	79	High Motivation	84	Very High Motivation

5	S5	81	Very High Motivation	84	Very High Motivation
6	S6	73	High Motivation	82	Very High Motivation
7	S7	76	High Motivation	80	Very High Motivation
8	S8	79	High Motivation	78	High Motivation
9	S9	73	High Motivation	77	High Motivation
10	S10	76	High Motivation	77	High Motivation
11	S11	68	Moderate	76	High Motivation
12	S12	72	High Motivation	76	High Motivation
13	S13	67	Moderate	75	High Motivation
14	S14	74	High Motivation	74	High Motivation
15	S15	77	High Motivation	74	High Motivation
16	S16	70	High Motivation	72	High Motivation
17	S17	66	Moderate	72	High Motivation
18	S18	64	Moderate	71	High Motivation
19	S19	73	High Motivation	71	High Motivation
20	S20	68	Moderate	71	High Motivation
21	S21	69	Moderate	70	High Motivation
22	S22	69	Moderate	70	High Motivation

23	S23	72	High Motivation	70	High Motivation
24	S24	69	Moderate	69	Moderate
25	S25	64	Moderate	67	Moderate
26	S26	60	Moderate	63	Moderate
27	S27	45	Very Low Motivation	62	Moderate
28	S28	43	Very Low Motivation	60	Moderate
29	S29	56	Low Motivation	58	Low Motivation
30	S30	37	Very Low Motivation	50	Low Motivation
	Total	2075		2205	
	Mean	69.1		73.5	

Based on the data above, then the researcher made some other tables about students' English learning motivation of the result post-test scores based on motivation's elements (interest, need, value, attitude, aspiration, incentive) and the qualification (very high motivation, high motivation, moderate, low motivation). For the complete result, it can be seen in the following tables:

Table 3. Students' English Learning Motivation Based on the elements in *Very High Motivation* Qualification

Student's answer Elements	SA	A	Doub	D	SD
Interest	9	17	2	-	-
Need	17	4	-	-	-
Value	7	9	4	1	-
Attitude	6	9	6	-	-
Aspiration	12	9	-	-	-
Incentive	10	13	5	-	-

Based on the table above, we can see that in Very High Motivation Qualification, Need is the most motivation's element that the students

had chosen as their learning motivation in English.

Table 4. Students' English Learning Motivation Based on the elements in High Motivation Qualification

Student's answer Elements	SA	A	Doub	D	SD
Interest	9	40	13	-	-
Need	15	30	2	-	-
Value	5	12	18	8	5
Attitude	2	16	24	4	1
Aspiration	9	31	8	-	-
Incentive	7	24	22	9	2

While in High Motivation Qualification, we can see that interest is the most motivation's element that the students had chosen as their learning motivation in English. In this qualification the researcher counted the students' answer from the (A=Agree) part of answer choice.

Table 5.

Students' English Learning Motivation Based on the elements in Moderate Qualification

Student's answer Elements	SA	A	Doub	D	SD
Interest	3	12	5	-	-
Need	1	11	2	1	-
Value	-	1	5	5	4
Attitude	-	3	8	3	1
Aspiration	-	9	6	-	-
Incentive	2	4	6	4	4

In Moderate Qualification, we can see that attitude is the most motivation's element that the students had chosen as their learning motivation in English.

Table 6.
Students' English Learning Motivation Based on the elements in Low Motivation Qualification

Student's answer Elements	SA	A	Doub	D	SD
Interest		4	3	1	-
Need	6	-	-	-	-
Value	-	-	-	3	3
Attitude	-	1		5	-
Aspiration	-	-	3	3	-
Incentive	-	1	2	4	1

On the other hand, in Low Motivation Qualification, we can see that attitude is the most motivation's element that the students had chosen as the caused why they have less learning motivation in English. Based on the explanation above, the researcher can say that the effect of using power point media in learning process have good effect. It means that, the students more motivated to learn by using power point media.

Based on the result of the study and data collection the researcher could make some interpretation. All the result of learning motivation in English, most of students have high motivation in learning because it is the one category that dominant of students in result. The category of High Motivation get 16 students from the total of sample 30 students. For the other students who have Very High Motivation category are seven students or 23.3%, then the students who have Moderate category are five students or 16.6% and the students who have Low Motivation are two students or 6.6%. For the complete result, it can be seen in the following table:

Table 8.

Distribution Data of Students' English Learning Motivation.

No	Number of students	Qualification	Percentage
1	7	Very High Motivation	23.3%
2	16	High Motivation	53.3%

3	5	Moderate	16.6%
4	2	Low Motivation	6.6%

From the researcher's explanation on chapter 3, we also know that the questionnaire of learning motivation construct based on six elements of motivation; interest, need, value, attitude, aspiration, incentive. Then, as the result of the students' English learning motivation questionnaire, the researcher could make a pattern about which element took the greatest part than the other elements. Here the researcher took just two qualifications of motivation to be explained, they are Very High Motivation and Low Motivation.

In Very High Motivation qualification, Need was being the strongest element than the other elements chose by the students. It can be seen from the number of students who chose SA (Strongly Agree) as their choice in the most statements in the questionnaire, it is 17 students. And the weakest element of motivation in the Very High Motivation qualification is Attitude, it just got 6 students who chose on SA statement's choice. So it can be assumed that in Very High Motivation, Need was being the most motivation element which has strongest influence to the students' learning motivation in English because of most of students who have very high motivation because they aware that English is important and have many advantages. Attitude is the element of motivation which has weakest influence to the students' learning motivation in English perhaps because of the students' thought that many activities in English is not too important.

On the other hand, in the qualification of Low Motivation, the highest element which got the most voters based on the result of questionnaire was Value, it is 3 students. It can be seen from the number of students who chose SD (Disagree) as their choice in the most statements in the questionnaire. And the lowest element of motivation in this qualification was Incentive because it just got 1 student as its voter. So, the Value category has the strongest element which influence to the students' learning motivation in English because most of the students who have low motivation because of the students' thought that a group's goal is not too

important. Therefore, Incentive is the weakest element because most of the students who have low motivation still think that teaching method of their teacher, give many rewards from the teacher, give many supports from their parents and their friends are important.

Based on the result of this research, it can be seen that there is a positive and significant effect of using power point media on students' English learning motivation.

CONCLUSIONS

Based on the research finding in this study, the researcher concludes that:

1. The effect of using power point media on students' English learning motivation to the eleventh grade students of SMK MUHAMADYAH 1 Samarinda in 2018/2019 academic year is high motivation, as indicated by the mean score of their learning motivation in English which was 73.5 of post-test score.
2. There is a significant effect of using power point media on students' English learning motivation to the eleventh grade students of SMK MUHAMADYAH 1 Samarinda in 2018/2019 academic year. It can be proved by the value of t score = 4.894 which is higher than t tab = 2.042 with the level of significance 0.5%.

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