PENGGUNAAN POWERPOINT SEBAGAI MEDIA VISUAL DALAM PENGAJARAN BAHASA INGGRIS DI SEKOLAH MENENGAH PERTAMA

The Use Of Powerpoint As A Visual Aid In Teaching English At Junior High School

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Abstrak

Penelitian ini bertujuan untuk mengetahui penggunaan Powerpoint sebagai media visual yang digunakan guru dalam pengajaran bahasa inggris di SMPN 17 Padang. Penelitian ini adalah penelitian kualitatif. Partisipan dalam penelitian ini adalah dua orang guru bahasa inggris di SMPN 17 Padang. Untuk mengumpulkan data peneliti menggunakan instrument rekaman video, checklist observasi, dan catatan lapangan. Peneliti memperoleh data bagaimana guru menggunakan Powerpoint dalam pengajaran bahasa inggris di kelas. Berdasarkan hasi analisis data, peneliti menyimpulkan bahwa guru bahasa inggris di SMPN 17 Padang menggunakan Powerpoint dalam selama pengajaran bahasa inggris. Dari 4 jenis tahapan yang diteliti, guru Bahasa inggris di SMPN 17 Padang menggunakan 4 tahapan yaitu: tahapan persiapan, tahapan pembuka, kegiatan inti, dan penutup.

Kata Kunci:
Pengajaran Bahasa Inggris
Powerpoint
Media Visual

Keywords:
Teaching english
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Visual aid

Abstract

This study aims to determine the use of Powerpoint as a visual medium used by teachers in teaching English at SMPN 17 Padang. This research is a qualitative research. The participants in this study were two English teachers at SMPN 17 Padang. To collect data the researchers used video recording instruments, observation checklists, and field notes. Researchers obtained data on how teachers use Powerpoint in teaching English in class. Based on the results of the data analysis, the researcher concluded that English teachers at SMPN 17 Padang used Powerpoint during teaching English. Of the 4 types of stages studied, the English teacher at SMPN 17 Padang uses 4 stages, namely: the preparation stage, opening stage, core activities, and closing.

INTRODUCTION

In the era of technological development, learning, and teaching are upgraded with different strategies and standards. In addition, students and instructors are encouraged by different types of supported gadgets. Visual aids (VS) are the foremost well-known and valuable gadgets for encouraging and engaging students. Teachers as a rule utilize the picture to illustrate unused words or unused exercises for upgrading students' visual abilities. As common gadgets, for case, PowerPoint, audio-video, poster, etc., each of them in each particular circumstance would bring distinctive preferences for understudies at the point to explore and uncover the critical capacities as well as the impacts and effect of visual helps on the learning and educating handle since of visual helps current commitment.

Using visual aids like pictures, recordings, and projectors empower and motivates students during the learning preparation (Yunus et al., 2013). Visual aids are vital to diminish the stretch and uneasiness that learners may involvement when they need to talk in a moment dialect since visual aids help distract the audience, and reestablish considerations and expressions after a discourse clutter (Madhuri, 2013). Teaching English subjects using media is an effort performed by teachers to make learners more interested and motivated in their English lessons. According to Susskind, (2005), Powerpoint makes a

difference clarify complex outlines, makes a difference keeps up understudy intrigued and considered at introductions, so distance proves understudy learning.

At SMPN 17 Padang, the researcher found that English teachers had implemented Powerpoint as a medium used in teaching English at school. Previously, the teacher used ordinary teaching materials in teaching English in class. So, the emergence of problems that occur in the learning process. Some students feel bored with certain media so they were not enthusiastic, not active, and even sleepy. Therefore, a visual aid is used, namely PowerPoint. Most use of PowerPoint can attract students' attention, make students motivated and improve student memory. Based on the explanation above, the researcher is interested in researching using PowerPoint as a visual aid in teaching English at school. The researcher formulated the research question that would be described in this study "How do the teachers use PowerPoint in teaching English at SMP N 17 Padang?". Therefore, the primary aim of this study was to know how teachers use PowerPoint in teaching English.

METHODOLOGY

The researcher used a qualitative approach in terms of data collection methodology because the researcher wanted to know how teachers use PowerPoint in teaching English at SMPN 17 Padang. According to Creswell, (2012:626) A qualitative approach, the researcher interprets the meaning of the data, drawing on individual reflections and past research. The researcher selected the participants by using purposive sampling, which is not taken at random (Harahap, 2020). The participants of this research are teachers at SMPN 17 Padang. There are 2 English teachers in class VIII at SMPN 17 Padang. The steps of data analysis, Sugiyono (2013), are as follows: data collection, data reduction, displaying data, and conclusion. In collecting the data, the researcher collected information about how teachers use Powerpoint in teaching English through observation checklists, video recordings, and field notes. First, the researcher took video recordings during the learning process using the media. Second, the researcher observed checklists related to teacher activities while teaching using media in the learning process. And then, the researcher wrote field notes that were obtained while the researcher was making observations.

FINDING AND DISCUSSION

In this part, the data from observation checklists, video recordings, and field notes would be discussed as followed:

1. Preparation stage

In the preparation stage, the researcher observed some activities during the observation process. The teachers made structured the material appropriately for sub-indicator number one. The teachers prepare the point of the learning material in slides. The teachers prepare a projector dan used Powerpoint in front of the class to show the learning material. The teachers prepare the conditions to be able to teach in class well.

2. Opening stage

The teachers first apply greeting activities to students. The teachers carried out brainstorming activities by not opening the material titles on the Powerpoint slides to train students to be creative in solving a problem. The teachers always ask about the condition of students in the learning that will take place. The teachers speak politely, are friendly, and really love their students so that they are more focused on learning. The teachers provide broad insight into the learning material to be studied. And they provide an overview related to learning material in everyday life.

3. Core activities

The teachers started showing the learning material on the Powerpoint slides. The teachers conducted

question-and-answer activities for students. They provide space for students to practice asking questions and responding to the material being taught. The teacher plays the learning videos to the students to find out the meaning of the videos. The teachers gave time for students to record the material points on the slides. The teachers gave small quizzes while the learning material is in progress. And the teachers also give praise to students.

4. Closing

The teachers gave a conclusion about the learning material. The teachers asked again about the condition of the students after carrying out the learning process. The teachers provide an opportunity for students to ask again if there are things that are not understood in the learning material. The teachers also gave assignments at home on the books he has, namely worksheets. And ends by saying the closing sentence.

There are several differences that the researcher found among the teachers, namely pronunciations when greeting, and asking about students' conditions, and students readiness in the learning process. During the lesson, teacher A showed a video that is appropriate to the learning material, but teacher B did not show the learning video. And also when learning had been completed in the closing stage, teacher A and teacher B differed in concluding the learning material. Teacher A concluded learning by instructing students first, while teacher B concludes the learning material directly. The pronunciation of teacher A and teacher B at closing is also different.

The previous study by Lestari (2021) entitled "The Effectiveness of Using Powerpoint in English Class" had research results the application of PowerPoint by the English teacher of eighth Grade of MTs TI Koto Tinggi was prepared nicely, the application of PowerPoint in the classroom is nicely done, the exercise that was given to the students was an oral exercise where the students were directly asked by the teacher related with the material they just learned using PowerPoint, the students' understanding was improved. While the research that I had researched entitled "The Use of Powerpoint as a Visual Aid in Teaching English" with the same class selection, namely class VIII but different categories of location selection turned out to have different results, namely teachers teaching using Powerpoint have various and structured stages that have activities at each stage carried out by the teacher, namely preparation stage, opening stage, core-activities, closing. the teacher is not only prepared well, but it also turns out that the teacher has many ways in stages of teaching with Powerpoint in a structured way.

CONCLUSION

The purpose of the research is to know how teachers use PowerPoint in teaching English. The research was conducted at SMPN 17 Padang. The researcher used video recording, observation checklist, and field notes to collect the data. There are four stages of teaching English using Powerpoint: preparation stage, opening stage, core activities, and closing. The researcher concludes that teachers using Powerpoint in teaching English with four stages that are well suited, structured, and make students more enthusiastic, creative, and understand the lessons taught in class. And then, the field notes aim to further strengthen the research results obtained in the field. The researcher suggested to English teachers be more active and creative again in teaching English using Powerpoint in class. all teachers have to understand that classroom management is the key to the teaching and learning process and it is part of the important role in teaching. The teachers should be able to understand the ways how do the teachers use Powerpoint in teaching English.

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