

## **THE QUALITY OF POWERPOINT SLIDES MADE BY ENGLISH DEPARTMENT STUDENTS OF PADANG STATE UNIVERSITY IN PRESENTING ENGLISH COURSE MATERIALS**

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### **Abstrak**

This research is a descriptive research that is intended to reveal the quality of PowerPoint slides made by English Department of Padang State University in presenting English course materials. The data in this research were obtained from the archives of PowerPoint which is already presented in course TEFL course (Teaching English as Foreign Language) by educational-program students. Up until now, the software which is known as PowerPoint has been widely used to assist the learning process in academic settings ranging from the primary school level to the higher level such as university. Thus, a research on the use of this software academic fields needs to be conducted. The instrument used in this study is an analytic rubric. After conducting the research, the quality of students' PowerPoint slides in term of the content accuracy was still in average. Since the students were already in the final year, the ability to understand the text about the course materials is expected to be better. Nevertheless, although the final score was considered as an average, there are still some students who presented the course materials incorrectly. In other words, the information they presented was different from the original source given by the instructors.

**Keywords:** PowerPoint, education and technology, presentations, academic presentations, English courses materials.

### **A. Introduction**

Presenting a presentation in groups or individually, students mostly employ a visual aid to enhance their presentations. According to Floyd (2015: 370-372),

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there are nine type of visual aids that can be used by a presenter in giving a presentation such as “electronic slides, video and audio, objects and models, photographs and drawings, flipcharts and boards, handouts, flavors, textures and odors, and people.” Among those visual aids, electronic slides is the most common tool and widely used in presentations because electronic slides include presenting texts, tables, charts, photographs, audio, video clips, and link to live web pages. Some of the famous electronic slides’ software whom people mostly use is PowerPoint. PowerPoint is one of electronic software that is operated to present ideas in form of texts and other visual elements to enhance the text. According to Lucas in Cyphert (2007: 171) “PowerPoint is a technology option which is designed to add clarity to informative elements of a message, create interest, and enhance the credibility of the speaker.

Moreover, PowerPoint is one of electronic software that is operated to present ideas in form of texts and other visual elements to enhance the text. According to Lucas in Cyphert (2007: 171) PowerPoint is a technology option designed to meet the traditional goals of visual aids such as adding clarity to informative elements of a message, creating interest, increasing the memorability of verbal speech content, and enhancing the credibility of the speaker. Equally important, the outcome of this software is known as PowerPoint slides. However, instead of using the term PowerPoint slides, Floyd (2015: 373) uses another term that is text slide which is defined as a display text and employed to follow a discussion. Research about the use of power point as media had been conducted by Siregar and Tiarina in 2013.

Originally, PowerPoint was first developed for business and commercial purpose (Szabo & Hastings, 2000: 176), (Kjeldsen, 2006: 11). To explain, in 1984, a software house developed a presentation package, “Presenter,” which was eventually acquired by Microsoft and turned into PowerPoint (Tufte, 2003: 13). Then, in 1987 PowerPoint was officially introduced to public and since that time, it has been utilized for business presentations (Jordan, 2014: 2). In business fields, people need to make a persuasive, clear, and concise presentation in order to sell products and persuade investors to invest. Therefore, Microsoft designed the default style of PowerPoint is into bullets. Tufte (2003: 5) inserts by stating that a study in the *Harvard Business School Review* found a simplistic thinking in the bullet lists widely used in business planning and corporate strategy.

The fact that PowerPoint was developed for business and commercial purpose (Szabo & Hastings, 2000:176), (Kjeldsen, 2006:11), it does not simply make people stop in exploring PowerPoint usage for another purposes. To point out, PowerPoint has not been used for enhancing business presentations only, but it has been widely employed as a tool to enhance teaching and learning activities in classrooms as well. Important to realize, the use of PowerPoint has been first

initiated by many universities and colleges around the world (Sipress in Szabo & Hastings, 2000: 176).

Nevertheless, students are requested to give a PowerPoint presentation without even given to them appropriate training on how to make a better quality of PowerPoint slides (Presscott & Oduyemi in Hashemi, Azizinezhad & Farokhi (2012: 561). Most of them neglect the idea on how using PowerPoint in correct ways in academic setting. Not only do the students make mistake in creating PowerPoint slides, but in fact, the instructors somehow also create it in incorrect ways. Hence, Machado (2013: 2) claimed that most instructors fail to understand effective ways to implement this ICT for their desire outcomes.

As a matter of fact, most people using PowerPoint do not have a full understanding of how PowerPoint usage affects learning and how presentations need to be designed to maximize the effectiveness of learning (Jordan, 2014: 5). Ideally, using electronic slides such as PowerPoint will improve students' learning. Nonetheless, Floyd (2015: 369) described that if the slides produced by the students are not satisfying enough, the audiences will improve nothing in their learning.

After a short notice, it was seen that there were three problems that can be found in the PowerPoint slides which were made by English Department students of Padang State University. First, the language usage in the PowerPoint slides which was sounded like books instead of the presenters own language. Second, the lack of information about the source of the materials which was used in the PowerPoint slides. Third, the tendency of English Department students to produce the slides with full of words and poor choice of colors and background for the PowerPoint slides. Seeing the phenomenon explained above, it is interesting to know how the quality of PowerPoint slides made English Department students in creating PowerPoint slides is.

## **B. Research Methods**

This research employed a descriptive research since it tried to describe educational phenomena (in this case PowerPoint slides content presented in the reading TEFL class). According to McMillan (2008: 48-49), a descriptive research is a research which describes phenomenon in form of frequencies or percentages, averages, variability, graphs, and/or visual other visual images. Therefore, since this research try to describe educational phenomena (in this case PowerPoint quality presented by English Department students in TEFL course), the researcher choose a descriptive research as the design of the research.

Furthermore, Gall (2003: 290) mentioned that descriptive research is a typical quantitative research which describes educational phenomena carefully. The goal of this research is often to reveal what particular people or things refer to. Moreover, a descriptive research tends to give the meaning of certain phenomena found in the field.

This research was intended to reveal the ability of English Department students of Padang State University in crating PowerPoint slides in TEFL class. Therefore, at the end of this research, the researcher would present the answer for research question “how” and describe the phenomena of PowerPoint slides usage in educational field.

The data in this research were collected from PowerPoint slides made by English Department students who were registered in 2013 from educational program class 1 until educational program class 4 (K1 - K4 Class). The PowerPoint slides were already presented in semester July – December 2015. The total number of PowerPoint files acquired by those students were twenty eight. However, researcher chose 19 out of 28 PowerPoint files to be researched because 9 of them were not provided with any original reading materials given to the researcher so that researcher could not find the accuracy of the content in the slides with the original one.

### **C. Findings and Discussions**

The research has been conducted to find out the ability of English Department students of Padang State University in creating PowerPoint slides when they have to present an English-teaching materials. Previously stated, the purpose of this research is to find out how the content accuracy of students' PowerPoint slide in presenting English materials is.

The source of data in this research were based on PowerPoint slides made by English Department students who were registered in year 2013 and come from educational class. The PowerPoint slides chosen were those PowerPoint slides presented in Teaching English as a Foreign Language (TEFL) course. There were nine-teen PowerPoint files with 333 slides in total, which have been analyzed by the researcher, in order to find how the content and the arrangement of PowerPoint slides made by those students is.

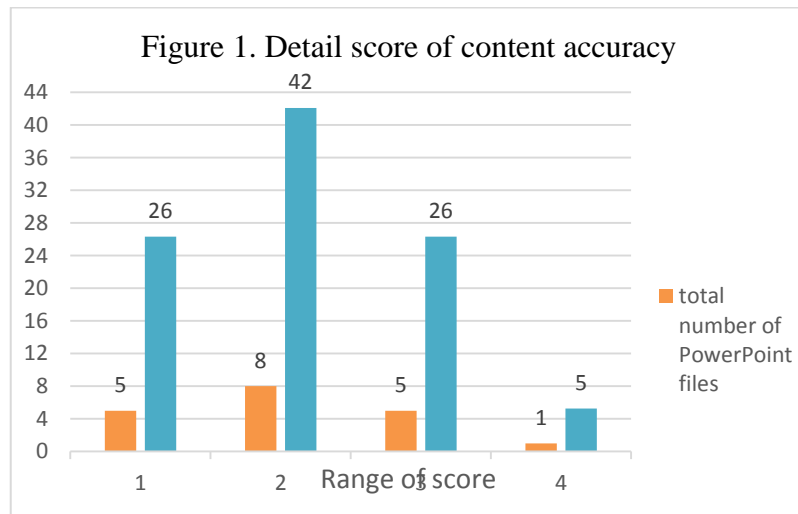
Furthermore, this research was conducted by employing an analytic rubric. The range of score of each categories in the rubric was made into four scale score. The lowest score was one, and the highest score was four (see appendix 1). The findings of this research will be shown in the table as follow:

**Table 4.1 Result score of students' PowerPoint Slides**

PowerPoint	Score of the Content Accuracy
1	2
2	3
3	1
4	2
5	1
6	1
7	1
8	3
9	3
10	2
11	2
12	3
13	2
14	2
15	3
16	1
17	2
18	2
19	4
Total	40
Average	2.11
Description	Average

Based on the result of data description shown above, it can be seen that the average score of students' PowerPoint slides seen from the content accuracy is (2.11) which is categorized as average. H. Detail information is shown as follow:

### 1. The Accuracy of Content (Materials)



The average score of content-accuracy of PowerPoint slides made by English Department students of Padang State University is 2.11. The score is categorized as an average score. From the graphic shown above, there are 8 PowerPoint files (42%) scored two. Moreover, 5 PowerPoint scored one, and the other five were scored three. Only 1 PowerPoint file (5%) of the total scored four. From this data, it can be concluded that the number of PowerPoint in which the content is accurate, is no more than 5%.

The findings of this research is about how is the quality of English Department of Padang State University in creating PowerPoint slides when presenting English course materials. Furthermore, the answers of the research questions have been clearly found. The question in this research was about how the content of the PowerPoint slides, in term of the accuracy.

## 2. The content accuracy of students PowerPoint slides in presenting English course materials

After scrutinizing the text of students' PowerPoint slides, it was found that some PowerPoint slides produced by English Department students of Padang State University were inaccurate. In fact, there were 10 out of 19 PowerPoint files which provides inaccurate information in it (see appendix 3). In other words, the information presented in the PowerPoint slides was different from the original information found in the original sources (see Appendix 2 and Appendix 5). Some examples of the inaccuracy information found in the text of the PowerPoint slides is shown as follow:

Text found in students' PowerPoint slides:

- a) "CLL was developed by Charles A. Curran and his associates in Chicago, **1961**." (see appendix 2, PowerPoint 3).

- b) “CLL was developed by Charles A. Curran and his associates in Chicago, **1955**.” (see appendix 2, PowerPoint 1)

The original text:

“Community language Learning (CLL) is the name of a method developed by Charles A. Curran and his associates. Curran was a specialist in counseling and a professor of psychology at Loyola University, Chicago. .... Community Language Learning represents the use of Counseling-Learning theory to each languages. As the name indicates, CLL derives its primary insights, and indeed its organizing rationale, from Rogerian counseling (1951).” (*Richards and Rogers, 1986: 90*)

From the text examples above, there is no clear information about the exact year of CLL first new developed. The year stated above was the year when Roger stated his words, not the year of when CLL first developed. Moreover, some of the topic discussed or the main point were missed from the text. There were three PowerPoint files left many main point that should be discussed in the materials (see appendix 3 PowerPoint 3, 5 and 7).

This phenomena indicates that students who are majoring English still have some obstacles in comprehending the English text about materials for college students. There was only 1 PowerPoint file got the highest score in content accuracy (see appendix 3, PowerPoint 19). However, even though some of PowerPoint files were provided with a number of inaccurate information, the total average score of the students' PowerPoint can be still categorized as average.

From the data derived, it can be seen that the content of PowerPoint slides, made by English Department students of Padang State University, needs to be improved. It is proved by the score of the content accuracy of students' PowerPoint slides is still categorized as average.

As students who are majoring English and already in a final year, the students should have performed excellent score in restating someone else's idea in

English. The inability English Department students need to be highlighted. It is because all of those students had already learnt about it in one of their compulsory subject, and they are expected to create another important slides for presentations.

Moreover, even though the average score of the content accuracy was categorized as average, there were still many students failed to present accurate information in their slides. Their ability in comprehending the information in English can still be questioned. This phenomenon were already proved by Reid & Lindstrom. Reid & Lindstrom (1994:230 stated that, "The hardest part of creating a summary is accurately stating the main ideas from someone else's article." Therefore, students need to gain their skill in comprehending ideas in the text given in order to be able to make a good quality of PowerPoint slides presentations.

#### **D. Conclusions and Suggestions**

##### **1. Conclusions**

Based on result of the study, this research can be concluded that the content of PowerPoint slides, made by English Department students of Padang State University, categorized as average. The final score for the content accuracy was (2.11). Moreover, the total numbers of PowerPoint slides that have been scrutinized in this research were 333 slides. Those PowerPoint slides were from nineteen PowerPoint files that has been collected from English Department students who are registered in year 2013.

In detail, there was only one PowerPoint files that reach the highest score, it was only estimated as 5% out of 100%. Moreover, the other 26% shown that there were five PowerPoint files that acquired three points. Another eight PowerPoint files were scored two. This is equal with 42%. Lastly, the rest of the PowerPoint files were scored the lowest that is 5%.

To sum up, the average score of content accuracy is (2.11), and from the result, it can be concluded that English Department students of Padang State University need to gain their reading ability in order to provide a better score content accuracy or reach an excellent score.

##### **2. Suggestions**

Based on the research which has been conducted, it has been proved that students' PowerPoint slides should be created in a correct and proper way by considering the accuracy of the use of English in term of the content accuracy. Students need to elevate their reading comprehension in order to be able to get the



exact meaning of the reading sources that they used for the presentations materials. Henceforth, there are some suggestions from this research. The first suggestion is aimed for English Department students of Padang State University, the second suggestion is aimed for everyone who are interested to do a further study on PowerPoint slides in academic settings. The suggestion are:

For English Department students of Padang State University, it is expected to pay more attention on the content of the PowerPoint slides by inserting a correct information from the course material they use.

For the next study about PowerPoint in academic setting, it is suggested for the next researcher to find out the ability of students in delivering the PowerPoint slides they already made.



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