PowerPoint as a Learning Media for English in Islamic Boarding Schools

[1] Salsabil Amalia Bulqis, [2]Meria Zakiyah Alfisuma,[3]Tri Pujiati
[123]Universitas Trunojoyo Madura

meria.alfisuma@trunojoyo.ac.id, Tri.Pujiati@Trunojoyo.ac.Id

Abstrak

Penggunaan media pembelajaran di pondok pesantren belum dilakukan secara optimal untuk pembelajaran Bahasa Inggris. Pemanfaatan media interaktif dan menarik masih kurang diperhatikan. Penelitian ini bertujuan untuk mengamati penggunaan PowerPoint sebagai media pembelajaran bahasa Inggris di pesantren. Studi lapangan ini dilaksanakan di salah satu pondok pesantren di Bangkalan yang melibatkan perwakilan dari siswa IPA dan IPS yang berjumlah 5 orang, dengan menggunakan pendekatan deskriptif kualitatif, data dikumpulkan melalui wawancara semi-terstruktur dan observasi kelas. Temuan penelitian mengungkapkan bahwa integrasi elemen multimedia, seperti video dan permainan interaktif dalam presentasi PowerPoint, secara signifikan meningkatkan minat dan partisipasi siswa selama pembelajaran. Penelitian ini menyoroti bahwa PowerPoint memfasilitasi penyajian materi yang jelas dan ringkas, yang memungkinkan siswa untuk fokus pada konsep-konsep penting tanpa teks yang berlebihan. Pada akhirnya, penelitian ini menyimpulkan bahwa PowerPoint berfungsi sebagai media pengajaran Bahasa Inggris yang efektif yang memperkaya pengalaman belajar dalam lingkungan pendidikan pesantren.

Kata Kunci: Bahasa Inggris, Media Pembelajaran, Pesantren, PowerPoint

Abstract

The use of instructional media in pesantren (Islamic boarding schools) has not yet been optimized for English language learning. The use of interactive and engaging media has received little attention. This study aims to examine the use of PowerPoint as a teaching medium for English in pesantren. A field study was conducted in one of the pesantren in Bangkalan, involving five representatives from science and social studies students. Using a descriptive qualitative approach, data were collected through semi-structured interviews and classroom observations. The study's findings reveal that the integration of multimedia elements, such as videos and interactive games, into PowerPoint presentations significantly enhances students' interest and participation during lessons. The research highlights that PowerPoint facilitates the clear and concise delivery of material, enabling students to focus on key concepts without being overwhelmed by excessive text. Ultimately, this study concludes that PowerPoint serves as an effective medium for teaching English, enriching the learning experience within the pesantren educational environment.

Keywords: English, Learning Media, Islamic Boarding School, PowerPoint

INTRODUCTION

Mastering English is becoming increasingly important in the current era of globalization and technological advances. As an international language, English serves as a common communication tool, encouraging intercultural dialogue and facilitating a deeper understanding of various cultural perspectives (Mudra, 2024). In addition, the importance of communication skills in English is increasingly felt, speaking is one of the four core skills for effective communication in English (Lastari et al., 2024). These skills enable students to actively participate in an increasingly expansive and globally connected digital world, where English is often the link between nations. Moreover, a teacher should use communicative language teaching in teaching English for students (Arjulayana & Pujiati, 2024).

Technology is an aspect that has become an integral part of human life today. Linguistically, the term technology is derived from the combination of two words, namely *Tekhnikos* (strategy), which means the most efficient way to achieve something, and *Logos*, which means knowledge (Salsabila et al., 2020). Literally, technology can be understood as the science or knowledge of methods and skills used to achieve specific goals. This is usually related to the practical application of science to produce solutions for various challenges in human life.

ICT (Information and Communication Technology) refers to all technologies used to manage, process, store, and disseminate information. It encompasses various hardware, software, and systems that enable communication and information exchange, such as computers, the internet, mobile phones, and telecommunications networks (Warsita, 2008). ICT includes two aspects: information technology and communication technology. Information technology encompasses everything related to the processes, use as an aid, manipulation, and management of information, while communication technology refers to everything related to the use of aids to process and transfer data from one device to another (Rusman et.al, 2013). Information and Communication Technology (ICT) tools, such as personal computers (PCs), social media platforms, and presentation software like PowerPoint, play a pivotal role in enhancing the implementation of these educational principles (Alfisuma et al., 2023; Alfisuma et al.,2024).

Information and Communication Technology (ICT) can be used as a learning media to enhance process of teaching and learning are comprehensively (Arjulayana et al., 2021). PowerPoint is one example of utilizing ICT in educational media. PowerPoint assists and simplifies the process of creating effective and professional presentations. Microsoft Office PowerPoint can also help to illustrate thoughts (ideas or concepts) more vividly, attractively, and clearly. PowerPoint helps in creating outlines, slides, and displaying engaging and dynamic slides that are easy to present on computer monitors or projectors (Rosidah et al., 2022). PowerPoint is a program that facilitates the creation of effective and professional presentations. With Microsoft PowerPoint, ideas can be presented more attractively and clearly. This program aids users in creating outlines, organizing slides, and showcasing dynamic and engaging presentations. PowerPoint (PPT) is one of the most effective options; an attractive presentation is one of the reasons why PowerPoint (PPT) is considered an effective learning medium because of its color, font, and animation features, both text and image animations

(Poerwanti & Mahfud, 2018). Media has an important rules in learning English, such as the use of song lyrics, quizizz, and game as media for learning English (Pujiati, et.al, 2024; Zulkaeriyah, et.al, 2024; and Oktavia, et.al, 2024).

Previous research related to the use of PowerPoint was conducted by Gulo & Harefa (2022) with the title " "Development of PowerPoint-Based Interactive Learning Media and its Implications for Class VII-A Middle School Mathematics Material", and conducted by (Mulyanah, 2018) with the title "Using PowerPoint Program in Improving Students' Vocabulary Mastery". The difference between this research and research conducted by (Gulo & Harefa, 2022), and (Mulyanah, 2018) is the focus of this research is the analysis of PowerPoint development in English language learning media in Islamic boarding schools, while research conducted by (Nabila et al., 2023) focuses on the use of learning media in introducing characters in a literary work, research conducted by (Gulo & Harefa, 2022) focuses on developing PowerPoint-based interactive media on Mathematics material in class VII-A Middle Schools, and research conducted by (Mulyanah, 2018) focuses on the use of PowerPoint in developing the vocabulary of high school students in class XII IPA and XII IPS.

Based on the above description, this research aims to examine the extent to which the use of PowerPoint can enhance students' understanding of English learning material. This study employs a descriptive qualitative research method with observational and interview semi-structured data collection techniques. The issues discussed in this research are: (1) the development of PowerPoint in improving students' English language skills in pesantren.

The utilization of information and communication technology (ICT) such as PowerPoint can greatly assist in improving the English language skills of students in pesantren. By using PowerPoint, teachers can create engaging and easily understandable presentations that include images, audio, and video to help students learn vocabulary, grammar, and pronunciation. Moreover, PowerPoint allows for the creation of interactive materials, such as quizzes and discussions, making the learning process more dynamic and engaging. This approach not only simplifies the understanding of English but also boosts students' confidence when using English in everyday life.

RESEARCH METHOD

This study explores the development of PowerPoint as a learning media in teaching English in a pesantren with a qualitative approach. To gain a deeper understanding, semi-structured interviews were conducted with five selected students, allowing for a detailed exploration of their perspectives. These interviews did not follow a rigid set of questions but instead allowed for open-ended questions, making the discussion more flexible (Doyle, in Hutami & Alfisuma, 2022). In addition to interviews, classroom observations were carried out to gain an overview of the effectiveness of PowerPoint in learning. Observations enable the recording of phenomena or behaviors in their natural setting (Sugiyono, 2013). Data from both the interviews and observations were then analyzed using thematic analysis to identify recurring patterns and themes. Thematic analysis is crucial for maintaining the rigor of qualitative research and ensuring the authenticity and validity of the data (Nowell et al., 2017).

The discussion of this study is organized into three sections. The first, Pre-Teaching PowerPoint Use, explores how PowerPoint was employed as a tool to prepare students, generate interest, and introduce the initial material before the main

teaching began. The second section, While-Teaching PowerPoint Use, evaluates the effectiveness of PowerPoint as a primary teaching tool, focusing on its impact on student engagement and immediate understanding during the lesson. Finally, the Post-Teaching PowerPoint Use section examines how PowerPoint was utilized to reinforce student comprehension after the lesson, emphasizing its role in enhancing retention and encouraging reflection on the material learned.

By comparing findings from interviews and observations, this study aims to verify the consistency of students' responses and gain an in-depth perspective on the use of PowerPoint as a teaching tool. This approach allows the researcher to synthesize insights from students' perceptions and observed behaviors, resulting in a detailed understanding of how PowerPoint can support English language learning in the unique environment of Islamic boarding schools.

RESULTS AND DISCUSSION

The data obtained include the results of observations of the use of PowerPoint in learning and the results of interview transcripts regarding students' experiences in learning English using this media.

The discussion of this study is divided into three sections:

    A.   PowerPoint Use in Pre- Teaching

This section focuses on activities and preparations carried out before the actual teaching session. It explores how PowerPoint can be effectively designed and utilized to outline key topics and engage students from the beginning.

   B.   PowerPoint in While- Teaching

This section discusses the role of PowerPoint during the teaching session, emphasizing how it can be used as a tool to facilitate interactive and effective learning.

   C.   PowerPoint Use in Post-Teaching

This section addresses the use of PowerPoint after the teaching session to consolidate learning and assess student understanding.

A. **PowerPoint Use in Pre-Teaching**

Prior to the main section of the lesson, teachers employ introduction to the lesson which contains warming up. In this pre-teaching section teachers try to attract students' attention by giving such as engagement. This engagement according to Alfisuma (2024) could be used as strategy to optimize the English teaching.
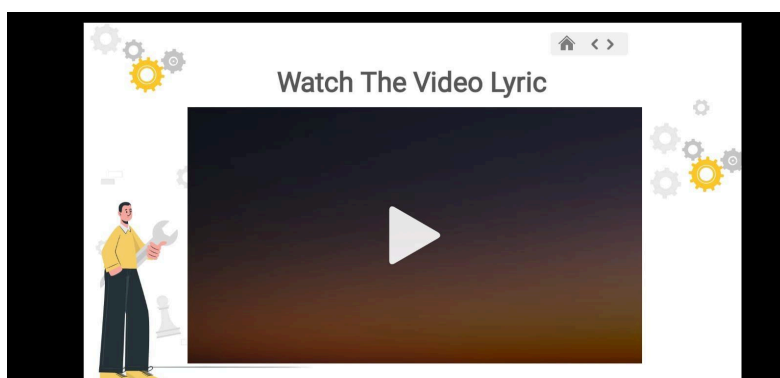
Figure 1. PowerPoint with a lyric video
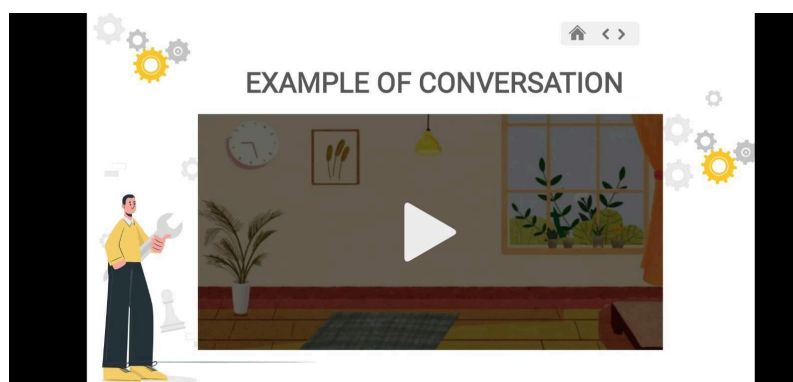
Figure 2. PowerPoint with a conversation video

Pictures 1 and 2 in the PowerPoint feature a video specifically designed for students. This video contains relevant content directly related to the material that will be taught. By displaying this video, it is expected that students will more easily understand the concepts being taught, as audiovisuals often clarify complex ideas in a more engaging and clear manner. Additionally, the video can increase students' interest and focus, making them more involved in the learning process. By utilizing media such as video, teachers can create a more dynamic and interactive learning experience, ultimately helping students absorb information more effectively.

According to Mayer's multimedia theory (2019), effective multimedia learning utilizes two main channels in the human brain, namely the visual channel and the verbal channel. These two channels work together to help the process of understanding information more deeply. The visual channel captures information presented visually, such as images, diagrams, and videos, while the verbal channel processes information conveyed through text or audio. Video, as part of the visual channel, plays an important role in conveying information dynamically so that it can increase student understanding and engagement during the learning process.

Music and lyric video given before explaining the material session prove that learning English can be initiated by watching music lyric videos. According to the interviews with students, the material shown in PowerPoint more is interesting because the attachment of video of song lyrics.

> An interesting PowerPoint is a PowerPoint that provides examples using videos because it is easier for students to understand what the teacher wants to convey (responden 1)
>
> The PowerPoint is more interesting because it includes videos, which make the content more engaging (responden 2)

Based on the result of the interview, the students feel that PowerPoint would be more engaging if it is accompanied by videos, as videos help them understand the material more easily and make the content more appealing. This indicates that the use of interactive visual media can enhance students' attention and understanding of the topics presented.

B. PowerPoint Use in While- Teaching

The second stage after of teaching giving warming up is explaining lesson topic. Materials that are presented are English skills including listening and speaking. Teachers teach the materials by giving examples, quiz and games then explaining the materials (Alfisuma, 2024).
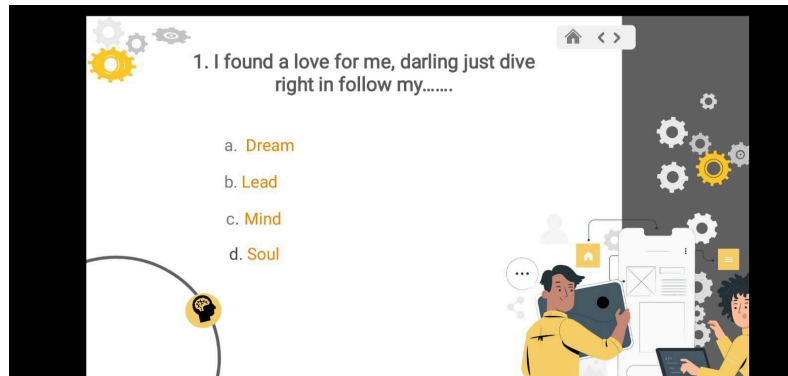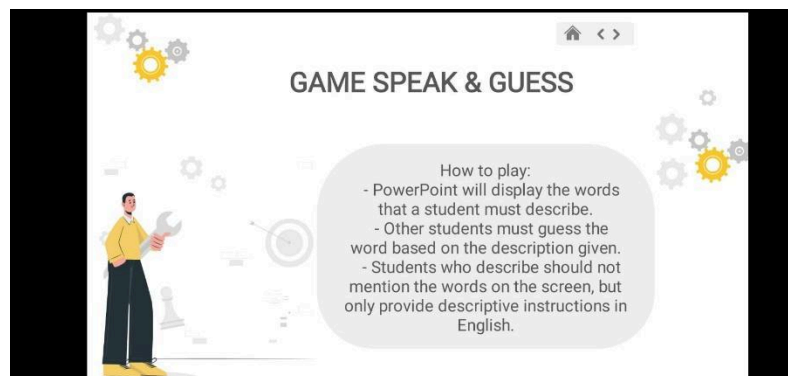

Figure 3. Using PowerPoint for quiz

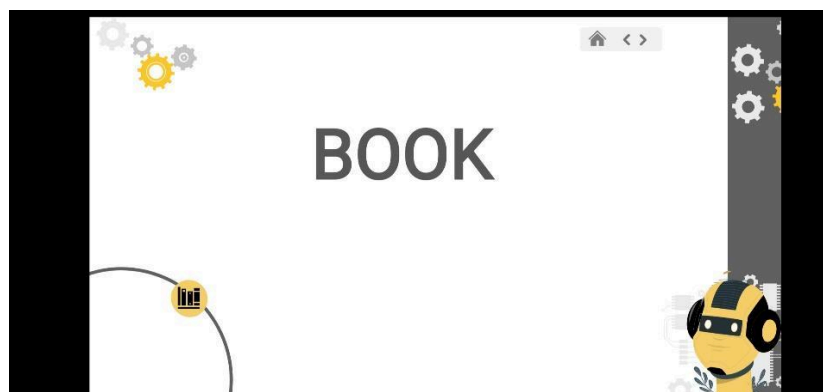*Figure 4. Using PowerPoint for Games*

Figure51. Using PowerPoint for explanation

Picture 3 presents a question designed for students to answer, aiming to gauge how well they have paid attention to the material presented. By working on this question, students can demonstrate their understanding of the lesson. Meanwhile, pictures 4 and 5 introduce a game that the students will play. Picture 4 explains how to play, providing clear instructions to ensure all students understand the rules. Picture 5

then shows the game itself, which is expected to increase student engagement. By combining assessments through questions and game activities, the learning process becomes more interactive and enjoyable, encouraging students to actively participate and learn in a more engaging way.

According to Rahman (2019) the effectiveness of PowerPoint as a learning medium is also evident in its ability to foster interaction between teachers and students. PowerPoint can be used to enhance class discussions by displaying questions or key points that stimulate critical thinking among students.

Games have an impact on everyone, one of which is education. Many children forget to study because they are too engrossed in their games. When gaming created as a learning tool, games can be a fun way to learn, The game itself will be able to provide a different atmosphere in educational activities (Rosidah et al., 2022). Adding games in PowerPoint not only increases interactivity but also makes the audience more engaged and actively participate in the presentation, so they can have a more engaging experience in learning. Games are usually added before and after the material session to increase student enthusiasm and involvement in the learning process, so that they are more enthusiastic and active in following each stage of the material presented. below are transcripts of the results of interviews with students about their interest and participation during class.

> PowerPoint equipped with games makes me more active during class learning. These games encourage me to participate more and help create an interactive and fun learning atmosphere (respondent 2)

> the presence of games in PowerPoint makes me more active in learning. The games not only increase enthusiasm, but also allow us to interact and engage more in the material being presented (respondent 3).

Concerning on the data above, it can be concluded that the students agree that using PowerPoint with integrated games makes them more active and engaged during the learning process. According to them, games in PowerPoint not only boost their enthusiasm but also create an interactive and enjoyable learning atmosphere, making it easier for them to understand and participate in the material presented.

C. PowerPoint Use in Post-Teaching

The last stage of teaching is reflection and evaluation in the post teaching. This stage has a function to measure students' ability in understanding the materials given by teachers (Alfisuma, 2024). This stage is conducted by giving reflection questions and conclusion of the lesson.

Figure 6. Using PowerPoint for reflection questions.

Figure 7. Using PowerPoint for conclusion of the lesson.

Pictures 6 and 7 display key points from the material that will be presented to the students. By presenting the information in a structured and easily understandable format, these two picture help students quickly grasp the main ideas of the lesson. The points are designed to highlight the key aspects that need attention, enabling students to focus better while learning. This presentation style also makes it easier for them to remember the information, as each point is conveyed concisely and clearly. Thus, students can better prepare themselves to understand and discuss the material further in class.

According to Nurhayati (2018) using PowerPoint as a learning media has proven to be an effective tool for enhancing the quality of teaching across various educational levels. PowerPoint enables more structured and engaging content delivery through the use of visuals, graphics, and animations. Incorporating PowerPoint into learning helps to increase students' motivation, as the combination of text and images provides a more appealing presentation of the material.

PowerPoint's bullet point presentation allows for clear, concise presentation of material, allowing students to focus on the essence of each topic. By presenting key points, PowerPoint helps to distill the most relevant information, making it easier for students to understand and remember key concepts. PowerPoint also allows teachers to provide more in-depth explanations verbally, without overloading the slides with too much text. As a result, PowerPoint is an effective tool for presenting informative and engaging material, while encouraging interaction and discussion in the classroom. Below are the transcript showing the results of interviews with students asking about the effectivity of Power Point as media in teaching English.

Yes, it is effective because PowerPoint helps present the material in a way that is easier to understand. By displaying only, the main points and using engaging visuals, students can focus on the key aspects of the lesson without feeling overwhelmed by too much text (respondent 1)

Yes, PowerPoint is more effective because it presents material in a concise and clear manner. Slides that aren't overloaded with text keep me from getting confused, making it easier to grasp the core concepts (respondent 4)

Yes, because PowerPoint, which highlights key points, makes it easier for me to absorb information. I don't have to read through lengthy text, so I can follow the teacher's explanations more effectively without losing focus (respondent 5)

Based on those interview transcripts, the students agree that PowerPoint is more effective than other teaching methods because it helps present material in a concise, clear, and easily understandable way. By displaying key points and engaging visuals, they feel less overwhelmed by excessive text. This allows them to grasp the main ideas of the lesson more easily, stay focused, and follow the teacher's explanations more effectively.

CONCLUSION

The research shows that using PowerPoint as a teaching tool for English in an Islamic boarding school is very helpful for students. By adding videos and games to the presentations, PowerPoint makes learning more engaging and enjoyable. Students find it easier to understand the material because PowerPoint presents key points clearly without overwhelming them with too much text. This approach helps students focus on the important concepts they need to learn. PowerPoint not only enhances students' understanding and interest in learning English but also creates a more interactive classroom environment that encourages them to participate actively. Thus, PowerPoint is a valuable resource that effectively combines modern teaching methods with traditional education.

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