



Students' Perception of Oral Presentation Assignment Using PowerPoint in English Education Students

Deva Rizkiatun Naelufah^{1✉}, Fadiyah Nuriman Dalika², Intan Hazawa³, Siti Zulfa⁴

English Education Department, UIN Syarif Hidayatullah Jakarta, Indonesia^{1,3,4}

e-mail : deva.rizkiatun21@mhs.uinjkt.ac.id¹, fadiyah.lik21@mhs.uinjkt.ac.id², hazawaintan@gmail.com³, sitizulfaaaaa@gmail.com⁴

Abstrak

Di kelas bahasa Inggris, siswa ditugaskan untuk melakukan presentasi lisan dengan menggunakan PowerPoint sebagai salah satu alat bantu visual. Penelitian ini bertujuan untuk menyelidiki persepsi mahasiswa pendidikan bahasa Inggris tentang presentasi lisan dan tugas kelas menggunakan PowerPoint. Para peneliti menggunakan metode kualitatif dan secara purposif memilih sampel sebanyak 30 mahasiswa semester 5 pendidikan bahasa Inggris di salah satu institusi pendidikan tinggi di Indonesia. Instrumen penelitian yang digunakan adalah kuesioner skala Likert dan wawancara. Analisis data menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa memiliki persepsi yang positif terhadap presentasi lisan menggunakan PowerPoint, yang berfungsi sebagai tugas. Selain itu, penelitian ini juga menyoroti bahwa presentasi lisan dapat meningkatkan pemahaman dan retensi siswa jika slide hanya berisi poin-poin penting, gambar-gambar yang menarik, atau animasi, bukan teks lengkap. Penelitian ini menunjukkan bahwa siswa menganggap presentasi PowerPoint secara lisan tidak efisien karena faktor eksternal seperti kurangnya koneksi internet dan persiapan perangkat. Oleh karena itu, tugas presentasi lisan menggunakan PowerPoint menjadi penting dengan mempertimbangkan aktivitas pembelajaran untuk mencapai tujuan pembelajaran.

Kata Kunci: Presentasi Lisan, PowerPoint, Penugasan, Persepsi.

Abstract

In the English classroom, students are assigned to conduct oral presentations using PowerPoint as one of the visual aids. The study aimed to investigate the perceptions of English education students about oral presentations and classroom assignments using PowerPoint. The researchers employed qualitative methods and purposively selected a sample of 30 college students in the 5th semester of English education at one of the higher education institutions in Indonesia. The research instruments were Likert scale questionnaires and interviews. The data analysis used a thematic analysis. The result indicated that most students' perceptions were positive towards oral presentations using PowerPoint, which served as an assignment. Also, it highlights that oral presentations can enhance students' understanding and retention if the slides contain only important points, interesting pictures, or animation rather than full text. This research pointed out that students thought oral PowerPoint presentations were inefficient due to external factors such as a lack of internet connection and device preparation. Therefore, the oral presentation assignments using PowerPoint become necessary by considering the learning activity to obtain the learning objectives.

Keywords: Oral Presentation, PowerPoint, Assignment, Perception.

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✉ Corresponding author :

Email : deva.rizkiatun21@mhs.uinjkt.ac.id

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INTRODUCTION

Oral presentation is one of the most common oral activities in schools and higher education to enhance students' communication skills. According to Rao (2019), communication skills are essential to acquire in a foreign or second language. Also, communication skills are the most essential skills in the 21st century required for a job. In addition, the Minister of Education and Culture of the Republic of Indonesia revealed Regulation Number 3 of 2020 concerning the National Standard of Higher Education and discerned the curriculum adjustment to incorporate 21st-century skills in all factors of instructional design in higher education. Thus, every university in Indonesia must assist students in developing their technology and communication skills. In line with Yaseen et al. (2021), students should be prepared to build important communication skills strongly linked to their future careers before they finish college. Presenting skills are essential outside education, such as job interviews, the workplace, and communication with clients and coworkers (Tsang, 2020).

In higher education, oral presentations allow students to demonstrate their knowledge and serve as a teacher's point of reference to assess students' understanding (Tsang, 2020). Many lecturers instruct their students to deliver presentations as one of their assignments. It is supported by Hoai (2021) that using a group of oral presentations as a formative assessment can improve students' speaking and communicative skills. Also, lecturers arrange syllabuses requiring a presentation as an assignment that allows students to practice and enhance their communication skills. According to Utami and Sulistyaningrum (2022), the English Language Education study program syllabus already incorporates communication skills such as presentation, including oral speaking and group class discussions. The study program designs the syllabus to emphasize the importance of communication skills. Consequently, educators must be prepared to apply various methods to help students grasp course content (Yolcu & Mirioğlu, 2020). Thus, technology can assist in enhancing educational life.

Technology as an innovative teaching tool has become a 21st-century trend, often called ICT (Information, Communication, and Technology) employment. ICT is a solution to the lack of learning facilities and a form of more interesting learning media innovation. According to Alobaid (2021), ICT-based media can also encourage students' engagement in learning activities, which will benefit their comprehension of the lessons. One of the ICT aids to support classroom presentations is using PowerPoint. According to Indrayanti (2021), one of the most well-known learning media in education is multimedia presentations, or PowerPoint, which combine text, graphics, images, photos, audio, videos, and animation. PowerPoint can serve as a visual aid in oral presentations. Implementation of PowerPoint in oral presentations is an important learning tool to help students use the media and improve their speaking. Hence, using PowerPoint in oral presentations might cultivate students' technology competence. One of the strategies teachers adopt in switching from conventional teaching is integrating Microsoft Office software programs, including PowerPoint.

Many teachers are using PowerPoint in teaching. According to Osman et al. (2022), educators at the school or tertiary levels widely implement PowerPoint in teaching and learning due to several factors. Amare (2006), cited in Katel (2021), suggests that "PowerPoint was initially created to enhance learning by providing a tool for creating more structured and engaging presentations for audiences." Unfortunately, the advancement of oral presentations using PowerPoint is not supported by students' oral presentation competency. Tareen et al. (2023) emphasize that despite the significance of oral presentations in a university, students still have a low capability of delivering decent oral presentations. Also, Pane et al. (2023) mentioned that the failure of some students involved their classmates' oral presentations because they were too busy reading many sentences on the PowerPoint, which made the presentation activity less engaging. Oral

presentations using PowerPoint have benefits and challenges. Therefore, it is necessary to discover students' views on oral presentations using PowerPoint as an assignment.

Oral presentation skills are essential for employability and academic study because they lead students to enter into debate and sustained reasoning (Xu et al., 2021). The oral presentation can be defined as formal communication, with activities conveying information to the group. Use oral presentations to give classes an opportunity for students to apply a second language to communicate with others naturally (Salem, 2019). Oral presentations (OP) in higher education present research, assessing, or providing knowledge about genre discourse (Barrett et al., 2021; Gedamu & Gezahegn, 2023; Kembaren et al., 2022). They provide spoken language training to learners and can be a unifying group project for critical thinking, problem-solving, and collaboration skills needed in the workplace. Oral presentation assignments were required in the syllabus to comply with Regulation Number 3 of 2020, which focuses on incorporating 21st-century skills into higher education instructional design. Regulation Number 3 of 2020 requires universities to provide their students with proficient 21st-century skills, including oral presentation.

Oral presentations pose a significant challenge for most EFL learners in EFL classes due to their lack of language ability and anxiety when presenting in front of the class. Students lack language ability and have anxiety when coming to the front of the class, especially when the lecture interrupts them in the middle of the presentation (Atmane, 2016; Tareen et al., 2023). In line with Pane (2023), students had difficulty explaining the topic; they only read the text on the slide because of blankness during the presentation, and psychological factors such as anxiety impacted their demonstration. From those statements, it can be concluded that providing well-structured presentation slides using PowerPoint might be one of the most essential components for improving students' learning engagement (Suwartono & Furqon, 2021). Audiences may be more active or passive depending on the type and function of oral presentations, which places varying stress levels on speakers (Gürbüz & Cabaroğlu, 2021; Joughin, 2007).

There were several related studies about using PowerPoint in oral presentations. The previous studies only emphasized the challenges of oral presentations in EFL classrooms. At Kandahar University, Tareen et al. (2023) looked into the learners' difficulties with oral presentations. The study found that students struggled with oral fluency, accuracy, and pronunciation during oral presentations, felt anxious when many people were watching them, were afraid of receiving feedback from their peers in front of the class, and had low self-confidence. In addition, Hussein (2021) revealed the factors and strategies of anxiety in oral presentations among ESL students. Mardiningrum and Ramadhani (2022) discussed the challenges and strategies for coping with the challenges in classroom oral presentations by conducting an English teacher training program at a private university in Yogyakarta as participants. Furthermore, Pane et al. (2023) discussed the college students' challenges in English oral presentation, and they revealed that the majority of students stated that anxiety and a lack of confidence made English oral presentation challenging.

Understanding the context that the presenters provide directly impacts the audience's comprehension of the material, making it crucial for the success of an oral presentation. The presentation only focused on psychological factors that influence presenters in oral presentations, where context is also essential for the audience in learning courses. This present study aims to investigate the perceptions of English education students at one of the higher education institutions in Indonesia regarding oral presentation classroom assignment activities using PowerPoint in the English classroom. The research questions:

1. How do students perceive the oral presentation assignment using PowerPoint in ELT classrooms?
2. How can oral presentation assignments using PowerPoint be effective in the ELT classroom?

METHODS

This study used qualitative design. The qualitative methodology gives to give detailed descriptions instead of quantifying data through measurements, frequencies, scores, and ratings (Creswell, 2015). The

participants consisted of 30 college students by using purposive sampling. The study was conducted at the level of university students in the 5th semester of English education at one of the higher education institutions in Indonesia. The researchers involved 3 students in conducting interviews. The rationale for choosing 3 main participants because they have interesting responses which can be investigated more. The research used two instruments. The closed-ended questionnaire used a Likert scale administered through Google Form. The closed-ended questionnaire was adapted from Katel (2021). The interview conducted through Google Meet for 20 minutes. The data analyzed used thematic analysis. The researchers described and elaborated more on each of those themes. Braun and Clarke (2006) state that thematic analysis (TA) aims to discover, examine, and understand recurring themes in qualitative data. In this study, the researchers analyze the data by selecting the answer based on the themes, transcribing the interview data, and discussing the findings and supported literature reviews. Also, the researchers gave the essence of the research.

RESULT AND DISCUSSION

Result

The findings indicated several questionnaire responses and interview data show that the oral presentation PowerPoint assignment was good. Students' perceptions showed the positive impact of their English classroom learning activities. The following were the explanations of the findings of this study.

Table 1. Enhanced Understanding and Retention

Enhanced Understanding and Retention	Number of Respondents				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I like PowerPoint slides with thorough idea outlines.	12	9	8	0	1
PowerPoint presentations with key word meanings are my favorites.	16	11	3	0	0
PowerPoint slides aid in text comprehension.	8	14	7	1	0
Using text, image, and sound recordings during an oral presentation improves memory.	16	10	4	0	0
I remember information better from PowerPoint presentations with ideas.	10	16	4	0	0

Enhanced Understanding and Retention

This study found the results of students' perceptions of PowerPoint presentations in ELT Classroom as an assignment to enhance their understanding and retention. Most students were strongly agreed and agreed with the statements that using PowerPoint for oral presentation could help them in the English learning process. In line with the interview results, based on the interview, STD 1 revealed that:

"...Powerpoint can help the presenter remember the point of the material to be delivered and actually with PowerPoint, and it recognize what they want to convey to the audience."

Meanwhile, STD 2 stated that:

"A PowerPoint helps to convey ideas is a PowerPoint that contains only important points."

Table 2. Enhanced Communication and Participation in the classroom

Enhanced Communication and Participation in the Classroom	Number of Respondents				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
PowerPoint oral presentations engage students.	9	13	5	3	0
Teachers/Students use appropriate colors, pictures, video, and animation in oral PowerPoint presentations.	10	12	8	0	0
PowerPoint increases class participation and communication.	4	12	8	6	0
PowerPoint provides various resources and boosts my confidence.	5	14	10	1	0

Enhanced Communication and Participation in the Classroom

The results of students' perceptions show that most agree that PowerPoint Presentation as an assignment contributes to communication and participation in the classroom. The majority of students concurred that using PowerPoint could increase students' engagement to join the English materials. Based on the interview, STD 1 stated that:

"...the PowerPoint is like a tool for the speaker to enhance the engagement."

Table 3. Nervousness and Inefficiency in Oral Presentations

Nervousness and Inefficiency in Oral Presentations	Number of Respondents				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I get nervous giving oral presentations to friends.	7	9	6	5	3
PowerPoint prevents me from giving oral presentations.	0	1	4	18	7
Oral presentation with PowerPoint make the teacher lazy	2	6	11	7	4

Nervousness and Inefficiency in Oral Presentations

According to the result, students were disagreed with the statement. In fact, students believe that they can perform the oral presentation using PowerPoint. Based on the interview, STD 3 also revealed that:

"Sometimes, I forget something I want to convey. When I put it in the PowerPoint, it doesn't seem to connect because there's too much information I need to convey."

Table 4. Reduced Classroom Engagement and Interest

Reduced Classroom Engagement and Interest	Number of Respondents				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

PowerPoint oral presentations reduce classroom engagement and discussion among the students.	4	6	11	9	0
Students are not interested in studying and teaching English when oral presentations are used.	0	1	16	11	2
I dislike how often language classes employ oral presentations.	3	4	12	8	3
Instead of emphasizing student learning, the presenters only used PowerPoint.	2	9	11	7	1

Reduced Classroom Engagement and Interest

Students have neutral respond for all statement about using PowerPoint can reduced classroom engagement. From statement number 2, it was clear that PowerPoint does not reduce classroom engagement, but PowerPoint can serve as a tool to assist the presenter in engaging more with the audience in the classroom.

Table 5. Issues with PowerPoint as a Learning Tool

Issues with PowerPoint as a Learning Tool	Number of Respondents				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
PowerPoint makes learning monotonous.	0	5	8	10	7
Oral presentations with PowerPoint slides are very useless for getting specific information.	0	1	5	16	8
Because PowerPoint presentations are full of text, it might be challenging to understand the information given.	9	10	6	5	0
PowerPoint is inefficient as a learning media.	0	1	9	14	6

Issues with PowerPoint as a Learning Tool

The majority of students disagreed on several issues with PowerPoint as a learning tool. Students have almost same point of view with how to use the PowerPoint as an aid to support the English learning process. Based on the interview, STD 1 mentioned that:

"Presentation using PowerPoint is efficient if in the right format, but it can be inefficient, like what I said before if it is full of text and does not just state the important point."

The data interview showed that the participant said that what makes the PowerPoint inefficient sometimes comes from external factors such as internet connection and preparation issues. STD 3 revealed that:

"Sometimes we get a lack of internet connection, and sometimes the other friend forgets to download it, and it's all about the lack of internet connection."

DISCUSSION

This study discovered students' perceptions about using PowerPoint in oral presentation assignments, and it showed that most students believe PowerPoint can enhance understanding and retention in an English classroom. It is supported by Bakri (2019), who mentioned that PowerPoint presentations enable students to quickly understand the topic, steps, and contents by looking at the displayed slides. Students can grasp the

learning materials if the PowerPoint slides contain average numbers. The study by Fisk (2019) highlights that in the learning process, students need to consider the consistency of presenting the information in PowerPoint because it can influence how students recognize it. Also, Lestari and Putri (2021) explore the idea that students need no long text in PowerPoint, which can facilitate their understanding of the learning materials. PowerPoint presentations allow students to participate and learn without restrictions, motivating and enhancing students and creating an effective learning atmosphere (Mansour, 2019).

The other finding indicated that during oral presentations, students feel nervous because they need to master and understand the context of the material. The study by Sari et al. (2023) discovered that some students are less motivated to find more references, are not preparing the presentation well, and find it hard to understand the material. It becomes one factor of students' nervousness since they need to deliver the material to their peers. Besides, the audience will also ignore the speakers because they might not understand what they say (Mardiningrum & Ramadhani, 2022). In addition, there are many factors, such as inappropriate materials, psychological aspects, and question-answer sessions. The study by Grieve et al. (2021) indicated that many students fear uncertainty about the topic and being judged, and students do not know the right content to write in PowerPoint. Besides, Nur et al. (2022) highlight that psychological factors can influence students' anxiety to perform oral presentations. Also, the students feared being asked by the audience (Tareen et al., 2023).

This study found that students thought that oral presentations using PowerPoint could be a tool to help show the point of their understanding of the material. In line with a study conducted by Mansour (2019), using PowerPoint may enhance learning by providing a better understanding and comprehension of the subjects and different methods, ways, and techniques within the same slide. Also, there is a different opinion that oral PowerPoint presentations cannot sufficiently engage students' understanding more than other media like posters or mind maps. Sriwahyuni and Anhar (2019) argue that when presenters switch to another PowerPoint slide, the audience cannot write critical notes on the previous slide, making it difficult to understand the material. As a result, the other students find it challenging to understand the material presented by the presenters. It can be concluded that PowerPoint is less engaging for students' understanding. Hence, the students need to develop their PowerPoint as creatively as possible. Students can elaborate on their ideas with the features in PowerPoint, such as animation and other media.

Moreover, external factors contribute to the challenges of oral presentations using PowerPoint. The preparation when using PowerPoint takes too much time, such as the lack of an internet connection when downloading the file. Widyastuti and Mahaputri (2015) argue that detailed preparation and planning are crucial for success, making preparation an excellent place to start. Additionally, too much slides or material is one of the challenges mentioned by the interviewee. Likewise, it is similar to the findings from the study by Murugaiah (2016), who stated that focusing on less relevant material rather than important points, reading from the full text of slides, and exceeding presentation time all indicate poor oral presentation abilities. Also, Mansour (2019) mentioned that the slides may be the source of information overload that may confuse students. As a result, this may minimize the opportunity for creative thinking since it may drive the instruction. Hence, the preparation before presenting material is significant; students must try on the projector and recheck the external components before the lecture enters the class. Besides, the slides in PowerPoint must be point material.

The other interesting finding showed that when using PowerPoint in oral presentations, students add too much information, which leads them to forget what to explain, forcing them to comprehend the material more. The study by Amelia (2022) emphasized the importance of students preparing in advance to explain the topic and field questions from the audience about what had been stated. A line study by Tareen et al. (2023) wrote that students appeared confused and forgot the contents because they did not practice their presentations before class. Other perspectives also mentioned that presenters rely too much on slides because they find it challenging to choose which contents they want to put on slides from the paper they made. It is similar to

Garner and Alley's (2016) statement that a slide's structure can also impact the presenter's understanding of the content. Also, a study conducted by Gund (2021) indicated that the presenters need to present a crystal-clear idea of the topic and materials through a correct organization in a presentation; they need to avoid unnecessary information details in PowerPoint. Students must consult the lecturer about the material they do not understand and find credible sources. Hence, PowerPoint is a medium for learning to present points of material.

CONCLUSION

This study explores students' perceptions of oral presentations assignment using PowerPoint at university level. The result showed that most students' responses were positive about conducting the oral presentations using PowerPoint since they can improve their speaking skills. The study highlights that oral presentations can enhance students' understanding and retention if the slides contain only important points rather than full text. Students enjoy using PowerPoint to understand the material. Interestingly, oral PowerPoint presentations are inefficient due to external factors such as a lack of internet connection and device preparation. The external factors can influence the harmful effects of using PowerPoint in oral presentations in English classrooms. Hence, teachers and students can elaborate on how to use PowerPoint effectively. This research can help teachers instruct students to add animations, videos, pictures, or anything else to PowerPoint slides that can explain the material. Future researchers can conduct in different level of education.

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