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ANALYZING THE VALUES AND EFFECTS OF POWERPOINT PRESENTATIONS

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Abstract
PowerPoint Presentation (PPtP) is now quite common in many aspects of life, not only at schools (Yilmazel-Sahin, 2007). It facilitates events in various ways owing to its practicality (Craig & Armenic, 2006). In classes, it provides advantages for both students and teachers, but it may be problematic as well (Davies et al., 2009; Oommen; Taylor, 2012). Therefore, Howard & Conway (1985) recommended verifying if students' viewpoints may maximize its contribution for class empowerment. This study focused on how students appreciated the values of PPP and how it affected lecturers. It involved 90 students responding to a questionnaire asking their standpoint about the use of PPP including commentary and suggestion. Results revealed that in general, participants out looked positively towards PPP and its impact to teachers. It aided students and teacher in the learning-teaching process, although it was occasionally blamed as not engaging or even boring.

Keywords: value, effect, PowerPoint Presentation

Introduction
Technology advancement has a large impact on us making many sectors of our life become easier. PowerPoint is one of the technologies widely used anywhere, from public to private aspects such as in court rooms, daycare centers, churches, even in personal ceremonies and parties (Yilmazel-Sahin, 2007). Thomas (2014) put forward that during the last decade, Microsoft estimated around 30 million PowerPoint presentations made by world-wide business professionals daily.

Especially in educational field, PowerPoint presentation (hereafter, PPtP) is a significant instrument to utilize in the learning-teaching process (Seasew et al., 2015). According to Craig and Armenic (2006), students enjoy attending classes with PPtP because it is interestingly lucid, practical, and readily available. Along with it, Shyamlee and Phil (2012) state that PPtP triggers students' visual and sometimes audio senses when displayed through a projector from a screen of a computer in classes (Bartsch & Cobern, 2003). Oommen (2012) adds that the presentation aids teachers to organize their teaching delivery more efficiently so that students gain better understanding. Therefore, it is challenging that making use of PPtP would be beneficial for both teachers and students (Ahmad, 2012) in learning English (Abdellatif, 2015 & Anh, 2011) to activate the four language

skills (Schcolnik & Kol, 1999). It is because PPtP facilitates the learning processes to be more engaging with clearer and more structured instruction in manageable time (Susskind, 2004; Craig & Amernic, 2006; Oommen, 2012; Thomas, 2014) and not just to keep the students occupied (Szabo & Hastings, 2000; Shyamlee & Phil, 2012). It may facilitate the class with games, practices and drills (Fisher, 2003), to review the materials, and to present students' projects (Yilmazel-Sahin, 2007 & Oommen, 2012).

Regardless of the advantageous contribution PPtP shares in education, there were weaknesses as it needs time in the preparation. Taylor (2012) adds that oversimplification might happen when covering huge materials. This may manipulate students' understanding (Khoury & Mattar, 2012) making the students passive and avoid taking part in class (Davies et al., 2009), moreover, when the teacher is too busy with the materials and the tool, ignoring the students (Taylor, 2012). Despite its positive and negative points, students' standpoint about the use of PowerPoint presentations in classes is meaningful (King, 2010) in establishing significant development in the learning process (Struyven et al. , 2005) to reflect and evaluate teaching performance (Howard & Conway 1985).

There were studies done conforming Daniel's idea that perception towards PowerPoint presentation was devastatingly positive. Students favoured teachers employing PowerPoint presentation. Frey and Birnbaum (2002) in their examination regarding students' points of view about values of PPt used by their lecturers demonstrated that students considered PPtP aided them in learning, and assisted lectures be more structured. This was supported by investigations made by Davies et al. (2009), Anh (2011), & Oommen (2012). Nevertheless, Sewasew (2015)'s research comparing PowerPoint presentation to traditional lecture concerning the students' attitude to the understandability and the effectiveness of the materials found that students like traditional teaching better. It was because the students thought that traditional way highlighted more on the learning process. The investigator deduced that there might be disruption of technology in studying. Therefore, there should be good judgment in making use of it in classes.

This research investigated the values, and effects of PowerPoint presentations from the students' general viewpoints, handout availability, effect on classroom behavior, and the design. Further, it also examined the effects of PPtP on teachers' presentation skills, and teaching prowess. It would be beneficial for those who are involved in ELT since it provides insights about using PowerPoint presentations in grammar classes. According to Corbeil (2007), the nature of grammar courses is theory-based, and there have been an increasing number of grammar teachers making use of PowerPoint presentation to put emphasis on grammatical rules.

Method

Ninety students participated in this analysis. They were to give responses to a questionnaire yielding in quantitative and qualitative data. The instrument was adapted from the ideas of Frey and Birbaum (2002), and Davies et al. (2009). Some were modified by simplifying and paraphrasing. It was grouped into three sections: first 12 closed-ended questions were related to students' view in general,

availability of hand-outs, effect on students' attendance, and the design of PPtP. Other twelve points enquired students' opinion on how PPtP facilitated teachers' presentation skills, and teaching prowess. The first and second parts were analyzed in percentage after being sorted out into three: 'neutral', 'agree', and 'disagree'. Meanwhile, the third one consisted of three open ended questions requesting students what they liked and disliked along with their suggestions, resulting in lists of comments and suggestions developed into some qualitative classifications. The illustrations of the analysis outcome are in the following tables.

Findings and Discussion

The first table demonstrates the students' general viewpoints. This is similar to Craig and Amernic's (2006) findings stating that students liked their classes with PPtP. Students agreed that PPtP made the lessons organized. Consequently, it was easier for them to follow the lessons (Frey & Birnbaum, 2002). The presence of PPtP in classes aided them to get the emphasis of the lessons holding their attention, yielding in positive attitude. It can be deduced that the students found advantageous experience from learning with PPT in their grammar courses.

Table 1. Value of PPtP: General Viewpoint

No.	Statements	Percentage (%)		
		Disagree	**Neutral**	**Agree**
6	PowerPoint presentations make the lesson organized.	0.00	20.00	80.00
10	PowerPoint presentations help to emphasize key points.	0.00	21.11	78.89
11	I have a positive attitude towards PowerPoint presentations.	1.11	23.33	75.56
1	PowerPoint presentations hold my attention.	7.77	25.55	66.88

Next is the students' opinion on handout availability, which was found beneficial in helping them to learn for examinations and facilitating for taking better notes. The finding is corresponding to Craig and Amernic's (2006) statement that students liked joining classes using PowerPoint presentation with handout. Yet, several students responded neutrally and negatively about it, which somehow could be inferred that using PPtP and handout in class should not be done too often.

Table 2. Value of PPtP: Handouts Availability

No.	**Statements**	**Percentage (%)**		
		Disagree	Neutral	Agree
2	Handouts printed from PowerPoint presentations help me study for course exams.	3.33	17.77	78.90
4	PowerPoint handouts facilitate me to take better notes.	5.55	20.00	74.45

Dealing with the students' attendance in classes, more than half felt motivated when PPtP was utilized. However, only half of them admitted that they were interested in PowerPoint presentation; more than one third gave neutral responses; whereas a small number felt bored with it. When the teachers distributed handouts beforehand, it no longer had big influence on students' attendance. Students might think that handout could be a reason to skip classes. Even so, it may possibly be said that the use of PowerPoint presentations in class was still impactful if not so frequently used; as what Clark (cited in Sewasew et al., 2015) affirmed that the comforts of technology like PPtP tended to fade away. It is as well interesting to note that less than half of the students got involved in classroom discussion when PPtP was used. The other students might think that there was no difference whether it was used or not. Additional assumption was these students were the typical "watch and listen" students as labeled by Sewasew et al. (2015) referring to those who simply watched what the teachers demonstrated on the slides.

Table 3. Value of PPtP: Effect on Classroom Behavior or Students' Attendance

No.	Statements	Percentage (%)		
		Disagree	**Neutral**	**Agree**
9	I am less motivated to attend classes with PowerPoint presentations.	60.00	30.00	10.00
5	PowerPoint presentations make me feel bored.	50.00	36.66	13.34
12	I am less likely to attend classes when PowerPoint handouts are shared beforehand.	47.78	38.88	13.34
7	PowerPoint presentations allow me to get involved in classroom discussion.	8.88	44.44	46.68

The following result of analysis is regarding PPtP design. Most students had the same opinion that bullet points assisted them, no one disagreed. This was corresponding to Oommen's (2012) declaration that bullet points aided students recognize the main ideas, and directed them what to focus on. Besides, the visual images of PowerPoint presentations helped them (Daniels, 1999) recall the contents during exams. To sum up, both bullet points and visuals facilitated the students to understand the materials easily.

Table 4 Value of PPtP Design

No.	Statements	Percentage (%)		
		Disagree	**Neutral**	**Agree**
3	Bullet points in PowerPoint presentations help me identify the main ideas.	0.00	18.88	81.12
8	Visual images in PowerPoint lectures help me recall content during exams.	5.55	23.33	71.12

How PowerPoint presentations affected teacher's presentation skills and teaching prowess is presented in the subsequent tables. It is remarkable to find that no one disagreed, meaning that most participants agreed, to the ideas that PowerPoint presentations assisted the lecturers of Structure classes to be organized in delivering the materials, and in emphasizing important points. Majority of them also acknowledged the fact that PPtP supported teachers in using examples and illustrations to clarify complex materials, as well as presenting the lessons clearly and understandably as they simplified complex materials. It confirmed the results of researches employed by Frey & Birnbaum (2002), and Oommen (2012). Furthermore, students thought that teachers spent time efficiently which conformed to Davies et al.'s (2009) study. Dealing with the teacher's confidence in presenting the materials, more than two third of the subjects showed their agreement. This is in accordance with Yilmazel-Sahin (2007) arguing PPtP enabled the teachers to teach confidently as they possessed guidance on the slides. Nonetheless, material coverage occupied the lowest position. These might be that the materials were too overwhelming to cover. This is matched to Miltenoff's (as cited in Oommen, 2012) argument. Even so, generally, from the students' view, teachers showed good presentation skills.

Table 5. PPtP Effects on Teacher's Presentation Skills

No.	Statements	Percentage (%)		
		Disagree	**Neutral**	**Agree**
	PowerPoint Presentations helped the lecturers …			
3	be organized in delivering the materials.	0.00	8.88	91.12
1	emphasize important points.	0.00	13.33	86.67
11	use examples or illustrations to clarify complex materials.	1.11	13.33	85.56
7	simplify the complex materials so it is easier to understand.	2.22	14.44	83.34
12	present the information in a clear and understandable manner.	0.00	18.88	81.12
5	spend time efficiently.	2.22	25.55	72.23
6	look confident when presenting materials.	3.33	27.77	68.90
9	cover a lot of materials in one session.	8.88	30.00	61.12

Concerning with teaching prowess, most students agreed that PPtP helped the lecturers prepare. The teachers were also viewed as knowledgeable since they could explain the materials without reading the slides too much, and stimulate students to think beyond points by asking questions related to the slides. Those were in line with Davies et al.'s (2009) consideration.

Table 6 PPtP Effects on Teaching Prowess

No.	Statements	Percentage (%)		
		Disagree	**Neutral**	**Agree**
	PowerPoint Presentations helped the lecturers …			
2	be prepared to start a lesson.	**0.00**	**12.22**	**87.78**
4	explain something without reading too much from the materials.	**1.11**	**20.00**	**78.89**
10	stimulate students' ideas based on what is on the slide.	**3.33**	**25.55**	**71.12**
8	keep throwing questions which are related to the slides.	**4.44**	**38.88**	**56.68**

The result of the analysis about what the students liked about PowerPoint presentations in grammar classes supported studies utilized by Frey and Birnbaum (2002), Craig and Amernic (2006), Yilmazel-Sahin (2007), as well as Oommen (2012). Students considered PPtP less boring and helped them understand the lessons. It aided clarify and emphasize the materials. With bullet points and visuals, it offered a simpler way to learn complex materials as it was easier to read and grab comprehensively. On the other hand, some felt bored and sleepy. A possible intriguing reason was that other courses used PowerPoint presentations as well causing it overused and started to make them fed up. It conformed to Clark's (as cited in Sewasew et al., 2015) argument that the ease of having PPtP in class reduced with time. Those uninterested students might also assume that with PPtP, they did not need to listen to the teacher (Khoury & Mattar, 2012). The handout provided was perceived valuable to review since it summarized the lessons providing an effective learning environment and enabled the students to participate in the process. The findings on what students liked about PPtP matched to Frey and Birnbaum's (2002) study.

Subsequently is what students did not like about PowerPoint presentations. Some gave no suggestions because they actually appreciated the teachers' preparation. Visually, they disliked PPtP with plain design, small fonts, too many words or sentences, no underline, no different color, and few illustrations in it. It was believed that any emphases or illustrations (bold, italic, underline, pictures, charts, schemes, etc.) might assist the acquisition of the lessons (Oommen, 2012), so teachers should be able to create PPtP consisting clear, effective, and efficient messages to make students understand the lessons better. This suggestion matched Corbeil's (2007) claim that those emphases made the grammatical rules more noticeable. Students also expected to see a more interesting and interactive PPtP design by adding animations to highlight certain ideas since PPtP is visual.

The next interesting point was that sometimes the lecturers tended to read the slides resulting in less eye contact and was assumed as being too busy with their materials; so there was lack of engagement in the discussion. It was pointed out by Sewasew et al. (2015) that teachers were too focused on finishing the

materials and unconsciously ignored students' involvement. However, recommendation is offered to the lecturers to avoid redundant explanations by simplifying the materials in the form of points for the idea of PPtP is 'points with power'. Even though, putting more attention to the material coverage, not leaving behind the less important ones, is also important. Furthermore, 'guided-note' handout may be useful to minimize oversimplification. Neef, McCord, and Ferreri (as cited in Yilmazel-Sahin, 2007) suggested to provide blank spaces to encourage students take notes making the learning process become more alive and meaningful.

Conclusion

According to Ozaslan and Maden (2013), PowerPoint presentation utility in English Language Teaching is increasing since it is obviously useful. Therefore, it cannot be denied that everyone, including teachers and students, feels the advantages of having PPtP in classes, as what the analysis found. On the whole, students felt that PowerPoint presentations helped them learn through organized lessons, emphasis on key points, and attention keeping. In addition, inserting bullet points and illustrations assisted students acquire and understand the lessons. Whereas, handouts aided them review the materials and facilitate note taking. Nevertheless, the presence of PPtP did no longer affect some students' motivation to attend classes as learning with PPtP started to become boring for them, and did not really give them chance to partake in classroom discussion.

Regarding how PowerPoint presentations affected teachers' presentation skills, students commonly thought that their teachers showed good presentation skills when they taught using PPtP with good material organization, clear presentation, important point emphases, illustration usage, complex material simplification, and efficient time spent; confidence, and material coverage. Students also thought that their teachers were prepared, and able to explain without referring back to the slides, to stimulate students' idea, and to keep throwing questions while teaching. PowerPoint presentation and the presenters are inseparable. Restating Daniels' (1999) statement, students' responses towards this issue was overwhelmingly positive. In spite of the boredom it sometimes caused, in line with the students' responses to the questionnaire, the teachers' ways in delivering the materials using it matters more.

Students expected lectures teaching with PPtP to put more attention to the display such as plain design and the packed content. They looked forward to seeing something simpler and more interactive. Though it is not easy for teachers to include all important things in a simple way as oversimplification might occur, teachers might try to present it through illustrations and implement Corbeil's (2007) idea about creating PPtP in grammar classes i.e. by using bold, underline, italic, different color or font, and so forth. Teachers should also check students' understanding instead of being too busy in delivering the materials. As it had been found that the use of PPT has become slightly boring, teachers should not overuse it; English teachers can also in time teach in traditional ways to make the lessons more varied (Shyamlee & Phil, 2012; Taylor, 2012).

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