Visual aid presentation as a learning method: a case study in learning English of management students in Binus University

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Abstract. Schools, colleges and universities are now embracing the use of visual aid presentation (e.g., PowerPoint) in the classroom. Studies have consistently indicated that students generally believed that the use of technology for oral presentation would facilitate their learning. Students in such condition believed that the class was more organized, clear and interesting. Students also liked the teacher/lecturer more and indicated that they would like to take another class from the teacher/lecturer when the he or she used technology means of presentation. This research was focusing on the perspective of students in Binus University regarding the advantages or disadvantages of this model of learning process in regard of interesting or boring and long or short endurance of understanding. The visual aid presentation here meant that the students were the ones who were performing the presentation, instead of the teacher/lecturer. The research method used was descriptive qualitative based on the survey and interview of some sample students who were chosen randomly, who were taking English course in first/second semester. Based on some researches, the visual aid presentation in learning process was showing positive impact for teachers and students. Therefore, the hypothesis on this research was that the visual aid presentation on learning process would bring an interesting environment, long endurance of understanding and improving students’ behavior. It was expected that the result of this research could be used to improve the learning method of English learning in Binus University in order to support Binus Vision to be a global university and to enrich graduates with the skill of oral presentation. The respondents were selected from management students in Binus, Alam Sutera Campus, and randomly chosen. All of the respondents replied that learning by doing presentations was giving more understanding on topics, boosting up self-confident, teaching public speaking, handling nervous and creating a dynamic class environment to avoid boredom. From the students’ point of view, this learning method was giving advantage for students and long endurance of understanding.

1. Introduction

Educational technology and Computer-Assisted Learning (CAL) provide many benefits in classrooms for teaching. Various CAL programs involve the use of computer and their application to teach and learn in variety of ways. PowerPoint Presentation is also considered as a part of CAL. PowerPoint Presentation is a type of presentation software that allows users to show colored text and images with
simple animation and sound. It helps to create audio visual as well as audio-visual effects in the classrooms while teaching and can be highly effective in attracting and sustaining students’ attention. Today it is a much widely used presentation program in every field. However, it actually originated in the world of business. Today it has become common-place practice in the world of educational technology [1].

Based on some previous research studies from some journals, the hypothesis of this research was coming up from the positive point of view. The visual aid presentation was able to create an interesting environment of study in the classroom, because there were different persons who present the topics, not only one person at all time. It would give an opportunity to create more dynamic interaction in the class. Further more, the visual aid presentation was able to give a longer endurance of understanding of the topics, that might lead to a better academic performance, which usually shown by score. This condition would give the lecturer more time to review on the topics or to do some research related to the course conducted or the method applied. Either lecturers or students might improve their knowledge in terms of knowledge management process during the lesson in the class, since there was a lot of thinking and discussion will come up.

The focus of this research was to get more accurate information on the impact of the learning model on students’ advantages, either academically or behavior. Hypothetically, it would give positive impact both for students and teachers/lecturers. This research could give some opinions for faculties in implementing this kind of learning method, especially learning English in Management Major in Binus University, Alam Sutera.

It was unarguable that the use of the technology is to make human life easier. In a classroom, it was expected that the use of the technology is to make the learning process itself become easier, in regard of difficulties or time. Therefore, it was expected the same when using visual aid presentation using the technology to make all learning process run smoothly and well improved.

2. Literature Studies
The vision of BINUS UNIVERSITY is to be “A world-class University in continuous pursuit of innovation and enterprise”. The strategic plan of BINUS UNIVERSITY 2010-2020 aimed at increasing competitiveness in global competition can be well absorbed in the international workforce and gain recognition that BINUS UNIVERSITY is a world-class university in 2020 [2].

Quoting from the book Rencana Strategis Penelitian (Strategic Research Plan) BINUS UNIVERSITY 2015–2019 [2], the research strategy has a very important role in providing guidelines for BINUS UNIVERSITY research. The strategic plan of this study was compiled as a description of the mission of BINUS UNIVERSITY. As a policy direction in the management of research activities over the next 5 years, the strategic research plan is prepared not only in reference to strategic objectives but also in the direction of BINUS UNIVERSITY development in 2020, industrial development, technological trends, 2015-2020 National Research Agenda (ARN), and the Master Plan for the Acceleration and Expansion of Indonesian Economic Development (MP3EI) 2025.

This research referred to the research strategic plan in the field of culture and English mastery [2] to support the achievement of English language skills for Binus graduates. Through this research, it was expected that students can develop English language skills so they can communicate in English well. With the more students who could speak English well, it certainly supports Binus's vision of achieving global campus and supporting lecturers in providing world-class teaching, learning and research experiences that emphasize excellence in scientific discovery, innovation and entrepreneurship. The research was also planned to produce English learning models, student publications and academic assessments.

Quoting Sigmund Freud (1856-1939) in his psychoanalysis, "negatively a priori assumption would develop the negative attitude toward something. For example, if a child thinks that the lesson is hard, then psychologically, the child’s psyche will lock his ratio thinking. As a result, he is more likely to quit developing his way of thinking further, and
eventually generates his inability in learning and in his daily problem solving skills” [3], therefore this research is important to minimize negative assumptions from students. By developing varied and popular learning models, it is expected that students can have a positive attitude in learning, especially English.

Satria Dharma (2009: 11), in his article entitled “Apapun Kurikulumnya, Mutu Guru Kuncinya”, shows that the role of the teacher is more important than the curriculum itself [4]. The teacher acts as a facilitator for students in using technology and giving direction in learning. Moreover, the teacher is a learning designer. Teachers are also highly expected to actively conduct research related to learning methods to improve the learning process so that students get the best results. Lecturers are expected to be able to strive continuously in developing their teaching methods so that they have a positive impact on students. From these thoughts, the author planned to conduct research related to better teaching methods for students so students can develop positively.

In the work field, someone was expected to be able to communicate in English well since the recruitment process. After students develop all four-language skills, it is important for them to learn how to communicate their ideas or thoughts in English. The most popular method today is through presentations. Therefore, students also learn how to bring an oral presentation well in English. This is also an important aspect of learning English.

Some students had a passion for achieving the best results and were not hesitant in spending a lot of time in achieving this effort. But many were less motivated to achieve the best results. Both types of attitudes were different in terms of motivation (achievement motivation). Motivation to achieve the best is the awareness to achieve goals for success and efforts to achieve them [5]. With interesting learning process, it was also expected students can boost up their motivation and enthusiasm in learning in the class during the course.

Apperson, et. al., had come to a conclusion during their research that the learning seems to be the same (although other studies have indicated that grades improve with presentation graphics and multimedia presentations), but the overall experience appears to be more favorable in classes taught with presentation graphics than in classes not taught with presentation graphics. This appears to spread beyond the factors directly and obviously related to the use of PowerPoint such as lecture organization and clarity and the relevance of topics to the course. The use of PowerPoint also enhanced professor likeability directly (overall rating of instructor, and willingness to take another course with instructor) as well as indirectly by enhancing the perception of “good professor behaviors” such as providing helpful feedback on assignments and giving assignments that required critical and creative thinking, all of which were presumably consistent across semesters [6].

Another research showed that the learners responded positively towards the idea of using PowerPoint in English language classroom. Most important of all, it is hoped that the study could raise the awareness of PowerPoint presentations a powerful pedagogical tool in the English classroom instruction, among language teachers, instructors, lecturers and educators. Teachers should take into consideration how learners like to learn and understand the learners’ learning needs. Educational technology is playing an important role in the English language classrooms in the context of globalization and as a result of the emergence of English as a global language. As such instructors cannot ignore educational technology altogether [7].

The results of the different types of test indicated that Prezi was a more effective instructional medium for knowledge acquisition compared with traditional instruction. PowerPoint exhibited its instructional effectiveness on only the long-term learning retention of students [8]. This research was
more about comparing Prezi and PowerPoint in classroom learning, furthermore it concluded that either using Prezi or PowerPoint still giving good impact on the learning process itself.

So far, there was no research (or may be a few number only) studying on the impact for students while giving the presentation and their achievement. The significant of this research was to find out whether the visual aid presentation by students would support the learning process. It was hypnotized that the visual aid presentation on learning process will bring an interesting environment, long endurance of understanding and improving students’ score. Since the objects were Binusians, the result would be focused in Binus only, and will be used to improve the learning process of English in Binus University.

3. Research Method

The research was focusing on the English learning process in the class, while students were given task to do oral visual aids presentation in English. The research objects were students that were required to take English course in Bina Nusantara University. Each student were given time 5-10 minutes to do the presentation in front of the class.

This research was using qualitative method with description for all data [9]. The result of research was described in words with support of some qualified quantitative data. The researcher acted as complete participant [10], whom interacted and involved directly in the classroom during the process. Students were studying as usual in English for Business Presentation class or English for Written and Communication class. When students were motivated, they will do something, they demonstrated active behavior [5]. In addition, the determination of the study subjects was taken by purposive sampling [10], rather than randomization, in which the researcher selected ten preschool students as a sample of a population of a number of students in Management Major.

The motivation to communicate in English was not boosted up since English is a foreign language for the people of Indonesia. Thus English was not the main subject in basic education from primary level to high school. Therefore the knowledge was not enough to master English or to communicate in English. From the basic education point of view, it was very common to find traditional process of learning English in classrooms and also caused by the lack of prior knowledge in English Language. Those factors contributed in lacking of confidence to communicate in English.

This research were conducted in Binus University, Alam Sutera, Indonesia. It was planned to be conducted for a period of 1 (one) year time. The data collection was conducted from May 2019 until December 2019. Some of Management students were selected randomly. They were to find references related to visual aids presentation that will be presented as well in the report. Reflected on those references, students were expected to do evaluation in their learning process and write down some personal opinion on their learning experience using visual aid presentation method.

Researchers then discussed on data collected and made comprehensive interpretation based on them. The validity of the quotations and comments was being checked before the discussion and interpretation. It was expected that this research would come out with a descriptive result in order to enhance the learning process of English learning in Binus University to achieve its vision.

In qualitative research, the researcher's ability to understand the problem to be studied to various empirical phenomena that are relevant to the subject of study was a focus. Although in reality, qualitative research in the social phenomenon must be adjusted in the view of the subject itself and not from the angle of research so that researchers do not lose objectivity [11].

Some researches might have conducted similar research in other subjects or specific major. This research is focusing in visual aids presentation by students in Management major. The result can be generalized for other similar major or continued in other major.

4. Findings

The interview was conducted on 6 management students in Binus, randomly chosen, 3 males and 3 females. They were R, SSZ, OB, AU, DK, VA. They were all in second semester, taking Basic English course in Binus University, Alam Sutera Campus.
According to R, he has done several presentations in his class. He said the positive outcome of the presentation was that he was able to understand the topic well and being given the chance to speak in front of the class. Therefore he let the audience know the topic in advance so that they could follow the presentation well. In his opinion, the benefit of presentation in class is that the presenter will understand the topic and be able to explain it fluently. The presenter have to do some research beforehand, because the audience may get the chance to ask about the topic and it is expected for the presenter to answer. It is still challenging for him to get audience attention. When asked how he handles nervousness, he answered he is making sure that he has understood all of the content, therefore he may be able to present clearly about the topic without making a mistake and he would not be scared if asked a various question. In class, he preferred that some of the theories content being presented by the students because sometimes the lecturer tends to use formal language, which makes it harder to understand.

One of the respondents, SSZ, said she has done a few presentations in college, either individually or with group. The positive experience she had was that she was able to learn more about the topic and it helped her in her study. On the other side, the negative experience she had was that sometimes her group doesn’t take part in a good manner. She said that she was able to understand more, compare to listening to the lecturer speech only. She handled nervous situations by taking a deep breath, counting one to ten, drink some water before the presentation. In her opinion, some course need to have students presentation while others not, according to the topic or the subject.

Based on OB respond, she obviously has done some presentations before. She said the class became livelier and not boring when comparing to the class where only had the lecturer giving presentation. Meanwhile, the negative experience was that some students did not pay attention to her. The positive impact was that she was able to understand the topic more, because she was forced to do the research and she was the one explaining it. She said that she handled the nervous situation by focusing only on what she had to say and ignore the distractions. She also said that since the audience was her classmate then she wouldn’t feel nervous at all. Lastly, she preferred to have the presentation so that every student could understand the topic in the class more clearly.

AU has done many presentations since high school. She said that presentation gave more understanding for student presenter or audience. During her experience, not all of the presentations had accurate and actual data, and might lead to misunderstanding. She handled nervous by avoiding seeing her friends’ eyes or not using her glasses at all. Lastly, she preferred to have the presentation so that she could understand more and also learn to do public speaking.

Other respondent, DK, said that she was very often giving out presentations in her class. She said by doing the presentation, she learned to speak in front of public and develop self-confident. She said that she took a long deep breath and tried to look at someone she know to avoid nervousness She was motivated to always try her best to give out the perfect presentation.

The positive experience VA had was when the audience listened to what she said, and she gained a lot of confidence in doing the presentation. But, when she was too nervous, she forgot the entire topic she tried to present. The presentation also gave a good impact on your behavior such as it unconsciously teaches you how to act in front of a lot of people. The other benefits were that she might be able to share what she knew about the topic and also trained her ability to speak in the public. She handled nervous by not looking at the eyes of the audience directly. She preferred to have presentations in class because it brings a lot of benefits to the class.

The hypothesis on this research was that the visual aid presentation on learning process would bring an interesting environment, long endurace of understanding and improving students’ behavior. By looking at the answer of respondents, most of them were responding that visual aid presentation in the class would bring dynamic environment to avoid boredom. Students were able to understand more and perhaps deep on topics, surely this will direct to a good academic result. In term of students’ behavior, they were ‘forced’ to speak in front of the class. They were learning public speaking, how to deliver a good presentation, boosting up their self-confident and handling nervous.
5. Conclusion
All of the respondents had similar argument, that the presentations were giving the advantages for them, such as long endurance of understanding, developing self-confident, teaching public speaking skill, nervous handling and avoid boredom. It was all the experience of students while having a visual aid presentation during their study in certain topics. The presentation itself was expected to be interested and meaningful, and surely the role of teacher would be a great support to encourage students to develop an interesting and meaningful visual aid presentation. Yet, this idea can be implemented on the next research. The teacher is the most critical factor in classroom learning. The teacher organizes, manages, motivates and leads. The teacher creates an environment in which learning occurs. Learning is a function of the quality of the teaching [12].

Since this research was involving students of management major, it was expected that the research activities were helping them to learn how the research process for their thesis later on. The experience of the research by students could be developed for their thesis by the end of their program of study. The research could be improved to a bigger number of samples, bigger number of lecturers and different major or subject.

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