Engaging Students Through PowerPoint: The Power of Multimodal Learning

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Abstract

Teachers play a crucial role in fostering a positive and motivating learning environment for their students. One effective method to enhance student learning motivation is the use of PowerPoint as a multimodal tool. This study aimed to enhance students' learning motivation using PowerPoint in this capacity. Classroom Action Research (CAR) was applied, with 36 XI-grade hospitality students selected through purposive sampling. Field notes were used to record the implementation process, observation sheets examined improvements in students' learning motivation, and interviews identified the challenges of using PowerPoint as a multimodal tool. The results demonstrated that using PowerPoint effectively enhanced student learning motivation, with student participation increasing from 49.2% in the preliminary study to 77.7% after the intervention. Significant improvements were observed in various aspects: attentiveness, expression of ideas, task completion, active participation, collaboration, and engagement in group discussions. However, the study also highlighted challenges, such as the need for expertise in seamlessly integrating PowerPoint and tailoring materials to diverse student needs, including facility-related issues. These findings suggest the necessity for future research to investigate teacher training programs and examine the impact of various multimodal elements in PowerPoint presentations on student engagement. Despite the challenges, PowerPoint remains a promising tool for enhancing classroom dynamics and student motivation.

Keywords: Learning motivation, PowerPoint, multimodal tool.

INTRODUCTION

Learning motivation is a crucial aspect of language acquisition. It refers to the internal and external factors that drive individuals to engage in and persist in the process of achieving goals (Filgona et al., 2020). Motivation is the primary driver in English language learning because motivated students are more likely to persist in speaking, listening, reading, and writing in English (Seven, 2020). Research has shown that motivation in learning English significantly impacts students' academic achievements (Alizadeh, 2016; Chuane et al., 2023).

Therefore, enhancing students' motivation is vital for helping them overcome the challenges of learning English and achieving successful learning outcomes.

Building on this understanding of motivation, study from Wang and Littlewood (2021) emphasize the significant impact of teacher-related factors, specifically teaching methods and the teacher's personality, on student motivation in language learning. Consequently, educators need to be mindful of their teaching approaches, including strategies, methods, and instructional media. Recognizing their pivotal role as primary motivators for students and influencers in their future pursuits (Mamadaminova & Khadjikhanova, 2021), teachers should consistently refine their instructional skills. This underscores the ongoing necessity for educators to adapt and enhance their teaching methods to create a positive and motivating learning atmosphere for their students.

In this context, the use of technology in education has rapidly developed over the last few decades, presenting valuable opportunities for enhancing students' motivation to learn English. Technology offers various conveniences that complement motivational strategies by providing diverse activities and authentic materials tailored to different interests and learning styles (Aysu, 2020). Technology also fosters collaborative learning environments, supporting cooperative goals that further enhance student motivation in language education (Barreto, 2018). Consequently, it is imperative to incorporate teaching and learning methods that utilize technology in English language education (Idaryani & Fidyati, 2021).

PowerPoint, for instance, is recognized as a technology capable of enhancing the quality of learning by offering educators a powerful means to convey information effectively and engagingly (Dewi M et al., 2022; Santiana et al., 2022;Hasan, 2020). PowerPoint enables educators to create captivating multimedia presentations that integrate images, videos, graphics, and textual content into a single, cohesive package (Allbon, 2019;Gao, 2020). This transformation of the traditional lecture format introduces a powerful multimodal tool in teaching. Using PowerPoint as a multimodal tool means that its use extends beyond verbal communication to include various modes of communication, such as text, images, sound, and video, to convey richer and more profound meanings (Consonni, 2018;Chen, 2021). By harnessing PowerPoint in this way, students can access a broader range of visual and auditory resources, creating a more dynamic and diverse learning environment. Visual presentations and multimedia elements in PowerPoint provide additional clarity and appeal to instructional content, highlighting the significant potential of PowerPoint as an effective multimodal tool to enhance students' learning experiences (Gordani & Khajavi, 2020). Consequently, PowerPoint as a multimodal tool not only improves students' comprehension of the subject matter but also acts as a catalyst for enhancing their overall learning motivation.

Numerous research studies consistently affirm the positive impact of utilizing PowerPoint to enhance students' motivation in English language education. Hasehmi et al. (2012) conclude that while PowerPoint was not initially designed for educational purposes, its thoughtful application in teaching can significantly enhance learning outcomes. By following general design principles and integrating PowerPoint into pedagogical practices, teachers can create more engaging, effective, and inclusive learning environments (Wanner, 2015). The proposed educational model serves as a valuable guide for educators to optimize their use of PowerPoint, ensuring that it supports diverse learning styles and fosters a

deeper understanding of course material (Vovides et al., 2007). This study underscores the transformative potential of PowerPoint in modern education, highlighting its role as an innovative tool for teaching and learning. Meanwhile, Lari (2014) conducted a study to investigate the impact of using technology, including PowerPoint presentations, on the teaching of English as a Foreign Language (TEFL) in secondary schools. The experimental group was taught using technology (e.g., video projectors and PowerPoint), while the control group received traditional textbook-based instruction. The results of an independent sample t-test revealed a significant difference in the mean scores of the two groups, with the experimental group performing better. Besides, Budasi et al. (2020) explored the impact of PowerPoint games on young learners' motivation, English achievement, and their perceptions of this method. The findings indicated that students taught using the PowerPoint game showed significantly higher motivation and better English achievement compared to those taught with traditional picture visualization. Additionally, there was a simultaneous positive effect on both motivation and achievement, and students had very positive perceptions of the PowerPoint game. These results suggest that PowerPoint games are an effective tool for enhancing motivation and academic performance in English language learning.

Collectively, these studies highlight the favorable outcomes of integrating PowerPoint into language learning. The insights from these previous studies underscore the significant positive influence on students' motivation and engagement when PowerPoint is used as an instructional tool. These results validate the efficacy of multimodal tools like PowerPoint and advocate for their widespread adoption in language education to create an environment conducive to increased motivation and active student participation.

Building on the documented benefits of technology in language education, particularly the positive impact of PowerPoint on student motivation and engagement, this study's rationale stems from an initial investigation conducted in the XI-grade Hospitality program at SMKN 1 Depok, Sleman, Indonesia. Interviews with the English teacher and classroom observations revealed that students faced significant challenges in their language learning journey. One prominent issue identified was low student motivation, leading to passive participation in class activities. Additionally, the English teacher highlighted students' difficulty in connecting their learning to the hospitality industry, citing a lack of real-world experiences and educational resources as contributing factors. These findings underscore the need for effective strategies that leverage technology to enhance student motivation and bridge the gap between classroom learning and real-world applications in hospitality education.

Observations showed that students displayed a lack of interest in English learning, characterized by behaviors such as being inattentive, frequently leaving the classroom, daydreaming, doodling, feeling sleepy, doing unrelated tasks, disturbing other students, and using their phones. One of the main causes of low motivation in learning English is the failure of teachers to use engaging strategies, methods, media, or approaches (Wang & Littlewood, 2021). The teacher primarily relied on the lecture method, making the material less interesting and failing to use appropriate media to facilitate student understanding.

Therefore, this research aims to explore the implementation of PowerPoint as a multimodal tool for XI-grade students in the hospitality program. Additionally, this study

seeks to investigate the improvement in students' learning motivation resulting from the utilization of PowerPoint as a multimodal tool in the hospitality program. Lastly, it aims to identify and analyze the challenges associated with the use of PowerPoint as a multimodal tool for XI-grade students in the hospitality program. Through addressing these research questions, the study endeavors to provide insights into the effectiveness, impact, and potential obstacles of integrating PowerPoint as a multimodal tool in language education, particularly within the context of hospitality program students.

METHOD

This research was a Classroom Action Research (CAR) conducted at SMKN 1 Depok, Sleman, Indonesia, during the first semester of the 2023/2024 academic year. The Classroom Action Research (CAR) implementation involved two cycles for data collection. As outlined by Kemmis & McTaggart (1998), Action Research comprises four stages: Plan, Action, Observation, and Reflection. The Planning stage includes designing interactive learning activities, creating a lesson plan, and selecting a relevant teaching topic. The Action stage involves executing the designed interactive learning activities, lesson plan, and media during the teaching-learning process. During the Observation stage, activities are monitored using a prepared observation sheet. In the Reflection stage, actions in each cycle are evaluated to determine if the results meet the success criteria.

The participants of this research were chosen using purposive sampling and included 36 XI-grade Hospitality program students, consisting of 26 female and 10 male students and a teacher. The CAR implementation involved two cycles for data collection, following the stages outlined by Kemmis & McTaggart (1998): Plan, Action, Observation, and Reflection. Two meetings were conducted. The first meeting took place on September 18th, 2023, from 13:45 to 15:30, and the second meeting occurred on September 19th, 2023, from 07:15 to 08:00. During the planning stage, preparations included designing a lesson plan, creating a PowerPoint presentation, and preparing snowball cards for a snowball throwing activity. The material focused on the social function and types of offering help or assistance.

The implementation process was documented using field notes, and students' learning motivation was assessed with an observation checklist. Each student was observed to gauge their motivation during the learning process utilizing PowerPoint as a multimodal tool. The observation checklist comprises six distinct aspects observed during classroom activities. Firstly, it includes whether students actively pay attention to the teacher during instruction. Secondly, it assesses if students can articulate their ideas or thoughts during discussions or class interactions. Thirdly, it evaluates whether students demonstrate individual responsibility by fulfilling their assigned duties or tasks. Fourthly, it examines if students actively engage in delivering the material they are assigned, indicating their participation in the learning process. Fifthly, it assesses whether students collaborate with their peers to accomplish tasks, showing their willingness to contribute to group activities. Lastly, it looks at whether students engage in group discussions, indicating their ability to communicate and collaborate effectively within a team setting.

Besides, data on the challenges of implementation from the teacher were collected through interviews and then analyzed using the data analysis thematic analysis (Creswell &

Poth, 2018). In the data analysis, descriptive statistics were used to summarize student learning motivation scores before and after the use of PowerPoint.

FINDING AND DISCUSSION

During the action stage, researchers conducted teaching according to the designed lesson plan. The opening activity used PowerPoint for brainstorming, presenting several questions to students and displaying learning objectives. In the core activity of the first meeting, the teacher explained the social function and types of offering help or assistance using a PowerPoint presentation that included text, images, and videos illustrating how the material applied in the hospitality industry. Activities such as think-pair-share and snowball throwing were conducted to create varied learning experiences, with PowerPoint displaying instructions for these exercises. In the second meeting, the learning process focused on role-play activities. The teacher provided incomplete dialogues displayed on PowerPoint, which students completed in groups before engaging in role-play activities with the completed dialogues.

During the observation stage, researchers, also acting as observers, noted an increase in students' motivation to learn English. The multimodal PowerPoint, featuring images and videos, helped students visualize hotel-related activities and respond enthusiastically. Some students actively took notes, although bright classroom conditions sometimes made the text less clear. The combination of concise material summaries, visual elements, and detailed explanations effectively captured students' attention, preventing distractions like smartphone use and sleep. The use of PowerPoint to display videos enriched the learning experience by providing real-life context for the language expressions studied, fostering a more immersive understanding.

Table 1. Comparison of student motivation before and after PowerPoint intervention

No.	Aspects	Preliminary study		Intervention of PowerPoint	
		Frequency	Percentage	Frequency	Percentage
1	Pay attention to the teacher	19	52.7%	28	77.7%
2	Express ideas during discussions	6	16.6%	25	69.4%
3	Individual duty responsibilities	20	55.5%	28	77.7%
4	Actively deliver assigned material	20	55.5%	25	69.4%
5	Collaborate with peers on tasks	21	58.3%	30	83.3%
6	Engage in group discussions	21	58.3%	33	91.6%

The research focused on six key aspects of motivation observed during classroom activities. The findings compare student motivation levels before and after the implementation of PowerPoint as a teaching tool. Before the implementation of PowerPoint,

52.7% of students consistently paid attention to the teacher, as indicated by their eye contact, body orientation, and minimal off-task behavior. After the introduction of PowerPoint, this increased to 77.7%, showing that more students were focused on the teacher during instruction, likely due to the engaging visual and interactive elements of the PowerPoint presentations.

In terms of expressing ideas during discussions, only 16.6% of students actively participated before using PowerPoint, demonstrating low verbal engagement. This significantly increased to 69.4% after the intervention, suggesting that the interactive nature of the PowerPoint presentations encouraged more students to share their thoughts and participate verbally. Regarding the completion of individual tasks, 55.5% of students fulfilled their responsibilities before the use of PowerPoint, showing a moderate level of commitment and responsibility. This rose to 77.7% post-intervention, indicating that the structured and engaging content of the PowerPoint presentations helped students stay focused and complete their tasks more reliably.

Active participation in classroom activities, such as group work and interactive sessions, was observed in 55.5% of students before PowerPoint. This increased to 69.4% after the introduction of PowerPoint, reflecting higher student enthusiasm and involvement in learning activities facilitated by the PowerPoint presentations. Collaboration with peers on tasks was measured by noting students' cooperation, idea-sharing, and mutual assistance. Before using PowerPoint, 58.3% of students collaborated effectively with their peers. This increased to 83.3% after the intervention, suggesting that the collaborative tasks and activities presented through PowerPoint enhanced students' ability to work together and support each other.

Engagement in group discussions was observed in 58.3% of students before PowerPoint, indicating a moderate level of communication and collaboration within teams. This significantly increased to 91.6% post-intervention, indicating that the interactive and visually appealing PowerPoint presentations fostered a more dynamic and collaborative learning environment, encouraging nearly all students to participate in group discussions. Overall, the average motivation level across all aspects was 49.2% before the intervention, indicating that roughly half of the students consistently displayed motivated behaviors during classroom activities. After the implementation of PowerPoint, there was a significant increase in all aspects of student motivation. These findings suggest that the use of PowerPoint as a multimodal tool significantly enhanced student engagement and motivation across all observed aspects, making the learning process more interactive, engaging, and effective. By integrating multimedia elements within PowerPoint presentations, teachers can enhance students' understanding of the intricacies of the hospitality industry. Leveraging technology such as PowerPoint allows educators to create dynamic and interactive lessons that capture students' attention, fostering a more participatory and stimulating learning environment.

Challenges in Implementation

From the teacher's perspective, several challenges were identified in the implementation of PowerPoint as a teaching tool. One significant challenge was student engagement. While many students responded positively to the visual and interactive

elements of PowerPoint, some struggled to maintain attention, particularly during longer presentations. The teacher stated, "*PowerPoint helps to grab students' attention initially, but keeping them engaged throughout the entire lesson is difficult. Some students start to lose focus, especially if the presentation goes on for too long."* This highlighted the need for strategies to keep all students engaged and active throughout the lesson.

Besides, the teacher noted challenges related to students' comprehension and understanding of the content presented through PowerPoint. Some students had difficulty grasping the material, especially when instructions or topics were complex. The teacher explained, *"Not all students understand the material equally well when it's presented on PowerPoint. Those with weaker English skills or who need more hands-on activities find it harder to follow along."* This underscored the necessity of simplifying the content and incorporating additional support mechanisms to aid comprehension.

The teacher also highlighted the challenge of adapting to diverse learning styles. Creating PowerPoint presentations that catered to the varied learning preferences and needs of all students was a complex task. The teacher stated, *"Designing PowerPoint slides that meet the needs of all students, whether they are visual, auditory, or kinesthetic learners, is not easy. It requires a lot of thought and adaptation."*

The lack of sufficient resources, such as access to computers, projectors, and adequate training for teachers, limited the effective use of PowerPoint. The teacher remarked, *"We don't always have enough projectors or computers, and not all teachers are trained to use PowerPoint effectively. This limits how frequently we can use this tool in our lessons."* This points to the need for better resource allocation and teacher training to fully leverage PowerPoint as an educational tool.

DISCUSSION

Integrating PowerPoint as a multimodal tool in English language learning for XI-grade hospitality students significantly boosts their learning motivation. Initially, students showed little interest in the teacher's explanations and remained passive. After introducing PowerPoint, their interest and engagement improved markedly. Students now actively pay attention to the teacher, express ideas by answering and asking questions, take responsibility for assigned tasks and submit them, contribute to group task completion, and participate actively in group discussions. These improvements reflect the findings of Hasehmi et al. (2012), who noted that thoughtful use of PowerPoint enhances teaching sessions by providing a structured roadmap and supporting different learning styles with multimedia elements. Also, Hasan et al. (2020) observed that new media, including PowerPoint, transforms passive learners into active and autonomous participants, making learning more engaging and participatory. Additionally, Lari (2014) found that technology-enhanced learning significantly improves students' understanding and motivation, leading to better academic performance (Serrano, 2019).

Students pay better attention to the teacher when PowerPoint is used due to the visual and auditory elements included in the presentations. The vivid visualization of hospitality-related material captures students' attention more effectively than traditional teaching methods (Hung, 2024). The combination of text, images, and videos provides a

dynamic and engaging learning environment, making students more inclined to focus on the lesson (Dewi M et al., 2022; Goh & Sigala, 2020).

PowerPoint, which allows teachers to present information in a structured and organized manner (Hadiyanti & Widya, 2018), contributes to the increased motivation of students in expressing their ideas. When material is explained with detailed explanations and supported by relevant slides on PowerPoint, students' understanding improves, enabling them to articulate their thoughts more confidently (Gordani & Khajavi, 2020). The use of various multimodal elements within PowerPoint presentations also provides students with a tangible portrayal of the hospitality industry, contributing to a deeper understanding of the field and its practical applications. This immersive approach not only enhances students' comprehension of theoretical concepts but also fosters connections between classroom learning and real-world scenarios, preparing them for future endeavors in the hospitality sector (Borucinsky & Čolakovac, 2020).

PowerPoint also fosters students' responsibility for assigned tasks and active participation in discussions. Activities such as think-pair-share, snowball throwing, role-play, and star rewards are directly integrated into PowerPoint presentations. Providing clear instructions and tasks on PowerPoint engages students directly with what they need to do, encouraging them to take responsibility for their tasks. This not only keeps students accountable for their learning tasks but also promotes collaboration and engagement within the group. Furthermore, PowerPoint creates an engaging learning environment, fostering a sense of involvement and enthusiasm among students (Budasi et al., 2020).

PowerPoint, as a multimodal tool, has proven effective in enhancing student learning motivation. However, this research also highlights the challenges teachers face in its implementation. Designing a PowerPoint presentation that incorporates multimodal elements requires a certain level of expertise. The intricate process of seamlessly integrating various modalities, such as text, images, and videos, demands skill and proficiency from educators. Unfortunately, such expertise is still rarely mastered by English teachers. This finding aligns with Gao (2020), who indicates that the lack of guidance in using PowerPoint while preparing teaching materials is a significant challenge faced by language teachers.

The study acknowledges the importance of composing PowerPoint materials to accommodate the diverse abilities, needs, and conditions of students. This involves using relevant images or videos and considering the pacing of the presentation. As teachers navigate these complexities, they also face challenges such as inadequate facilities, including malfunctioning projectors, which can hinder the seamless implementation of PowerPoint as a multimodal teaching tool. Despite its effectiveness, the study highlights the complex balance and skill set required by educators to fully harness the potential of PowerPoint in enhancing student learning motivation. The necessity for teachers to develop these skills and the need for adequate resources and support are crucial for the successful integration of PowerPoint into the classroom.

CONCLUSION

The use of PowerPoint in SMKN 1 Depok's XI-grade hospitality program significantly boosted students' motivation and engagement in English language learning. Student participation and interest improved from 49.2% in the preliminary study to post-

intervention results of 77.7% in attentiveness, 69.4% in expressing ideas, 77.7% in task completion, 69.4% in active participation, 83.3% in collaboration, and 91.6% in group discussions. PowerPoint's visual and auditory features captured students' attention and enhanced comprehension, but teachers faced challenges in designing effective presentations and lacked training. Additionally, PowerPoint materials need to be tailored to diverse student abilities, and inadequate facilities like malfunctioning projectors can hinder implementation. The study's limited scope may restrict its generalizability, suggesting future research should explore diverse educational settings and the impact of multimodal elements on student engagement. Despite these challenges, PowerPoint remains a promising tool for improving classroom dynamics, and addressing these limitations could lead to more effective use in various educational environments.

ACKNOWLEDGMENT

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