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QUESTIONING THE EFFECTIVENESS OF POWERPOINT AND LECTURE METHODS IN TEACHING *QOWAIDUN NAHWI*

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Abstract: PowerPoint has become a highly popular teaching medium in recent years, supported by various studies showing its high effectiveness in the learning process. However, the opposite has been observed in the teaching of Qowaidun Nahwi at Ma'had Tahfidzul Qur'an al Firqoh an Najiyah Putri. Therefore, this study aims to explain and thoroughly map students' responses and perceptions regarding the use of PowerPoint and the lecture method in Qowaidun Nahwi instruction at the school. This research employs a qualitative approach, with data collection methods including interviews and questionnaires administered to both teachers and students. The findings indicate that, although most students do not find PowerPoint boring, support and interest in this medium are relatively low, with only 58.3% supporting and 61% showing interest. Students tend to better understand the material through direct lectures, which are deemed more effective, with 81% of students viewing PowerPoint as merely a supplementary tool rather than the primary medium. On the other hand, the lecture method supported by the use of a whiteboard garnered higher support, with 73% of students in favor and 83% showing high interest. This method is considered more effective in facilitating the comprehension of complex material like Qowaidun Nahwi, although the integration of interactive methods such as discussions is still necessary to encourage more active student participation in the learning process.

INTRODUCTION | مقدمة | PENDAHULUAN

In every language instruction, including Arabic, careful and effective strategies are essential to ensure students' deep understanding of the material being taught (Bin Samah et al., 2016; S & Baroroh, 2020; Sari et al., 2024). It is crucial to select methods that not only facilitate comprehension but also encourage active student engagement in the teaching and learning process (Ali et al., 2023; Yusuf & Kasim, 2019). One key aspect in achieving this is the use of targeted, goal-oriented, and efficient instructional media (Amin et al., 2023; Jundi, 2023; Yves et al., 2023). In response to these needs, digital technology-based instructional media has become an integral part of modern education today, offering visual and interactive means to enrich students' learning experiences (Kodrle & Savchenko, 2021; Nicolaou et al., 2019; Singh & Paul, 2019).

In the realm of educational media, slideshow applications like PowerPoint have become some of the most commonly used tools across various educational levels (Baker et al., 2018). Its primary advantage lies in its ability to present information in a clear and structured visual format (Celia Veronica, 2020; Craig & Amernic, 2006). With well-designed slides, PowerPoint enables educators to deliver content in an engaging and easily comprehensible manner for students (Worthington & Levasseur, 2015; Yastrebova, 2009). Moreover, interactive features such as animations and hyperlinks allow instructors to enrich their presentations and reinforce students' understanding (Collins, 2004; Hasibuan et al., 2023).

Previous studies have demonstrated various positive impacts of using PowerPoint as a teaching media in language instruction (Corbeil, 2007; Katel, 2021; Oommen, 2012). The findings from these studies identified that the use of PowerPoint significantly enhances students' learning motivation (Katel, 2021; Lari, 2014; Oommen, 2012). Furthermore, the use of this media has also been associated with improved academic performance and increased student engagement in the learning process (Bartsch & Cobern, 2003; Corbeil, 2007; Gordani & Khajavi, 2020). These findings suggest that PowerPoint holds great potential for enhancing the effectiveness of language teaching, as well as creating a more interactive and engaging learning environment for students.

A slightly different phenomenon was discovered during the teaching of Arabic grammar at a secondary-level educational institution, Ma'had Tahfidzul Qur'an al Firqoh an Najiyah Putri. Based on preliminary interviews and observations conducted with the Arabic grammar teacher at the institution, it was revealed that students tended to struggle with absorbing the material effectively. This occurred despite the fact that the PowerPoint slides presented by the teacher were visually appealing and contained comprehensive content.

This finding raises an intriguing question: is it truly the PowerPoint slides that students need in order to grasp the material effectively? Or is it, in fact, the teacher's explanation that plays a more significant role in students' comprehension? While previous studies cannot be easily dismissed, this observation suggests the need for further investigation. Understanding students' perceptions is crucial, as their engagement and attitudes toward different instructional methods directly impact the effectiveness of the learning process (Anhusadar, 2020; Jundi, 2020; Jundi & Ali, 2023; Rahmawati et al., 2024). Therefore, a study designed to explore students' perceptions and responses to the use of PowerPoint and lecture methods in teaching is essential.

This research aims to qualitatively explore students' responses and perceptions regarding the use of PowerPoint and lecture-based methods in the teaching of Arabic grammar. The study is expected to provide a more comprehensive understanding of students' preferences for particular teaching methods and offer valuable insights for teachers and educational policymakers in designing more effective learning approaches that meet students' needs.

METHOD | منهج | METODE

The primary objective of this study is to explore students' responses and perspectives regarding the use of PowerPoint and lecture methods in the process of learning Arabic grammar. With a specific focus on this aspect, the study aims to provide a deeper understanding of how students perceive the use of PowerPoint as a teaching tool in their learning experience. By adopting a quasi-qualitative research approach (Rahardjo, 2023), this study employs a qualitative methodology to gain comprehensive insights into the various factors involved in classroom learning (Afifuddin & Saebani, 2012; Ainin, 2016).

In data collection, the study utilized three methods: questionnaires, interviews, and observations (Rahardjo, 2011). Through the questionnaires, 24 student samples provided general responses related to the research topic. Interviews were conducted to gain the teachers' perspectives, while observations were carried out to directly observe the learning process in the classroom.

The data analysis process in this study adopted a qualitative methodology, employing an interactive analysis approach (Rahardjo, 2011; Sugiyono, 2015, 2016). This interactive approach allowed for active engagement with the data from the initial stages of data collection, enabling

the researcher to continuously reflect on their findings and deepen their understanding throughout the research process. By using this approach, the study aims to ensure rigor and reliability in its analysis while also fostering continuous learning and improvement.

RESULTS | نتائج | TEMUAN

The research findings indicate that the average student support for the use of PowerPoint in teaching was 58.3%. This suggests that half of the students have not fully endorsed the use of this media in the process of learning Arabic grammar. Furthermore, the students' level of interest in using PowerPoint was also relatively low, with only 61% expressing their interest. These findings point to a significant level of dissatisfaction among students regarding the use of PowerPoint as a teaching aid. The research data also indicates that although 58% of students do not find the use of PowerPoint (PPt) in learning to be boring, they tend to understand the material more easily when the teacher delivers explanations directly. This is supported by data showing that 86% of students prefer traditional teaching methods, such as lectures, over the use of PowerPoint. On the other hand, research findings on students' responses to the use of the lecture method with whiteboard assistance in teaching qowaidun nahwi show that the majority of students responded positively, with 73% supporting this approach. Additionally, the results of the questionnaire measuring students' interest in the lecture method supported by a whiteboard showed a higher average percentage, at 83%.

DISCUSSION | مناقشة | DISKUSI

Students' Response to the Use of Lecture Method Supported by PowerPoint Media

The research findings indicate that the average student support for the use of PowerPoint in teaching was 58.3%. This suggests that half of the students have not fully endorsed the use of this media in the process of learning Arabic grammar. Furthermore, the students' level of interest in using PowerPoint was also relatively low, with only 61% expressing their interest. These findings point to a significant level of dissatisfaction among students regarding the use of PowerPoint as a teaching aid.

These findings contradict most existing studies, one of which is by Susanti et al. (Susanti et al., 2020), which shows that the use of PowerPoint in Arabic language learning at Madrasah Aliyah had a significant impact on students' learning interest. In that study, 38.5% of students demonstrated a "good" level of interest, and 34.6% showed "very good" interest. This research confirms that PowerPoint can positively influence student interest if used effectively. The higher levels of interest found in that study indicate that PowerPoint can be highly effective in certain learning contexts, contrasting with the results of this study, which showed relatively lower levels of interest and support.

Another study by Nurhidayati (2019) also found that using PowerPoint with features such as text, images, audio, and animation was able to enhance students' learning motivation. In that research, PowerPoint helped students understand the material and made the learning process more engaging. This contrasts with the findings of this study, which suggest that PowerPoint has not yet been fully effective in increasing student interest.

The research data also indicates that although 58% of students do not find the use of PowerPoint (PPt) in learning to be boring, they tend to understand the material more easily when the teacher delivers explanations directly. This is supported by data showing that 86% of students

prefer traditional teaching methods, such as lectures, over the use of PowerPoint. These findings suggest that while PowerPoint is accepted by some students and is not considered boring, its effectiveness in enhancing students' comprehension is still lower compared to direct teaching methods. This highlights the fact that direct interaction between teachers and students remains a key factor in the success of the learning process, particularly in terms of material comprehension.

These findings are markedly different from those of Agustien (2023), who found that students' responses to the use of PowerPoint were overwhelmingly positive. In that study, the average response rate was 86%, indicating that, in Agustien's context, PowerPoint was perceived as highly beneficial for students' understanding of the material. However, this differs from the findings of this research, where, despite PowerPoint not being viewed as boring, students still felt they understood the material better when it was delivered directly by the teacher rather than through the use of PowerPoint.

Moreover, the survey results indicate that 81% of students perceive PowerPoint not as an essential learning tool, but merely as a variation in the learning process. This emphasizes that PowerPoint is not considered a crucial means for understanding the subject matter by the students. Rather, they view it as an aid that provides diversity in the delivery of learning materials.

In response to these findings, several studies highlight the importance of incorporating refreshing elements such as ice-breakers or games into the learning process. For instance, research conducted by Maisah (Maisah, 2019), found that Arabic language instruction is often taught conventionally, leading students to feel bored and less attentive to the material presented by the teacher. This issue can be addressed by incorporating ice-breakers into the learning process, as these activities engage students in learning through play, which can enhance their interest in the Arabic language. Similarly, Ruhani (Ruhani, 2020), also demonstrated that the use of ice-breaking techniques contributes to increased student interest in learning Arabic. Therefore, the teaching of any subject matter should be supplemented with additional refreshing techniques to enhance learning effectiveness and sustain student interest throughout the learning process.

Students' Response to the Use of the Lecture Method with Whiteboard Assistance

Research findings on students' responses to the use of the lecture method with whiteboard assistance in teaching qowaidun nahwi show that the majority of students responded positively, with 73% supporting this approach. This data indicates that most students perceive the lecture method, accompanied by direct explanations from the teacher, as an effective tool in helping them understand qowaidun nahwi, which is often considered complex and requires clear and structured explanations (Yakin, 2018).

It is important to note that in this case, the teacher, when using the lecture method, does not solely deliver the material orally while the students passively listen. The teacher also utilizes the whiteboard as a supporting media to present explanations to the students. The teacher carefully explains the Qowaidun Nahwi material while writing interactive notes on the whiteboard for the students. This allows the teacher to easily repeat any part of the explanation that may need clarification, while simultaneously drawing supporting notes on the board. This is what makes this approach superior compared to using PowerPoint.

In this context, however, it cannot be easily concluded that the lecture method is always better for teaching language rules. Through a combination of other media and appropriate teacher improvisation, the lecture method becomes more effective. It is indeed true that there is no need for strict separation of teaching methods (Kumaravadivelu, 2006). It is essential to combine and tailor various methods, strategies, and media to suit the students' needs. Additionally, it is crucial to promote open and flexible interaction, such as discussions, whether between the teacher and students or among the students themselves (Amaliah et al., 2014).

Additionally, the results of the questionnaire measuring students' interest in the lecture method supported by a whiteboard showed a higher average percentage, at 83%. This indicates that students not only support this method as an effective approach but also demonstrate strong interest in the use of a whiteboard as a visual aid that enhances the teacher's explanations. The whiteboard helps students directly observe the teacher's thought process and analysis, making it easier to understand the qowaidun nahwi concepts being taught. In contrast, the use of PowerPoint is relatively less flexible in supplementing the teacher's explanations.

These findings are reinforced by a study by Fatima (2019) which examined the impact of the lecture method on the understanding of qowa'id among eighth-grade students at MTs and provided empirical evidence that the lecture method has a positive effect on students' comprehension, particularly in the learning of qawaidun nahwi. The lecture method is indeed effective for qowaidun nahwi due to its nature as a subject of Arabic grammar that requires detailed explanation. This demonstrates that the lecture method is one of the most consistent approaches in yielding positive outcomes in the teaching of Arabic.

The lecture method, as one of the traditional teaching approaches, is commonly used in language instruction. Through this method, teachers directly explain the material to students, enabling concepts to be understood more clearly and effectively. The lecture method is particularly well-suited for complex subjects like qawaidun nahwi, which require structured explanations (Fatima, 2019). Research by Fatmawati & Rozin (Fatmawati & Rozin, 2018), shows that this method can increase students' interest in learning, as they find it easier to comprehend material delivered by the teacher. According to Helma. According to Hidayati & Mangkurat (Hidayati & Mangkurat, 2022), the advantages of the lecture method include its low cost, as it does not require significant financial resources, its capacity to accommodate large classes, its ease of application without complicated preparation, and its ability to cover extensive material while emphasizing key points with full control over the class. Even though the lecture method requires supporting tools such as whiteboards and writing instruments, these are typically available in conventional classrooms.

On the other hand, although the lecture method has many advantages, it is often criticized for being considered low effort. Research by Hidayati & Mangkurat (Hidayati & Mangkurat, 2022) shows that students who are only exposed to the lecture method tend to be passive and less actively involved in the learning process. Therefore, a combination of the lecture method with interactive approaches is needed. This aligns with the findings of Rikawati & Sitinjak (Rikawati & Sitinjak, 2020) which emphasize that the application of lectures combined with interactive approaches, such as question-and-answer sessions and discussions, has been proven effective in increasing student engagement in the learning process. Furthermore, research by Harsono (Harsono, 2009) shows a significant difference in learning outcomes between conventional lecture methods and lectures supported by animations. Lectures with animation support provide better learning outcomes compared to using conventional lecture media.

It is important to note that, although the lecture method has proven to be effective, the challenge moving forward is how to integrate it with other more interactive teaching methods to ensure that all students are well-facilitated (Jundi et al., 2023; Mora et al., 2020). This is particularly relevant given that student preferences can vary, and some may respond better to more participatory approaches. Therefore, educators should also consider using a variety of teaching methods.

CONCLUSIONS | خاتمة | SIMPULAN

Based on the results and discussion, it can be concluded that although the majority of students do not consider the use of PowerPoint to be boring, support and interest in this media remain relatively low, with only 58.3% of students expressing support and 61% showing interest. Students tend to understand the material more easily through direct lectures from the teacher, which they perceive as more effective than the use of PowerPoint. Additionally, 81% of students do not view PowerPoint as an essential learning tool but rather as a supplementary variation. These findings suggest that while PowerPoint can serve as a useful aid, its success in enhancing students' understanding and interest requires a more innovative approach.

In contrast, the lecture method combined with the use of a whiteboard received a positive response from the majority of students, with 73% supporting this approach and 83% expressing high interest. This method was found to be effective in helping students grasp the complex subject matter of qowaidun nahwi, as detailed explanations and visualizations on the board facilitate students' comprehension of the teacher's reasoning. Although the lecture method has many advantages, challenges remain in ensuring that students remain active and engaged. Therefore, combining it with interactive teaching methods such as discussions and question-and-answer sessions is crucial for improving student participation and learning outcomes.

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