



Technology in English Language Teaching and Learning: The Use of PowerPoint Games on Vocabulary Class at Universitas Islam Madura

Fitrah Yuliawati

Universitas Islam Madura, Indonesia
fitrahyuliawati@uim.ac.id

Dinar Vincy Yunitaka Bahrudin

Universitas Islam Madura, Indonesia
dinarvincy89@gmail.com

Jaftiyatur Rohaniyah

Universitas Islam Madura, Indonesia
javetien8@gmail.com

Abstract

The paper's goal is to collect evidence of the many advantages of integrating technology into English language instruction, as well as any barriers and difficulties that may arise and how they are resolved. This study examines a number of experiences and advantages of using technology in Universitas Islam Madura's vocabulary classes for English language instruction. Additionally, this paper outlines the obstacles that must be addressed in order to incorporate technology into language acquisition. Data is gathered by means of interviews. To understand more about the experiences, advantages, and difficulties of using technology for language acquisition, this study uses qualitative methods. There are 24 participants in this study. The findings indicate that incorporating technology into English language instruction through PowerPoint offers several advantages, including the ability for students to code, practice online tests or quizzes, increase their response times, improve their scores on English language assessments, learn a second language, engage in collaborative learning, promote self-directed learning, write, speak, listen, and read in English, use multiple computer programs, access the most recent information, translate, use multi-media presentations, and showcase innovative teaching techniques. The type of technology employed, the speed at which technology is developing, the number of classes taught, the size of the classes, the cost, time, age, and the workload of the lecturers, as well as the availability and proficiency of the technology, are some of the problems associated with technology integration.

Keywords: Technology; Game; Powerpoint; Vocabulary

Introduction

Information technology, as well as cutting-edge science and technology like Internet+, big data, and cloud computing, have advanced quickly since the turn of the twenty-first century. The way that people work and live has changed qualitatively. The entire field of education has been impacted by the use of information technology at the same time. As an important branch of education, educational technology is also constantly developing and evolving. In addition, the concept that information technology and English teaching courses need to be integrated is constantly developing and evolving. Information technology will influence and act on teaching practice (Zhao & Wang, 2023). The application of modern technology represents a significant advance in contemporary English language teaching methods (A, 2019).

The term "learning" has been invented, and teaching and learning methods have been enhanced. In general, a lot of scholars look for significant variables that influence the use of multimedia in instruction (Al-Ajmi & Aljazzaf, 2020). The world of technology offers us many options when it comes to teaching and studying languages: radio, TV, CD Rom, computers, C.A.L.L., the Internet, electronic dictionaries, email, blogs, audio cassettes, Power Point, videos, DVDs, or VCDs. The advent of technology over the past 20 years has brought about a revolution that has altered the dynamics of many sectors as well as how individuals interact and work in society. A stronger framework for investigating the new teaching paradigm has been provided by the quick rise and development of information technology.

As a result, technology is crucial to the teaching of English. There are special benefits to using multimedia to establish a setting for teaching English (Shyamlee & Phil, 2012). Insufficient study has been done on the use of digital technologies in English schools to promote the four language skills. Additionally, the COVID-19 pandemic has brought attention to how crucial digital literacy and technology are to teaching and learning English (Alakrash & Razak, 2021). One of the key elements in advancing the teaching and learning process in colleges and universities, particularly when it comes to teaching English, is technology. It can assist the instructor in giving the students a more effective lecture. There are too many things that teachers can do with technology in the field of education, like playing English-language videos, songs, movies, and even plays. These days, technology use is widespread throughout the world ("The Use of Technology in English Language Teaching: A Literature Review," 2021). Conservative texts and procedures are used in the teacher-centered conventional teaching style. Multimedia information retrieval technology can somewhat mitigate the issue of information overload by providing pertinent information based on user query circumstances (Deng, 2024).

Globally, technologies have fundamentally altered how individuals conduct study, obtain information, and interact with one another. Higher education can now successfully instruct anyone thanks to technology, which has eliminated the barrier of distance. The use of technology in the classroom to enhance instruction is growing. The quick advancement of technology integration has made it easier to identify new instructional styles. As a result, it plays a crucial part in teaching and developing language skills. There are several benefits to using technology to establish a setting for teaching and learning English (Gilakjani, 2017). In the context of education, technology is crucial, particularly when teaching English. Technology makes it simpler for educators and learners to access educational resources and create lesson plans. To help teaching and learning activities succeed, they can make use of any media technology. Both within and outside of the classroom, a variety of media applications can be utilized to support the English teaching process (An-Nisa et al., 2021).

The world of education today began to integrate technology in various aspects including in learning. Education policy is directed to utilize information and communication technology on

learning at least educators is able to master and teach to their students. Utilization of information and communication technology is able to increase the success of the teaching and learning process (Afendi et al., 2022). There was a simultaneous effect of the Power Point game on students' learning motivation and English achievement; (2) the students taught by the Power Point game achieved better learning motivation than those taught by visualization through pictures; and (3) the students taught by the Power Point game obtained better English achievement than those taught by visualization through pictures. Students' positive perceptions of the use of Power Point games were thus also produced by these findings (Budasi et al., 2020). The teaching and learning process is not as effective as it may be due to the lack of accompanying media. Microsoft PowerPoint-based interactive learning resources can be used to get around this (Anyan et al., 2020). Limited learning media can be a factor inhibiting the teaching and learning process, resulting in less than optimal learning. To address this, developing learning media is necessary. One such medium is PowerPoint, developed as a solution to increase student understanding and interest (Herlina & Saputra, 2022). Microsoft PowerPoint is an application that can be used as a learning tool. This IT-based learning tool is excellent for increasing student motivation. To continuously improve student motivation, teachers must be able to create engaging learning materials (Hasanah, 2020). Mastering vocabulary is very important for mastering the English language. Without the necessary vocabulary, a learner cannot communicate. High school students are routinely compelled to become independent and make a conscious effort to acquire language outside of the classroom. As a result, students' independence is crucial to expanding and improving their vocabulary (Nostratinia et al., 2013).

Research Methods

Researchers apply qualitative method. Case studies are typically used to examine specific phenomena within a defined period and context such as programs, events, or social settings by collecting rich, in-depth data using various methods over time. This research took place in early 2025 and involved first-semester students at Universitas Islam Madura, located in Pamekasan. Participants were intentionally chosen based on their learning difficulties related to vocabulary acquisition, which aligned with the aim of the study to apply PPT as a learning media in the classroom. The selected students were known to struggle with vocabulary comprehension and retention. Therefore, the researcher proposed using PPT to help them learn vocabulary more efficiently and enjoyably. Purposive sampling, involves selecting individuals or groups that are especially knowledgeable about or experienced with the central issue being studied. This method was used to ensure the chosen participants could provide meaningful insights. The qualitative data from interviews. The next stage involved organizing the information thematically to facilitate interpretation. Finally, conclusions were drawn based on emerging patterns related to students' of the PPT games impact on vocabulary learning. Forms of using PPT in class to improve student abilities:



Picture 1. Forms of using PPT in class to improve student abilities

Findings and Discussion,

Findings

It has been demonstrated that this strategy increases student enthusiasm and involvement. When it came to acting out the terms and reading their peers' body language, students appeared to be more engaged in the implementation in the classroom. The game encourages contextual learning, which improves pupils' understanding and memorization of new language by tying physical movement to word meaning. Furthermore, this activity adds vibrancy and enjoyment to the learning environment. Instead of only listening to the teacher

explain things, students actively engage in the learning process. The language offered is also appropriate for the kids' level; examples include commonplace tasks, animal names, and well-known objects that are easy to depict with gestures.

Overall, the results of using PowerPoint games to teach vocabulary at Universitas Islam Madura have been positive. This kinesthetic method improves pupils' self-confidence, motivation, and vocabulary retention. Most students also found this method enjoyable. They were more enthusiastic to study since they could move around instead of just sitting still. Many students found it easier to recall terminology since they could connect the gestures to the meanings of the words. Many students claim that using PowerPoint games to study wasn't boring because it seemed like playing. However, one or two students felt a bit uncomfortable making motions in front of the class. Others also selected different methods of learning, like watching movies or using flashcards. However, most students said that PPT games helped them and made the lessons easier to understand. In conclusion, both the teacher and the students thought that gesture games were a fun and effective way to improve vocabulary learning and motivation during the first semester at Universitas Islam Madura.

Using PowerPoint (PPT) games to teach and learn has several benefits, such as boosting students' enthusiasm and interest in the subject matter, creating a more enjoyable and engaging learning environment, and assisting students in better understanding it.

Here are some of the advantages found in Universitas Islam Madura English Department of teaching and learning using games in PPT in more detail:

1. Increasing interest and motivation to learn: PPT games can enhance the fun and engagement of learning materials, inspiring students to actively engage in the process of learning.
2. Facilitating interactive learning: Instead of just being passive recipients of information, students can actively participate in the learning process through the use of game features. Through the PPT's games, tests, and challenges, they can engage with the content.
3. Facilitate understanding of material: Playing games can make it easier and more fun for pupils to understand difficult subjects. They can learn while they play, which helps them retain and assimilate the information.
4. Improve memory: Games with interactive and visual components can aid pupils in remembering information for longer. Students' memory can be stimulated and information retention facilitated by playing interesting and difficult games.

5. Provide immediate feedback: PPT games can give students instant feedback on their responses. Students can quickly determine if their responses are right or wrong thanks to this, which also enables them to grow from their errors.
6. Developing various skills: Games in PowerPoint can aid students in developing a variety of abilities, including problem-solving, critical thinking, and teamwork, in addition to helping them learn the content.
7. Flexible and accessible: With a PC, laptop, or mobile device, students can readily access game-based interactive PowerPoints at any time and from any location.
8. Fun and reduces boredom: PowerPoint presentations that incorporate games can help students become less disinterested in their studies. Students may concentrate better and be more engaged in their studies in a more laid-back and pleasurable environment.
9. Facilitating Teacher Teaching: Teachers can communicate instructional content more successfully and captivatingly by using interactive, game-based PowerPoint presentations. PPT is a tool that teachers can use to give pupils tests, explain ideas, and give examples.
10. Creating a positive learning environment: The addition of game elements improves the mood and enjoyment of the educational environment. The learning process is more efficient when students are more driven and excited about what they are studying. With these many benefits, using games in PowerPoint presentations may be a fun and useful way to teach and learn both inside and outside of the classroom.

Table 1: Interview Result

Interview questions	Answer
1. How do you feel about using PowerPoint to teach vocabulary?	<p>Student A: It's an enjoyable and imaginative method of learning new words, in my opinion. It adds interest to the lesson.</p> <p>Student B: Gesture games are really helpful, in my opinion, because they keep me concentrated in class.</p> <p>Student C: Because gesture games allow me to move around rather than spend all of my time sitting, I enjoy them.</p> <p>Student D: Though occasionally I feel ridiculous performing the movements, I think gesture games are fine.</p> <p>Student E: I like playing gesture games because they improve my word recall.</p>
2. How does PowerPoint	Student A: Because I feel like I'm part of the

<p>affect your motivation and involvement in vocabulary learning?</p>	<p>activity, they pique my curiosity. Student B: Because ppt are like playing, I'm more eager to learn vocabulary with them. Student C: When we utilize PowerPoint in our classes, I pay closer attention. Student D: To be honest, I feel more involved. I like to listen or watch explanations. Student E: I like to move while I'm learning, so PowerPoint helps me focus.</p>
<p>3. In comparison to previous approaches you have tried, how do you feel about learning vocabulary using PowerPoint?</p>	<p>Student A: It's superior to simply learning from a book, in my opinion. Student B: Because PowerPoint is more dynamic than writing definitions, I like it more. Student C: Using this strategy makes PowerPoint more enjoyable and reduces my stress levels. Student D: Other approaches, like writing assignments or watching films, are what I like. My favorite games are not Ppt. Student E: The greatest approach to learn, in my opinion, is to combine reading and PowerPoint.</p>
<p>4. Does using PowerPoint to teach vocabulary make it easier for you to grasp and retain it? Why not?</p>	<p>Student A: Yes, since I can still recall the motions and relate them to the word. Student B: Unquestionably. I can get the meaning more quickly because to the motions. Student C: Since I use both my body and intellect to learn, it's simpler. Student D: Not at all. There are times when I simply concentrate on the motion and overlook the word itself. Student E: I agree that ppt help me remember the speech.</p>
<p>5. What do you do if a PowerPoint-based course is hard for you to follow?</p>	<p>Student A: I attempt to imitate my classmates after observing how they do it. Student B: I invite the friend or a buddy to do the same look. Student C: I make an effort to infer the meaning from the context and picture. Student D: Since I'm uncomfortable asking, I typically simply keep quiet. Student E: I slowly repeat the word until I get the hang of it.</p>
<p>6. Have you ever run into problems when using PowerPoint? What were the causes, if any?</p>	<p>Student A: I ask the lecturer to demonstrate the gesture again since I occasionally forget it. Student B: I was unable to make the motion correctly at one point since I didn't comprehend the word. Student C: When motions appeared too similar, I occasionally became confused. Student D: When I make mime in front of the class, I do feel ashamed. Student E: Not really; ppt are fun and simple for me.</p>

Discussion

This study found that using PowerPoint games to teach vocabulary improved student engagement, social interaction, and vocabulary knowledge in the first semester of classes at Universitas Islam Madura. Most students were excited, actively participated in the activities, and believed that the gestures aided in their understanding of the subject matter. The lecturer also talked about how this method increased the students' confidence and excitement for learning. The findings demonstrate that PPT games not only help students retain vocabulary but also boost their enthusiasm and self-esteem. Given their propensity for passivity when learning a foreign language, junior high school students should pay special attention to this.

The results demonstrate that comprehension can be enhanced by a kinesthetic approach to learning that involves bodily engagement. Some normally docile students got more active during the activity. Students believed that learning was less boring and more enjoyable since they were actively engaged in the process rather than just sitting there. Even if they were afraid or felt uncomfortable, some kids nevertheless tried to participate.

These findings, which demonstrated how movement-based learning can enhance student engagement and recall, are largely consistent. However, in the context of local and Islamic schools, where creative teaching methods are still rarely employed regularly, this study provides new insights. The kinesthetic learning theory, which maintains that engaging in physical learning may enhance long-term memory retention, is supported by this study.

Students with visual-kinesthetic learning styles can better understand the subject matter because to the PowerPoint approach, which bridges the gap between verbal comprehension and physical experience. Additionally, this study demonstrates that in educational environments with limited resources, active, game-based learning approaches can be an effective way to overcome poor motivation. This study demonstrates that, in practice, PPT games can be a great substitute for vocabulary instruction, especially in early secondary school. The lecturer can modify this approach to fit a range of English-related topics in order to encourage students to participate more actively.

This lends theoretical credence to notions of active and multimodal learning. Additionally, the technique might aid in the development of more interesting and relevant English teaching methods. In order to improve the quality and efficacy of learning, schools and madrasah should think about providing teacher training programs that assist educators in integrating interactive techniques like these into their regular lessons. There are serious problems with the study. First, the findings' generalizability is constrained by the small sample size (one class and five interviewees). Second, temporary emotions in the classroom or external influences like the students' emotional states might have affected their engagement. Third, not every student felt at ease employing this technique, particularly those who are shy or experience performance anxiety. This could affect how inclusive the approach is seen to be.

Conclusion and Suggestion

Conclusion

The research conducted on the use of "PPT games" for vocabulary learning in the first grade at Universitas Islam Madura gives substantial support for its effectiveness in boosting student engagement and memory recall. The results showed that students reacted well to PPT games use, characterizing it as more effective and pleasurable than traditional vocabulary learning methods. The instructor also observed a noticeable increase in the students' engagement and vocabulary term understanding.

This study highlights the ways in which "PPT games" complements kinesthetic learning strategies and contributes to the creation of a more engaging and dynamic learning environment. However, the study also identifies several disadvantages, such as the need for a lot of room for mobility and some students' reluctance to react in front of their peers. In conclusion, the study supports the use of "PPT games" as a vocabulary teaching method, particularly in Islamic educational settings. For teachers looking to improve student engagement, comprehension, and the general standard of classroom instruction, it provides insightful information.

Suggestion

To better understand their impact, PPT games should be used in future studies with a larger sample size and for a longer duration. To evaluate the effectiveness of PPT games in comparison to other modalities like songs, movies, or technology-based games, comparative studies could also be conducted. In order to guarantee that shy students or those with learning challenges stay at ease and participate in the activities, more inclusive approaches should be looked into.

References

- A, A. M. (2019). The Use of Technology in English Language Teaching. *Frontiers in Education Technology*, 2(3). <https://doi.org/10.22158/fet.v2n3p168>
- Afendi, A. H., Sholihah, N., Mutmainah, F., Ishak, K. A., & Lubis, A. (2022). PENGGUNAAN MICROSOFT OFFICE UNTUK MENINGKATKAN MOTIVASI DAN HASIL BELAJAR SISWA SEKOLAH DASAR. *Jurnal PGSD*, 8(1). <https://doi.org/10.32534/jps.v8i1.2949>
- Al-Ajmi, N. H., & Aljazzaf, Z. M. (2020). Factors influencing the use of multimedia technologies in teaching english language in Kuwait. *International Journal of Emerging Technologies in Learning*, 15(5). <https://doi.org/10.3991/IJET.V15I05.12277>
- Alakrash, H. M., & Razak, N. A. (2021). Technology-based language learning: Investigation of digital technology and digital literacy. *Sustainability (Switzerland)*, 13(21). <https://doi.org/10.3390/su132112304>

- An-Nisa, N., Astika, G. A., & Suwartono, T. (2021). Millennials, Technology, and English Language Teaching. *Tarling : Journal of Language Education*, 5(1). <https://doi.org/10.24090/tarling.v5i1.4072>
- Anyan, A., Ege, B., & Faisal, H. (2020). PENGEMBANGAN MEDIA PEMBELAJARAN INTERAKTIF BERBASIS MICROSOFT POWER POINT. *JUTECH : Journal Education and Technology*, 1(1). <https://doi.org/10.31932/jutech.v1i1.690>
- Budasi, I. G., Ratminingsih, N. M., Agustini, K., & Risadi, M. Y. (2020). Power point game, motivation, achievement: The impact and students' perception. *International Journal of Instruction*, 13(4). <https://doi.org/10.29333/iji.2020.13432a>
- Deng, X. (2024). The Application of MIR Technology in Higher Vocational English Teaching. *International Journal of Advanced Computer Science and Applications*, 15(1). <https://doi.org/10.14569/IJACSA.2024.01501103>
- Gilakjani, A. P. (2017). A Review of the Literature on the Integration of Technology into the Learning and Teaching of English Language Skills. *International Journal of English Linguistics*, 7(5). <https://doi.org/10.5539/ijel.v7n5p95>
- Hasanah, N. (2020). Pelatihan Penggunaan Aplikasi Microsoft Power Point Sebagai Media Pembelajaran pada Guru SD Negeri 050763 Gebang. *Jurnal Pengabdian Kepada Masyarakat (JPKM)*, 1(2).
- Herlina, P., & Saputra, E. R. (2022). Pengembangan Media Power point Sebagai Media Pembelajaran Bahasa Indonesia di Sekolah Dasar. *Jurnal Basicedu*, 6(2). <https://doi.org/10.31004/basicedu.v6i2.2207>
- Nostratinia, M., Eftekhari, N., & Sarabchian, E. (2013). An exploration of the relationship between autonomy and vocabulary learning strategies. *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, 4(3).
- Shyamlee, S., & Phil, M. (2012). Use of technology in English language teaching and learning: An analysis. *A Paper Presented at the 2012 International Conference on Language, Medias and Culture IPEDR Vol.33 (2012) ©(2012) IACSIT Press, Singapore*, 33(2012).
- The Use of Technology in English Language Teaching: A Literature Review. (2021). *International Journal of Social Sciences & Educational Studies*, 8(1). <https://doi.org/10.23918/ijsses.v8i1p226>
- Zhao, J., & Wang, M. (2023). The Internet of Things Computer Aided Technology Oriented by the English Teaching System. *Computer-Aided Design and Applications*, 20(S2). <https://doi.org/10.14733/cadaps.2023.S2.155-166>