

**THE EFFECT OF POWERPOINT PRESENTATION BASED ON THE  
STUDENTS' SCORE IN GRAMMATICAL COMPETENCE TO THE  
ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 SIMO**



**PUBLICATION ARTICLE**

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**APPROVAL**

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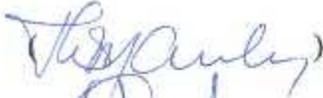
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## PRONOUNCEMENT

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SIMO**

I truthfully testify that there is no plagiarism of literary work in this research paper and this research paper I submitted is really a work of mine, except the written references which is mentioned in the bibliography. Later, if it is proved that there is any plagiarism in this research proposal, I will be fully responsible.

Surakarta, March 20<sup>th</sup> 2017

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# **THE EFFECT OF POWERPOINT PRESENTATION BASED ON THE STUDENTS' SCORE IN GRAMMATICAL COMPETENCE TO THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 SIMO**

## **ABSTRAK**

Terdapat dua tujuan dalam penelitian ini. Yang pertama adalah untuk menemukan jawaban apakah terdapat perbedaan yang signifikan pada nilai siswa kelas sebelas SMA Negeri 1 Simo yang diajar tata bahasa menggunakan presentasi PowerPoint dan papan tulis. Lalu tujuan yang kedua adalah untuk mengetahui seberapa signifikan dampak dari penggunaan presentasi PowerPoint dan papan tulis dalam pengajaran tata bahasa pada nilai siswa kelas sebelas SMA Negeri 1 Simo. Jenis penelitian yang digunakan adalah penelitian kuantitatif. Desain penelitian adalah kuasi eksperimen. Populasi penelitian berjumlah 265 siswa dari kelas XI SMA Negeri 1 Simo. Sampel penelitian adalah kelas XI IPA 1 sebagai kelas eksperimen dan XI IPA 2 sebagai kelas kontrol. Peneliti menggunakan *cluster random sampling* untuk menentukan sampel. Selanjutnya, metode pengumpulan data adalah tes dan dokumentasi. Untuk menganalisa data, peneliti menggunakan analisis varian satu jalur dengan level signifikansi 5%. Hasil dari penelitian adalah tidak terdapat perbedaan yang signifikan pada nilai siswa kelas sebelas SMA Negeri 1 Simo yang diajar tata bahasa menggunakan presentasi PowerPoint dan papan tulis. Lalu perbedaan yang tidak signifikan dari dampak penggunaan presentasi PowerPoint dan papan tulis dalam pengajaran tata bahasa pada nilai siswa kelas sebelas SMA Negeri 1 Simo ditunjukkan dengan hasil uji ANAVA satu jalur. Tes tersebut menunjukkan bahwa perbedaan dari penggunaan dua media tersebut sebesar 1.23.

**Kata Kunci:** Presentasi PowerPoint, Media Belajar, Tata Bahasa

## **ABSTRACT**

There are two purposes in this research. The first is to know whether any significant difference on the students' score of eleventh grade students of SMA Negeri 1 Simo who are taught grammar using PowerPoint presentation and white board or not. Then, the second purpose is to know how significant is the effect of PowerPoint presentation and white board in teaching grammar on the students' score of eleventh grade students of SMA Negeri 1 Simo. The type of this research is quantitative research. The design of the research is quasi-experiment. The research population is 265 students of Eleventh grade in SMA Negeri 1 Simo. The sample of the research are XI IPA 1 as the experiment class and XI IPA 2 as the control class. The researcher used cluster random sampling to determine the sample. Then the methods of collecting data are test and documentation. To analyse the data, the researcher used one way analysis of variance with 5% significance level. The result of the research is there is no significant difference on the students' score of eleventh grade students of SMA Negeri 1 Simo who are taught grammar using PowerPoint presentation and white board. Then, the

insignificant difference of the effect of PowerPoint presentation and white board in teaching grammar on the students' score of eleventh grade students of SMA Negeri 1 Simo is showed by the result of one way ANOVA test. The test showed that the difference both of media is 1.23.

**Keywords:** PowerPoint Presentation, Learning Media, Grammar

## **Introduction**

Technology has an important role in the school. It is not only as the facilities but also as the determiner of the teaching learning activities success. The technology in here is the media of learning which helps transferring knowledge from the teacher to the students. The notion of learning media based on Latuheru is every tool that is used in teaching learning process which has a purpose to extend the information or the material from the teacher to the students (1988: 14). Actually, there are many media that can be used in teaching learning process. For instance we can use white board, PowerPoint presentation, pictures, globe and many others. Because of the increase of the technology nowadays, in this research paper the writer only focuses on the implementation of PowerPoint presentation in English teaching learning process. PowerPoint is a presentation program which contains the point of presentation. It is begun in the world of business but now has become common place in the educational technology world (© Microsoft Corp.). Microsoft PowerPoint firstly was developed by Bob Gaskins and Dennis Austin as the presenters in Forethought, Inc company. There were many reasons why PowerPoint was the interesting learning media. It has many abilities, one of them is the ability in processing word, colour, picture, and also animation that can be processed based on the user's creativity.

In this case, the writer observed the effect of implementation of PowerPoint presentation based on the students' score in SMA Negeri 1 Simo. The reasons why the writer is interested in observing the PowerPoint presentation in SMA Negeri 1 Simo is because every class in SMA Negeri 1 Simo has their own projector which supports PowerPoint presentation in teaching learning process. But the facility like projector is seldom used by the teacher in SMA Negeri 1

Simo, especially for English teacher. They usually use the projector for showing videos to the students. One of them said that they rarely use PowerPoint presentation. And then based on the previous study, the writer found many advantages of using PowerPoint presentation as the media of teaching learning process based on the questionnaire and interview result. So, in this research the writer observed the effect of PowerPoint presentation and white board to the eleventh grade students of SMA Negeri 1 Simo viewed by the students' score.

The writer chose grammar subject as the object of the research in implementing PowerPoint presentation for teaching learning process. Based on Crystal (2008) grammar refers to a level of structural organization which can be learned independently of phonology and semantics, and generally it is divided into the branches of syntax and morphology. In this sense, grammar is the study of the way words, and their component parts, mix to form sentences. The importance of teaching grammar has been obvious from the early days of teaching English language till now. As a result, a good command of English cannot be ensured without grammar courses in school syllabus and the pupils need grammar to be able to listen, speak, read, and write in the target language (Brumfit , 1979). Based on the writer's interview to the English teacher of SMA Negeri 1 Simo, there were many students that cannot speak or write English correctly, because they were less of confidence and confused how to arrange the words grammatical correctly. So the writer wanted to make an experiment research which entitled the effect of PowerPoint presentation based on the students' score in grammatical competence to the eleventh grade students of SMA Negeri 1 simo. This research has purpose to know the effect of the use of white board and PowerPoint presentation in teaching grammar based on the students' score.

The writer has several purposes in this research. The purposes are to know whether any significant difference on the students' score of eleventh grade students of SMA Negeri 1 Simo who are taught grammar using PowerPoint presentation and white board or not and to know how significant is the effect of PowerPoint presentation and white board in teaching grammar on the students'

score of eleventh grade students of SMA Negeri 1 Simo. Based on the purposes of the research, the researcher presents the hypothesis to reach the goal of the research. The hypothesis is that the students who are taught grammar using PowerPoint presentation get better score than the students taught using white board

### **Research Method**

The type of this research is quantitative research. Based on Surakhmad (1995:145) quantitative research is a research which uses statistic procedures. It usually gives emphasis on the data collection that is qualified. The design of the research is quasi-experiment. According to Burhan Bungin (2011:46) in his book entitled *Methodology of Quantitative Research*, experiment is a format to explain the generalization of sample in its population to describe the influence of a variable to another variable. The research population is 265 students of Eleventh grade in SMA Negeri 1 Simo. The sample of the research are XI Science 1 as the experiment class and XI Science 2 as the control class. The total sample of this research is 62 students. The researcher uses cluster random sampling to determine the sample of the research. Then the method of collecting data is test and documentation.

In this research, the teacher did the experiment four times. Then, it was divided into two divisions. In the first division, present tense was taught to experiment class by using PowerPoint presentation, while the control class was given the same material by using white board. In the second division, the teacher taught past tense in experiment class using PowerPoint presentation and in control class using white board. The teacher used three-phase technique in teaching grammar material to the experiment class and control class. The researcher uses SPSS 16.0 for windows series program to analyse the data. The researcher used one way analysis of variance with 5% significancy level.

## Discussion

In this research, the researcher did not find any significant impact of the use of PowerPoint presentation and white board media in teaching grammar viewed by the students' score. The result of one way ANOVA test which is used to know the influence of one variable to another variable showed the same.

Table 9 The Result of ANOVA Test

Class	Media	Average	Sig. count	Sig. 5%	Conclusion
Exsperiment	PPT	72,58	0,558	0,05	H0 is accepted
Control	White Board	73,81			

The hypothesis which was formulated by the researcher is as follows:

H<sub>0</sub>: The students who are taught grammar using PowerPoint presentation do not get better score than the students taught using white board.

H<sub>1</sub>: The students who are taught grammar using PowerPoint presentation get better score than the students taught using white board.

The result table shows that  $0,558 > 0,05$ . In this test showed that the use of PowerPoint presentation in teaching grammar did not make the students had better score than the students who are taught grammar using white board. The students who taught grammar using PowerPoint presentation got average score 72,58, then the students who taught grammar using white board got 73,81. The difference of the use both of media is 1,23. Based on their score, there is no significant effect of the use of media in teaching grammar. Even, the use of white board as the media of teaching grammar performed better than the use of PowerPoint presentation.

Most of the previous studies showed the effectiveness of PowerPoint presentation in teaching learning process by questionnaire, interview, observation and documentation while the researcher here showed the effectiveness of PowerPoint presentation by the result of the test, the students' score. In Ozaslan and Maden (2013), they used interview as the qualitative data

and questionnaire as the quantitative data. The result of their research is there were 81,5% students agreed that they were easy to grasp the material through PowerPoint presentation, then 31,4% students were difficult to understand the material without PowerPoint presentation. In Alkash (2013), the questionnaire result showed that the Libyan EFL students expected the teacher to explain the material using PowerPoint presentation, because it helped them in understanding the material. The same result also presented by Moghadam and Talafian (2015). They examined the effectiveness of PowerPoint presentation in teaching grammar by using questionnaire and students' score. Based on those data, the result showed that PowerPoint gave significant impact in their score and their interest in grammar. Based on those previous studies, the effectiveness of PowerPoint presentation mostly got by the questionnaire and the interview result.

There is only one research which showed the significant effect of PowerPoint presentation by the students' score. The research was conducted by Moghadam and Talafian (2015). Their object of the research were 62 male students and they gave the material through PowerPoint presentation ten times. The result which was used to test the impact of PowerPoint presentation was the cumulative of the total score. In this research, the researcher presented the comparative of both classes, experiment and control, for each material. In the first material the average students' score is following:

Table 7.1 The Students' Score in the First Material

<b>Media</b>	<b>Lowest Score</b>	<b>Highest Score</b>	<b>Average</b>
PPT	40	100	81,97
White Board	53	93	82,19

Table 7.2 The Students' Score in the Second Material

<b>Media</b>	<b>Lowest Score</b>	<b>Highest Score</b>	<b>Average</b>
PPT	33	87	63,26
White Board	40	93	65,52

Table 7.3 The Final Students' Score

<b>Media</b>	<b>Lowest Score</b>	<b>Highest Score</b>	<b>Average</b>
PPT	53	87	72,58
White Board	50	87	73,81

Based on those data, those showed that the students who were taught grammar by using white board had better score that the students who were taught grammar by using PowerPoint presentation.

The different result compared to Moghadam and Talafian's research is on the object of the research. Their object of the research were 62 male students, then the object of the research in this paper were 62 students consist of male and female students. The frequency of the treatment is also different. In this research, the resercher implemented PowerPoint presentation in teaching grammar two times in experiment class and white board two times, while Moghadam and Talafian implemented PowerPoint presentation for ten times for five materials. That is why the result of the research in this paper opposed the result research of the previous studies, because the impact of the effectiveness of PowerPoint presentation which is observed is different. Then, the subject of the research also different. Moghadam and Talafian chose only male in their reseach but the object of the research here were male and female students. The frequency of the treatment is also different. Moghadam implemented PowerPoint presentation more times than the researcher, the researcher here implemented PowerPoint presentation one time for every material. The frequency of its implementation may affect the effectiveness of its use. The more the students exercise, the more they understand the material. It is also stated by Piaget and Inhelder (1969) in the research of Nyaradzo and Jennifer entitled "Constructivism in Practice: The Case for English Language Learners" said that the fundamental basic of learning was discovery. They said by discovering something, students will understand the material better. People believed that every student has different knowledge about something. By discovering something, they will construct new understandings using what they already know (Hoover, 1996). Then, they come to learning situations with

knowledge gained from previous experiences. The prior knowledge will influence what new or modified knowledge they will construct from the new learning experiences. So, in this research the researcher did not find any significant difference by the implementation of PowerPoint presentation and white board in teaching grammar viewed by the students' score of eleventh grade students of SMA Negeri 1 Simo.

The effect of PowerPoint presentation can be influenced by the representation style of the teacher. In the research of Nouri (2005) about the impact of PowerPoint presentation showed that PowerPoint presentation did not give any significant difference in students's score, even the traditional class performed better score. One of the reasons was depending on the teacher's style in teaching. However, every media has its own advantages and disadvantages in its implementation.

Based on its implementation in teaching grammar to the eleventh grade students of SMA Negeri 1 Simo, by using PowerPoint presentation, the teacher did not need to memorize the point that was being delivered. So, there was no missing point in explaining the material. Moreover, by using PowerPoint presentation, the teacher can attract the students' attention without asking first. It is also stated by Ozaslan (2013) that PowerPoint presentation helped the teacher to take the students' attention by the appealing content. The teacher also can add more exercises through pictures, table and many more without wasting energy because PowerPoint presentation can be used many times so, the teacher did not need to write on the white board as many as she taught. The colour addition helps the students to know the difference point that is changed in the tenses. One of its disadvantages is it needed a lot and long preparation. The teachers needed to download the pictures which had correlation with the material, arranged its slides to be an interesting media, and chose the proper font and colour. Fortunately in its implementation there is no problem with the electricity. If there is problem with the electricity, the teacher should have plan B to make the teaching learning process runs well, such as sent it to the

students via e-mail as stated by Ozaslan (2013) based on the interview data from the English teacher.

The white board media also has two sides. The advantages of it is it was simple to use, the teacher did not need any preparation. The teacher just needed a marker and a clean white board. But there were many disadvantages of it. When the teacher explained the material, she did not bring any notes and there were missing material, such as forgetting to explain the regular and irregular verb, the function of present tense and time signals. Luckily, there was student who asked about it. By using white board, there are less activities that can be done. But the teacher has the key to make the students understand about the tenses. The key is the interaction through many exercise. According to the result of the research by Moghadam and Talafian (2015) they were success in implementing PowerPoint presentation in teaching grammar and gave significant difference on the students' score because they gave PowerPoint presentation treatment for ten times. By the interaction, question answer between the students and the teacher, it forced the students to be an active participant. By facing several problems directly, the students easily find how to solve it and find the right answer. The interaction makes the teaching learning process more alive.

According to the students' result in present and past tense material, there were many students got the difficulties in the same type of question. The first is in present tense material. Several students were still confused the use of 's/es' addition after the third person as the subject. Most of them answered the verb with 's/es' without identifying the subject first. Their mindset was the clue of present tense there is always 's/es' as the addition in its verb. They forgot to identify the subject first. Then in past tense material, there were many students did not know the form of past verb. Because they did not bring any dictionaries, they could not decide which verbs belonged to regular and irregular verb. So, there were many answers that it should be changed into irregular verb, but they added 'ed' in the end of its verb.

The result of analysis of variance test which got by combining the students' result from the first and second material showed the probability is 0,558. Its result was compared to the significance 5%, 0,05.  $0,558 > 0,05$ , thus  $H_0$  is accepted and  $H_1$  is rejected. It means that PowerPoint presentation did not give any significant difference in tense students' score. The result also can be seen by their average score. The experiment class which used PowerPoint presentation as the media of teaching learning grammar get 72,58. And the control class which used white board as the media of teaching learning grammar get 73,81. It can be concluded that there is no significant difference on the students' score of eleventh grade students of SMA Negeri 1 Simo who are taught grammar using PowerPoint presentation and white board. Then, the insignificant difference of the effect of PowerPoint presentation and white board in teaching grammar on the students' score of eleventh grade students of SMA Negeri 1 Simo is showed by the result of one way ANOVA test. The test showed that the difference both of media is 1.23.

## **Conclusion**

In this research, there is no difference in technique of teaching. The teacher used three-phase technique to teach tenses for both of experiment and control class. The difference is only on the media that had been used. In the experiment class, teacher used PowerPoint presentation as the media of teaching learning process. Then in the control class she used white board as its media of learning.

The result table shows that  $0,558 > 0,05$ . In this test showed that the use of PowerPoint presentation in teaching grammar did not make the students had better score than the students who are taught grammar using white board. The students who taught grammar using PowerPoint presentation got average score 72,58, then the students who taught grammar using white board got 73,81. The difference is 1,23. Based on their score, there is no significant effect of the use of media in teaching grammar. Even, the use of white board as the media of teaching grammar performed better than the use of PowerPoint presentation. Based on the

explanation above, it presented that there was no significant impact of the the use of PowerPoint presentation in teaching grammar to the eleventh grade students of SMA Negeri 1 Simo compared to the use of white board media viewed by the students' score.

The implication of the research, PowerPoint presentation which contains pictures, animations and more colours did not give significant difference in students' grammar performance. Showing the pattern and the example of tenses through pictures and the different colours did not help the students in remembering the vocabularies such as irregular verb, understanding has/have/had, do/does/did and more complex thing. The researcher said that the effective way to teach grammar to the students is requiring the students to understand the materials by their selves through exercises.

The researcher also presents several suggestion. For the teachers, it can be implemented in teaching grammar, especially tenses. Teacher can give the students more exercises than explanation. Then, let them understand by finding their own way through exercises. The researcher also suggests the teachers to use PowerPoint presentation in giving the exercises as well as explanation, because by using PowerPoint presentation, the materials are arranged well and can prevent forgotten material. Hopefully, the teacher can find more effective ways in improving the students' performance in grammar and other materials. For the further researcher, they should carefully examine the chosen sample and the frequency of implementing the treatment, if they want to do any research concerning with PowerPoint presentation in teaching grammar. If further researchers are interested to know about the impact of exercises in teaching and learning tenses, as what the researcher found in her research, they can apply an experiment research, too. Better result of the research from further research are expected.

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