

THE IMPACT OF INTERACTIVE POWERPOINT IN TEACHING SPEAKING SKILLS TO SOPHOMORE ENGLISH MAJORS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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The integration of technology in language instruction has transformed traditional teaching methods and introduced innovative ways to enhance students' speaking skills. Interactive PowerPoint, known for its multimedia and engaging features, has emerged as a valuable instructional tool. This study investigates the impact of using interactive PowerPoint in teaching speaking skills to sophomore English majors at Bestlink College of the Philippines, focusing on its effectiveness in improving student engagement, comprehension, and performance. This study employs a quasi-experimental research design to examine the effect of interactive PowerPoint on speaking skill development. The design is appropriate for evaluating instructional interventions in real-world classroom settings. A purposive sampling technique was used to select a specific class section of sophomore English majors who met the criteria for participation. Data collection involved pre- and post-tests and structured observations to assess student performance and classroom engagement before and after the intervention. The findings showed that interactive PowerPoint significantly improved student engagement, with 84% actively participating in discussions and 98% reporting a more dynamic learning environment. Retention also improved, as 94% of students were able to link new concepts to prior knowledge, and 96% demonstrated enhanced comprehension and learning efficiency. Additionally, 96% of participants reported applying learned concepts in real-life contexts, while 94% agreed that the tool supported achievement of learning objectives. Test scores increased from a mean of 18.84 to 24.24, with a decrease in standard deviation from 3.4485 to 2.4872, suggesting not only improved academic performance but also greater consistency among learners. The study highlights the effectiveness of interactive PowerPoint as a teaching aid that fosters an engaging and inclusive learning environment. It enhances participation, promotes deeper understanding, and facilitates the practical application of knowledge, which are critical in developing speaking skills. The notable improvement in test scores and learner engagement underscores the potential of interactive tools to improve both individual performance and overall classroom outcomes. These findings support the adoption of technology-driven strategies in language education to foster active learning and communicative competence.

RECOMMENDED CITATION

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