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UTILIZING INTERACTIVE POWERPOINT TO DEVELOP STUDENTS' SPEAKING SKILLS IN NEW NORMAL

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Abstract: The Covid-19 epidemic has presented a significant difficulty for lecturers as well as students. To resolve the online learning dilemma, the lecturer who teaches useful skills like speaking should create an efficient learning procedure. One way to teach speaking in the modern era is through an interactive PowerPoint presentation. Therefore, the purpose of this study is to ascertain how Interactive PowerPoint affects students' speaking abilities. A sample of 30 freshmen from Universitas Indraprasta PGRI Jakarta is used in a quantitative research technique. To ascertain the distinction, tests were administered before and after. The outcome showed that students' Post-test scores were higher than their Pre-test scores. Therefore, it can be said that using interactive PowerPoint has an effect on students' speaking abilities. According to the findings of this study, lecturers are suggested to be given trainings about PowerPoint's animation capabilities and converting their work into formats that students can access readily.

Key Words: Interactive PowerPoint; Speaking Skills; New Normal

Abstrak: Wabah Covid-19 telah menghadirkan kesulitan yang signifikan bagi dosen maupun mahasiswa. Untuk mengatasi dilema pembelajaran daring, dosen yang mengajarkan keterampilan yang berguna seperti berbicara harus menciptakan prosedur pembelajaran yang efisien. Salah satu cara untuk mengajar berbicara di era modern adalah melalui presentasi PowerPoint yang interaktif. Oleh karena itu, tujuan dari penelitian ini adalah untuk memastikan bagaimana PowerPoint Interaktif mempengaruhi kemampuan berbicara siswa. Sampel sebanyak 30 mahasiswa baru Universitas Indraprasta PGRI Jakarta digunakan dalam teknik penelitian kuantitatif. Untuk memastikan perbedaan, tes diberikan sebelum dan sesudah. Hasilnya menunjukkan bahwa nilai Post-test siswa lebih tinggi daripada nilai Pre-test mereka. Oleh karena itu, dapat dikatakan bahwa penggunaan PowerPoint interaktif berpengaruh terhadap kemampuan berbicara siswa. Berdasarkan temuan penelitian ini, dosen disarankan untuk diberikan pelatihan tentang kemampuan animasi PowerPoint dan mengubah karyanya ke dalam format yang mudah diakses oleh mahasiswa.

Kata Kunci: PowerPoint Interaktif; Kemampuan Berbicara; New Normal

INTRODUCTION

The 2019 Coronavirus Disease (COVID 19) pandemic has had an impact on many facets of human existence, including education. One of the areas the Covid-19 epidemic affects is education. The administration suggests online education as a result. One of the government's attempts to break the chain of eradicating this virus in the middle of an educational process that must endure is online learning. However, it is not simple to put this effort into practice. The advantages and cons of the Indonesian Ministry of Education and Culture's answer are also present. All levels of schools, from kindergarten to tertiary, are closed, and students must do their coursework at home. During this closure, the students are accustomed to virtual learning. In order to help the teaching and learning process, numerous online platforms are used. As a result, both teachers and students need to have strong technological skills. However, owning modern equipment came with a number of issues, from the lack of an online network to the high expense of obtaining internet capacity (Tri Angkarini, 2021).

In June 2020, the government relaxed some of the country's social distancing restrictions (PSBBs) and opened up some sectors of the economy. These measures were presented by President Joko Widodo as 'preparing for the new normal' (Sparrow et. al., 2020). Currently, the situation of the spread of Covid-19 in Indonesia is relatively stable and under control. In this regard, the government has adjusted the Joint Decree (SKB) of the Four Ministers regarding Learning in the Covid-19 Pandemic Period. The new rules for Face-to-face Learning (PTM) were set based on the Decree of the Minister of Health (Menkes) Budi Gunadi Sadikin, the Minister of Home Affairs Muhammad Tito Karnavian, the Minister of Education, Culture, Research, and Technology Nadiem Anwar Makarim, and the Minister of Religion Yaqut Cholil Qoumas, on December 21, 2021 (Kontan.co.id, 2021). The Decree of the Four Ministers, which was prepared with input from various elements of society, contains better and more detailed adjustments to the rules of limited PTM while still prioritizing the health and safety of school residents as a top priority. This policy permits schools and universities to reopen for students but still with a strict health protocol. Even though the government has suggested these education institutions to reopen but there are some schools and universities which still prefer to have online learning course including Indraprasta PGRI Jakarta University.

Daud (2020) thinks that the learning revolution during the pandemic helped people adjust to this new normal. This transformation necessitates that we adopt a new attitude, a new learning approach, a new normal curriculum, new media, new pedagogy, new assessment, and new normal curriculum. We need to adjust our thinking first since we can't teach the pupils in the same way we used to. To adjust to this new normal, the lecturer needs to have a lot of tools and abilities on hand. Even if we frequently engage in online learning, in this new circumstance we are required to do so constantly. Second, the new approach to learning speaks about developing independent learning. It will be less lecturer-centered because the students learnt at home. In other words, a crucial component of pupils' success is self-regulated learning.

One of the useful courses that encourages student-lecturer or student-student interaction in the classroom is speaking. The lecturer must provide an engaging exercise for the class because Indonesian students rarely have the opportunity to use their English outside of class. The students' topical knowledge, listening skills, and speaking drive all had an impact on their speaking performance (Tuan and Mai, 2015). Therefore, it can be difficult to design an engaging and dynamic speaking course for online learners during this pandemic. In speaking class, the lecturer plays three roles: prompter, participant, and source of feedback (Harmer, 2007).

Speaking is defined as a method of communicating with someone about something (Jawara Andra Patra, 2018). It implies that speaking is a person's method of communicating through a middle voice. Speaking, according to Fulcher (2003a), is the verbal use of language

to interact with others. People express their thoughts verbally by discussing sensations or perceptions that they want other people to comprehend. The listener tries to piece together the impressions that they intend to convey. Therefore, it may be argued that people seek to be understood in communication by expressing their perception into words. Speaking is a speech output that becomes a part of our regular actions, according to Thornburry (2005). Therefore, speaking might be considered a production or speaking instrument that we can utilize in our daily lives. According to the definitions provided by experts, speaking is a crucial component of learning English because it serves so many different purposes in our daily lives. The first of these is a tool for communicating with others in order to learn what they want, as well as a tool for sharing their sentiments. The second is a tool for sharing our feelings in order for others to understand what we want. Finally, it can be said that speech develops into a natural human need.

One of the language skills that students need to develop is speaking. In speaking exercises, students need to have an idea of what they will discuss. According to Thornbury in Intan (2018), speakers must be knowledgeable. Speaking ignorantly only makes you appear to be kidding and prevents the speaker from saying anything. Language knowledge, background knowledge of the subject and culture, discourse knowledge, speech act knowledge, and understanding of grammar, vocabulary, and phonology are the several types of knowledge that the speaker brings to the skill of speaking.

Unfortunately, out of the other four abilities, speaking is regarded as one of the more challenging ones. The first inhibition, according to Tuan and Mai (2015), is that when students attempt to speak a foreign language, they frequently lack confidence. They fear making mistakes in their speech, receiving negative feedback, or experiencing fear and embarrassment when others are listening to them. When students can speak the language with ease, the majority of them will be extremely proud. Unfortunately, the majority of them exhibit anxiety while speaking to others in the target language. Additionally, English is taught as a subject in several schools in Indonesia, from junior high school to university, and it is a foreign language. Students should be able to interact with others in order to learn, share, or express themselves. The majority of Indonesian students, however, find it extremely difficult to speak English with their English teachers and native English speakers. Some obstacles, such as a lack of confidence, fear, difficulty correctly articulating phrases, and other issues, may demotivate children from speaking.

In addition, numerous researchers discovered that the students experienced a variety of speaking issues. Hadijah (2014) found in her research that the majority of the students who joined her program did not communicate in English. When they lacked speaking competence and lacked confidence in speaking English, they spoke Bahasa Indonesia and their native tongue instead of English. It is crucial for teachers to encourage pupils to speak more clearly by emphasizing the value of English for international communication. The pupils would, in fact, be motivated to improve their English-speaking abilities. One of the biggest hurdles for all learners is developing their ability to speak clearly and eloquently. This is due to the fact that in order to talk fluently, students must be able to speak and think simultaneously. While speaking, students must keep an eye on their output, rectify any errors, and make plans for their next move. It takes a lot of practice to be able to communicate effectively in a foreign language. Start your speaking exercises by repeating models and working on prepared words. These repeated tasks take up a lot of class time while teaching languages. However, speaking practice can also refer to interacting with others in circumstances where unplanned contributions are expected. Fluent speakers will also need to understand and take into account a few things, such as when and how to talk, how to manage discussions, and how to interrupt and add their own commentary. It takes time and effort to become proficient in each of these sub-skills.

The issues raised above suggested that the lecturers should have used an engaging medium to encourage spoken communication practice among their online course participants. Interactive PowerPoint is one of the media. According to Ospitia et al. (2016), the use of PowerPoint projects added value to the classroom because students were involved in topic selection and presentation structure. Additionally, they were required to write a speech based on a set of questions that they and their teacher jointly created. Their presentations were entirely visual, with bullet points serving as a roadmap. With the help of interactive presentations that showed them if their responses were correct or incorrect, students were able to confidently communicate the knowledge and respond to the questions. An interactive EFL presentation is designed to make students' speech development more exciting and appealing with the ultimate goal of increasing their fluency and confidence (Dodi, 2013). Furthermore, Dodi wrote in his diary that he thought it was simple for students to create oral presentations utilizing multimedia tools, and that this led to improvements in their eye contact, facial expressions, gestures, and speaking abilities including fluency and accuracy.

PowerPoint is part of Microsoft Office contained in a computer program. This application is specially designed for presentation purposes with formats such as: PPT (PowerPoint Presentation in binary form), PPS (PowerPoint Show), POT (PowerPoint Templates, and PPTX (PowerPoint Presentation in XML) which are all available in PowerPoint 12 (Wahidah, 2017). Microsoft PowerPoint has become a very profitable computer learning programmer where there are increasingly sophisticated facilities with increasingly complete features (Darmawan, 2012 in Wahidah, 2017). The same thing was also stated by Afandi (2017). He argues that Microsoft PowerPoint is software that has provided facilities to assist in the preparation of a professional, sophisticated, easy and effective presentation. In addition, Microsoft PowerPoint helps convey an idea more interestingly and clearly its purpose.

First time Microsoft PowerPoint app was developed by Bob Gaskin and Dennis Austin as presenters for a company called Forethought, Inc. Then they changed the name to PowerPoint. The latest version released in 2006 was Microsoft PowerPoint 2007 (PowerPoint 12) where this PowerPoint offers an XML data format with extensions which were previously only binary data (Aqila in Sakinah, 2020). Microsoft PowerPoint continues to grow and experience additional features from year to year. The latest version is Microsoft PowerPoint 2013 (version 15) which was released in 2015 where the user interface and graphics are very improved so that this application is more attractive and user-friendly.

Microsoft PowerPoint is a software that is used as a medium for presentations on various activities such as learning presentations, product advertisement presentations, company profiles, and online presentations. PowerPoint media contains several unique types of text, sound effects, music, video, and moving picture and slide effects. Making learning media with PowerPoint can be done by utilizing simple animation features, namely: entrance, emphasis, exit, and motion path. When these four features are combined, it will produce a lively and interesting animation. Animated motion control can be set via keyboard or by clicking on an image that was previously designed so that the learning media becomes more interactive. In addition, with the hyperlink facility, slides can be linked to other slides or can also be connected to other software that can be accessed through the website (Isroqmi, 2015). The same thing was conveyed by Apriani (2018 in Dewi & Izzati, 2020) that PowerPoint has hyperlink and sound features that can be combined to create interactive multimedia presentations. The combination of hyperlinks and slides is able to create an interactive presentation that will provide opportunities for students to use cognitive strategies that are much better. Therefore, PowerPoint is the best medium for delivering humor for students so that the learning process becomes much more enjoyable (Berk, 2014 in Dewi & Izzati, 2020).

In particular, Interactive PowerPoint is designed for interactive individual learning and is able to display pre-programmed feedback. The use of PowerPoint in the Stand-Alone pattern is two-way, requiring the user to be actively involved in the operation of PowerPoint. Pages (slides) in PowerPoint are specially designed and equipped with buttons that engage the user in the operation of PowerPoint. (Wijayanti, 2019). Furthermore, interactive PowerPoint is used to package material concisely and effectively and to bring up very complete animations so that PowerPoint looks alive (Afandi, 2017; Srimaya in Putri & Nurafni, 2021).

Interactive PowerPoint learning media is designed to make it easier for students to learn learning materials in a simpler way and can be visualized as attractively as possible. The lecturer explains the material using their own voice or a learning video made by the lecturers and then sent to the students to be studied. In addition, lecturers can also display relevant and interesting backgrounds tailored to the learning material. Next, the lecturer inserts material for questions and answers, games, and motivational slides (Mardianto & Prayitno, 2020). Therefore, interactive PowerPoint does not only facilitate the delivery of material in the form of presentations but also increase creativity and student interaction in learning because it forms two-way communication, namely students and computers (Kudsiyah, 2017 in Puspita et al, 2020).

Since the government has determined that online education is the sole option during this epidemic, it is essential for students to have access to digital technology in order to fulfill their academic needs. Students' attention and concentration are declining as a result of this distance learning approach. Students stop actively studying, which has an impact on their grades (Cahyani et al., 2020). Additionally, online learning is not enjoyable due to the boring methods employed for instruction and the stress it puts students under (Maulana & Iswari, 2020; Patricia, 2020). Therefore, in order to adjust to a new situation, lecturers need learn a new strategy. It is an endeavor to ensure that learning outcomes are of a high standard even in the midst of a pandemic. In order to prevent students from becoming quickly bored or feeling bored while participating in online learning, lecturers must also exercise greater creativity while implementing online learning by utilizing media that piques students' interest and excitement (Putri & Nurafni, 2021). Students' comprehension of the topic will improve when speaking skills are taught via interactive PowerPoint. Animated features can be utilized to create moving images and sounds that can be used to convey explanations that were previously only available in written form. To put it another way, professors can make straightforward animation videos to present their lectures. According to Lari (2017), kids learn more effectively when their attention is grabbed by highlighting, colour, various typefaces, and visual effects. In order to make the subject more engaging and grab students' attention, interactive PowerPoint was used to teach speaking.

There have been many studies related to PowerPoint and language teaching. Here are the eight previous researches employed in this research. The first research was conducted by Aziz and Dewi 2020 which is entitled "The use of power point as media of language teaching on students' speaking skill." The result showed that post-test frequency was higher than pre-test frequency by compering median $12.6 > 12.2$. It means that PowerPoint provides video, audio, animation and slideshow can improve students' speaking skills. The second research was conducted by A Rofi'i and E Nurhidayat (2020), entitled "The Impact of English EFL Technology PowerPoint in Learning Speaking for English Pre-Service Teacher." The result found that PowerPoint media is interested to be implemented to deliver argumentative speeches and students are more enthusiastic in learning than other methods. From the interview, the result also showed that students are happier in learning speaking using this media. The third research was conducted by P. Madhavan in 2018 entitled — "The effective role of power point presentation in language teaching." The result showed that creative and wise teacher of English

could avail the modern electronic toll called PPT in enhancing communication skills of polytechnic students and developing their teaching capabilities thus we attaining the goal of standard mastering English language skills.

Bearing in mind the previous elaboration, this study aims at revealing the effect of utilizing interactive PowerPoint on the students' achievement in speaking English subject in the new normal. This research will investigate the students' achievement in their speaking skills before and after using interactive PowerPoint. Many researchers have conducted study about the effect of Interactive PowerPoint in teaching and learning and also the benefit of using it. However, the related research in the context of teaching and learning speaking skills in the new normal is still limited. Therefore, this study was an attempt to fill that gap.

METHOD

The type of research conducted in this research is Experiment Research. According to Sugiyono (2017), the method of Experimental research can be interpreted as "a research method to find out" certain treatment of others under controlled conditions". With Thus, the purpose of the research to be carried out by the researcher is to look for the effect of utilizing interactive PowerPoint on students' speaking skills achievement in the new normal.

Participants

The study was carried out with 30 undergraduate students who were taking an online learning at the moment in the morning class. They are all enrolled at the English Education Department of Universitas Indraprasta PGRI Jakarta. The percentage of female participants is 76.7% and male students 23.3%. All participants are freshmen who were taking basic speaking subject when this study was conducted and hopefully can answer the research question.

Sampling Procedures

The example was chosen by utilizing an acceptable sampling method, and the negligibly acceptable sample size is minimum 30 (Fraenkel et al., 2012; Lodico et al., 2010). In this study, we utilized a purposive sampling method. Purposive sampling additionally alluded to as judgment sampling, is the method involved with choosing a sample that is accepted to be a delegate of a given population sample (Gay, Mills, and Airasian, 2012). The sample comprised of 65 freshmen from UNINDRA.

Materials and Apparatus

In collecting data for this research, the test was viewed as the suitable and exact method for this research. The test is used to determine the achievement of students in learning speaking skills using interactive PowerPoint. The test contained 5 questions about "Asking and Giving Direction" and it was carried out twice. The first Pre-test is carried out to know the initial ability of students and the second Post-test is carried out to know the final ability of students. The score's indicator consists of five aspects, pronunciation, grammar, vocabulary, comprehending and fluency. Since the university adapted distance learning, the test was taken online through zoom meeting.

Procedures & Data Analysis

First, Validity and reliability tests were employed before administering a research instrument. The validity score for the test is 0.361 with the significant level of 5%. While the reliability score for the test is 0.869. After that, the test was given to the students before and after the treatment. The test result was then analyzed using descriptive and inferential statistical analysis. Descriptive statistics are used to analyze data by describing the data that has been collected as it is without intending to make conclusions that apply to the general public or generalizations (Sugiyono, 2017). Thus, the test approach with correlative descriptive is research by taking a sample of basic data and describing the relationship between two variables, namely the independent variable and the dependent variable.

The next step, the normality test and the homogeneity test were calculated to analyze the data. The normality test was carried out to find out whether the sample used with a normal distribution or not. While, the homogeneity test is intended to show that two or more groups of sample data come from populations that have a same large of variance. Finally, the hypotheses test is taken to answer the hypothesis that has been proposed. For this test, the ttest formula was employed.

RESULT

From the analysis of Pre-test score, it is known that the scores are range of 45 to 75. It means that the minimum score is 45 and the maximum score is 75. In addition, the mean (average scores in the data set) is 62.83, the median (score at the centre of distribution) is 60.83, and mode (most frequently obtained score in the data set) is 59.5, the variance is 63.9, and the standard deviation is 7.99. Then from the data above, the frequency distribution table is formed as follows:

Table 1. Pre-test Frequency Distribution

Interval	fi	xi	xi ²	fi.xi	fi.xi ²
45-49	1	47	2209	47	2209
50-54	4	52	2704	208	10816
55-59	6	57	3249	342	19494
60-64	6	62	3844	372	23064
65-69	6	67	4489	402	26934
70-74	5	72	5184	360	25920
75-79	2	77	5929	154	11858
Jumlah	30			1885	120295

From the table above, the number of frequencies is 30 with an average of getting a frequency value of 6 if the overall value of the frequency of the 30 respondents is made in percent, then most of the values obtained are 34 to 40% but all respondents if added up get a total of 100%. The results of the data frequency of students' speaking skills' pre-test can be seen for more details in the following histogram image:

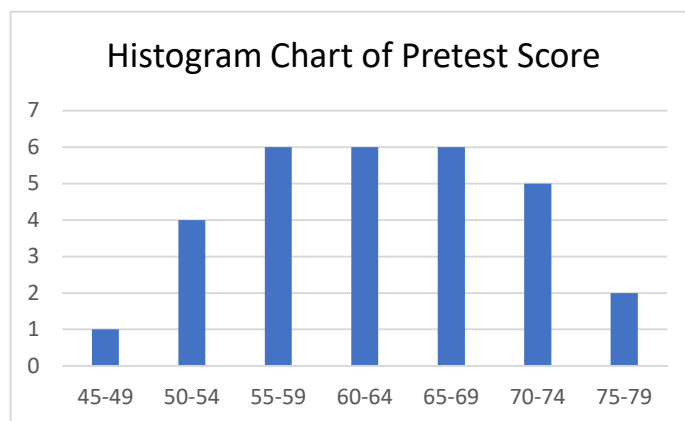


Figure 1. Histogram Chart of Pretest Score

From the analysis of Post-test score, it is known that the scores are range of 60 to 100. It means that the minimum score is 60 and the maximum score is 100. In addition, the mean (average scores in the data set) is 75.13, the median (score at the centre of distribution) is 75.05, and mode (most frequently obtained score in the data set) is 75.4, the variance is 114.67, and the standard deviation is 10.70. Then from the data above, the frequency distribution table is formed as follows:

Table 2. Post-test Frequency Distribution

Interval	fi	xi	xi ²	fi.xi	fi.xi ²
60-66	9	63	3969	567	35721
67-73	4	70	4900	280	19600
74-80	9	77	5929	693	53361
81-87	4	84	7056	336	28224
88-94	2	91	8281	182	16562
95-101	2	98	9604	196	19208
Jumlah	30			2254	172676

From the table above, the number of frequencies is 30 with an average of getting a frequency value of 7 if the overall value of the frequency of the 30 respondents is made in percent, then most of the values obtained are 49 to 59% but all respondents if added up get a total of 100%. The results of the data frequency of students' speaking skills' post-test can be seen for more details in the following histogram image:

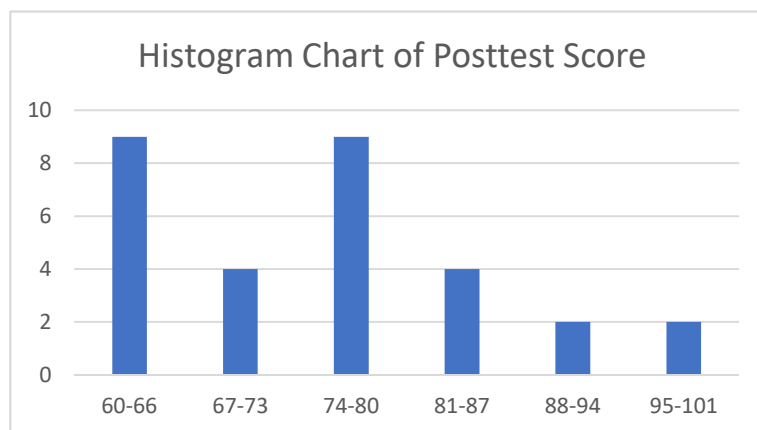


Figure 2. Histogram Chart of Post-test Score

Table 3, it shows that the value in column Sig line Deviation from Linearity is 0.930 and it is higher than 0.05. Therefore, the regression line between variable X and variable Y is linear. After the overall test data analysis requirements are met and known, worth of data to be processed, then the next step is to test each of the hypotheses that have been proposed. The hypothesis testing utilizes the technique of partial correlation and multiple correlations, simple linear regression and multiple linear regression. The recapitulation can be seen in the following tables:

Table 2. Comparison of L_{count} with L_{table} for Normality Test Data

Data	L_{count}	L_{table}	Description
Pretest	0,133	0,161	NORMAL
Posttest	0,128	0,161	NORMAL

From the Homogeneity test, the result for F_{count} is 1.79 while F_{table} is 1.84. If the score in F_{count} is less than F_{table} , it can be concluded that the score is homogeneous. From the result, it showed that F_{count} is less than F_{table} ($1.79 < 1.84$) therefore, the data of Pre-test and Post-test comes from the homogeneous population. The following is the table of Descriptive Size Helper:

Table 3. Descriptive Size Helper Table

Data	$\bar{X}$	S^2_1	S	N
Pretest	62,83	63,93	7,99	30
Posttest	76,06	114,67	10,70	30

To find t_{table} , the distribution table f is employed with significance $\alpha = 0,05$ and $dk = N - 2 = 30 - 2 = 28$ Then obtained $t_{0,05} = 2,048$. After obtaining $t_{count} = 8,156$ and $t_{table} 2,048$, so it can be concluded that $8,156 > 2,048$ which means t_{count} score is more than t_{table} score. From the result, it showed that H_1 is accepted and H_0 is rejected. Therefore, it was found that utilizing Interactive PowerPoint has an impact on students' speaking skills.

DISCUSSION

The student received an average score of 62,83 on the pretest, according to the results. As a result, it is clear that students' speaking abilities were poor prior to the usage of interactive PowerPoint. This may have occurred because the instructor at the time lacked a plan for teaching the spoken material in an online course. Speaking classes require oral practice, and doing it face-to-face is more comfortable because lecturers can connect with students and provide them direct feedback. Additionally, some instructional methods, such as role playing, group discussions, or presentations, are simpler to carry out in a classroom because everyone may participate in the activity. On the other hand, lecturers have numerous challenges in distance learning. The first issue arose when students from low-income households were burdened by their choice of online course application since it uses a lot of data and most lecturers use Zoom Meeting to engage with students. The lecturers' unfamiliarity with online courses is the second issue, which causes them to assign too many tasks and uncomplicated content. The students' low degree of independence makes this issue even worse and deters the students from learning. Another difficulty that encourages lecturers to solely concentrate on the system rather than the substance is a lack of technological competence (Tri Angkarini, 2021).

Similar to lecturers, students also voiced concerns. Students could not practice speaking with their classmates during an online course. Since they must handle things on their own, their confidence declines. Moreover, the lectures just handed the students textbooks or other written materials without any explanation, which made it challenging for the students to understand the content. The motivation of the students to learn is impacted by these circumstances.

Furthermore, 76,06 is the post-test results' average score. According to the findings, using interactive PowerPoint to teach speaking produces greater results than not using this material. Students were shown a video that was made using PowerPoint presentations during the treatment. The video's animated characters and moving items helped the kids comprehend the subject matter. Due to the flexibility of this format, students can learn it whenever and anywhere they wish. It was different from the prior method, which required students to stay for an hour or two to study tedious textbooks or listen to lecturers via a zoom application. Due to how much more engaging and intelligible this format makes studying, students also appeared motivated and to love it. When they responded correctly to the test questions, this was reflected in their success. Because this media uses sound effects, speaking skills including pronunciation and vocabulary were also improved. Students can respond to it constantly and mimic it without being timed. From the preceding explanation, it can be inferred that the research's findings indicated that using interactive PowerPoint could enhance students' speaking abilities.

CONCLUSION

A suitable and motivated method for instructors to adjust to the new learning system is needed in this new normal. Therefore, it can be difficult to design an engaging and dynamic speaking course for online learners during this pandemic. Lack of technological expertise and imagination causes learning to be inefficient. Based on the results, it was found that students' average speaking abilities were quite low. Because lecturers only utilize one application, which restricts the students' ability to communicate with other classmates and receive direct feedback from lecturers, it is generally assumed that students had trouble understanding the explanation and practicing it in light of the results. The students' performance improved when they used interactive PowerPoint. Because the content is in video format and is accessible anywhere and at any time without any time restrictions, students reported being more motivated to learn. Due to the sound in the film making it easy for students to replay and mimic, their pronunciation and vocabulary also improved. Therefore, it comes to the conclusion that utilizing interactive PowerPoint has an impact on students' speaking skills.

There are some recommendations made in light of the data that has been reviewed and the results that have been made. First, lecturers need instruction on how to use PowerPoint's animation features to generate engaging slides because it takes more time and effort to create. It is important for lecturers to be aware of the several formats that PowerPoint presentations can be converted into so that students can readily share this content with any programs they may use. Transform the content into an animated tale that students can readily understand. These concepts should assist instructors in creating engaging content that encourages students to learn at home.

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