STUDENTS PERCEPTIONS AND CHALLENGES TOWARD THE USE OF INTERACTIVE POWERPOINT PRESENTATIONS TO ENHANCE COMMUNICATION SKILL

SKRIPSI

Presented to

IKIP PGRI Bojonegoro

in partial fulfilment of the requirements

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By:

M. Bahrul Ulum

NIM 21120024

ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS EDUCATION
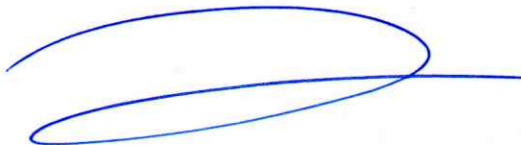
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The skripsi entitled **"STUDENTS PERCEPTIONS AND CHALLENGES TOWARD THE USE OF INTERACTIVE POWERPOINT PRESENTATIONS TO ENHANCE COMMUNICATION SKILL"** is compiled by:

Name	:	M. Bahrul Ulum
NIM	:	211120024
Department	:	English Education

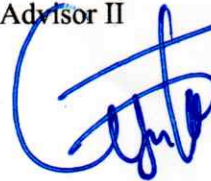Has been approved by the advisors.

Bojonegoro, *11 Juli 2025*

Advisor I

Dr. Ima Isnaini Taufiqur Rohmah ,M.Pd
NIDN 0723058302

Advisor II

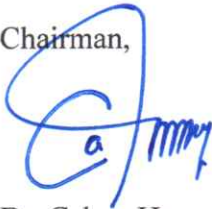Ayu Fitrianingsih, M.Pd.
NIDN 0720049101

LEGITIMATION

The skripsi entitled **"STUDENTS' PERCEPTIONS AND CHALLENGES TOWARD THE USE OF INTERACTIVE POWERPOINT PRESENTATIONS TO ENHANCE COMMUNICATION SKILL"** is compiled by:

Name   :   M. Bahrul Ulum

NIM   :   211120024

Department   :   English Education

This is to certify that this skripsi has been approved by the Board of Examiners as the requirement for the degree of Sarjana in English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro on 2025

Bojonegoro, ...

Chairman,

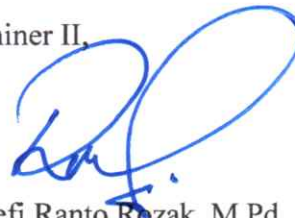Dr. Cahyo Hasanudin, M.Pd.
NIDN 0706058801

Secretary,

Ayu Fitrianingsih, M.Pd.
NIDN 0720049101

Examiner 1,

Fitri Nurdianingsih, M.Pd.
NIDN 0729058701

Examiner II,

Dr.Refi Ranto Rozak, M.Pd.
NIDN 0702058403

Rector,

Dr. Junarti, M.Pd.
NIDN 0014016501

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MOTTO

"الْجَنَّةِ إِلَى طَرِيقًا بِهِ لَهُ اللَّهُ سَهَّلَ ،عِلْمًا فِيهِ يَلْتَمِسُ طَرِيقًا سَلَكَ مَنْ"

"Barang siapa menempuh jalan untuk mencari ilmu, maka Allah akan memudahkan baginya

jalan menuju surga."

(HR. Muslim No. 2699)

"Begitu kamu berhenti belajar, kamu mulai mati."

(*Albert Einstein*)

Ad meliora

"Menuju hal-hal yang lebih baik."

"Aku tidak pernah merasa hebat, tetapi aku tidak pernah berhenti melangkah.

Gagal adalah hal yang biasa dalam perjuangan, namun menyerah bukanlah pilihan.

Karena bagi saya, sebuah tujuan yang layak harus tetap diperjuangkan,

betapapun sulitnya jalan yang harus ditempuh."

(MBU)

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First and foremost, praise and gratitude be to God Almighty for His blessings and grace, which have enabled me to complete this thesis entitled **"STUDENTS PERCEPTIONS AND CHALLENGES TOWARD THE USE OF INTERACTIVE POWERPOINT PRESENTATIONS TO ENHANCE COMMUNICATION SKILL"** as a requirement for obtaining a Bachelor's degree at IKIP PGRI Bojonegoro

Throughout the process of writing this thesis, I am fully aware that it would not have been possible without the help, guidance, and support of many individuals. Therefore, with all humility, I would like to express my deepest gratitude and appreciation to:

1. Dr. Junarti, M.Pd. As the Rector of IKIP PGRI Bojonegoro.

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3. Ayu Fitrianingsih, M.Pd, as the Head of the English Education Study Program.

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5. All lecturers and academic staff of the Faculty of Languages and Arts Education, who have shared their knowledge and experiences during my time at the university.

6. My beloved parents, Madhuri and Aminatun, for their endless love, prayers, encouragement, and unwavering support, which have been the greatest source of strength for me.

7. My fellow students and friends in the English Education Department for their motivation, assistance, and solidarity during this journey.

8. And all other individuals whom I cannot mention one by one, but who have contributed in various ways throughout this process.

I realize that this thesis is still far from perfect. Therefore, I sincerely welcome constructive feedback and suggestions for improvement in the future.

Lastly, I hope this thesis can be beneficial to readers and contribute, even in a small way, to the development of knowledge.

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Bojonegoro 30 Juni 2025

The Researcher

M. Bahrul Ulum
NIM 21120024

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STATEMENT OF AUTHENTICITY

I, the undersigned below:

Name	:	M. Bahrul Ulum
NIM	:	21120024
Department	:	English Education
Faculty	:	Languages and Arts Education

In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

STUDENTS' PERCEPTIONS AND CHALLENGES TOWARD THE USE OF INTERACTIVE POWERPOINT PRESENTATIONS TO ENHANCE COMMUNICATION SKILL

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 11 Juli 2025

M.Bahrul Ulum
NIM 21120024

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ABSTRACT

Ulum, Bahrul. 2025. Students' Perceptions and Challenges Toward the Use of Interactive Powerpoint Presentations to Enhance Communication Skill, IKIP PGRI Bojonegoro, Advisor (I) Dr. Ima Isnaini Taufiqur Rohmah, M.Pd., (II) Ayu Fitrianingsih, M.Pd.

Keywords: Interactive PowerPoint, communication skill, perception, challenge, qualitative research

This qualitative case study explores students' perceptions and challenges regarding the use of Interactive PowerPoint Presentations (IPPs) in enhancing communication skills. Conducted at IKIP PGRI Bojonegoro with 35 fourth-semester students from the English Education Department, the study employed questionnaires, interviews, and classroom observations as data collection methods. The findings reveal that most students perceive IPPs as effective tools for developing communication skills, especially in organizing ideas, boosting confidence, and maintaining audience engagement. Students noted that the use of visuals and structured content helped reduce speaking anxiety and improved their public speaking performance. However, several challenges were identified, including excessive text on slides, poor design layout, limited multimedia skills, and over-reliance on the presentation itself, which sometimes hindered spontaneous speaking. Technical issues and a lack of training were also noted as barriers. Despite these obstacles, IPPs remain a valuable tool when properly designed and guided. The study concludes that integrating IPPs with proper instructional support enhances both verbal and non-verbal communication skills. These findings provide insight for educators and institutions to improve multimedia-based instruction in language learning.

ABSTRAK

Ulum, Bahrul. 2025. Students' Perceptions and Challenges Toward the Use of Interactive Powerpoint Presentations to Enhance Communication Skill, IKIP PGRI Bojonegoro, Advisor (I) Dr. Ima Isnaini Taufiqur Rohmah, M.Pd., (II) Ayu Fitrianingsih, M.Pd.

Kata kunci: PowerPoint interaktif, keterampilan komunikasi, persepsi, tantangan, penelitian kualitatif

Penelitian studi kasus kualitatif ini bertujuan untuk mengeksplorasi persepsi dan tantangan mahasiswa terhadap penggunaan Interactive PowerPoint Presentations (IPP) dalam meningkatkan keterampilan komunikasi. Penelitian dilakukan di IKIP PGRI Bojonegoro dengan melibatkan 35 mahasiswa semester empat Program Studi Pendidikan Bahasa Inggris. Teknik pengumpulan data meliputi kuesioner, wawancara, dan observasi kelas. Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa memandang IPP sebagai alat yang efektif dalam mengembangkan keterampilan komunikasi, terutama dalam mengorganisasi ide, meningkatkan rasa percaya diri, dan menjaga keterlibatan audiens. Penggunaan visual dan struktur materi membantu mengurangi kecemasan berbicara dan meningkatkan performa dalam presentasi. Namun, ditemukan beberapa tantangan, seperti penggunaan teks berlebihan, desain slide yang kurang menarik, keterbatasan keterampilan multimedia, serta ketergantungan pada slide yang menghambat kelancaran berbicara. Masalah teknis dan kurangnya pelatihan juga menjadi hambatan. Meskipun demikian, IPP tetap menjadi alat pembelajaran yang bermanfaat jika dirancang dan digunakan dengan tepat. Penelitian ini menyimpulkan bahwa integrasi IPP dengan dukungan instruksional dapat meningkatkan keterampilan komunikasi verbal maupun non-verbal. Temuan ini memberikan masukan bagi pendidik dan institusi dalam mengembangkan pembelajaran berbasis multimedia.

PREFACE

First and foremost, I would like to express my deepest gratitude to Allah SWT for His countless blessings, guidance, and strength that have enabled me to complete this thesis entitled *"Students' Perceptions and Challenges Toward the Use of Interactive PowerPoint Presentations to Enhance Communication Skills."*

This thesis would not have been possible without the support and contribution of many individuals and institutions. Therefore, I would like to sincerely thank:

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4. All lecturers and academic staff of the Faculty of Languages and Arts Education, who have shared their knowledge and experiences during my time at the university.

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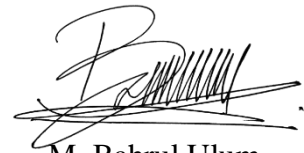
8. Everyone who, in one way or another, has contributed to the completion of this thesis. I am truly grateful for your presence and help.

This thesis may not be perfect, but it is a result of hard work, persistence, and support from many wonderful people. I hope it can be useful for further academic development, especially in the field of English language education.

Bojonegoro 30 Juni 2025

The Researcher

<u>M. Bahrul Ulum</u>
NIM 21120024

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CHAPTER I

INTRODUCTION

A. Background of the Study

The development of digital technology in education has brought significant changes, particularly in modernizing and streamlining the delivery of learning materials. One such change is the use of presentation software like PowerPoint. Angkarini (2022) emphasizes that Interactive PowerPoint (IPP) can serve as an effective tool to develop students' speaking skills when utilized appropriately. PowerPoint enables material to be delivered interactively and engagingly, encouraging students to participate more actively. Akpan et al. (n.d.) add that technological tools like PowerPoint have the potential to enhance students' attitudes and motivation when used effectively during lectures. However, despite its widespread use, challenges remain, especially in leveraging it to help students develop communication skills.

Using PowerPoint as a communication tool requires students to have a strong command of the software. Nouri and Shahid (2005) explain that while PowerPoint presentations can improve student learning, overuse of text and visual clutter can reduce their effectiveness. For example, slides overloaded with text or excessive animations can distract the audience and diminish the clarity of the message.

According to Rohmah (2021), microteaching and structured preparation are essential for ensuring that teaching aids like PowerPoint foster active student involvement. This implies that integrating tools like Interactive PowerPoint not only aids comprehension but also builds confidence in using the target language more fluently. Therefore, this study

aims to identify students' perceptions of using PowerPoint in the context of enhancing public speaking skills and the challenges they face in utilizing this tool.

Communication skills are the ability to convey messages clearly and effectively, whether verbally, in writing, or non-verbally. Sirisrimangkorn (2021) states that project-based learning using presentations can significantly improve students' speaking abilities in real contexts. Moreover, speaking performance involves not only message delivery but also adaptability to audience and setting (Salainti & Wijayanti, 2024). This underscores communication skills as foundational for lifelong learning and career readiness.

Students' views on using PowerPoint in presentations vary. Some feel more confident, while others feel burdened. Igwe (2022) found that students' attitudes towards PowerPoint are influenced by their familiarity with the tool and their overall learning environment. Students who frequently use PowerPoint feel more at ease, while those with less experience tend to struggle. Understanding these perceptions is essential to provide support and enhance the effective use of PowerPoint.

Communication barriers in public speaking also influence PowerPoint's effectiveness. Lan et al. (2024) point out that many students experience difficulty during oral presentations due to nervousness, lack of preparation, or dependence on slides. This suggests that even though PowerPoint can aid presentations, psychological aspects such as communication anxiety need to be addressed as part of the learning process.

According to Hafis (2013), anxiety and discomfort with public speaking often arise not only from content delivery but also from unfamiliarity with presentation tools. When technology adds pressure rather than support, the need to consider psychological readiness becomes more apparent. While PowerPoint can enhance clarity and structure, speaking anxiety may inhibit its function as a communication tool.

Fitrianingsih (2017) emphasizes that structured storytelling and collaboration—approaches often supported by PowerPoint—can help learners speak more fluently and confidently. However, the role of teachers is equally essential. Rohmah (2021) suggests that successful use of tools like PowerPoint relies on teacher support during preparation and performance. Richards (2020, as cited in Angkarini, 2022) further asserts that a supportive classroom environment significantly contributes to students' communication development and confidence in using technology.

Confidence level plays a vital role in determining how effectively students can use PowerPoint. Adhani et al. (2024) found that confident students often use PowerPoint to enhance clarity and performance, while less confident students feel it increases their stress. This highlights the need to boost student confidence through supportive practices.

Students uncomfortable with PowerPoint may avoid presentations or revert to traditional methods. Azizah (2022) found that public speaking anxiety remains a primary reason students hesitate to use digital tools in English classes. Identifying the root causes of this anxiety can guide the development of strategies that support both technical skills and emotional readiness.

Fitrianingsih (2017) also highlights how structured media such as IPPs, which combine visual and verbal cues, can reduce cognitive load and help students speak more fluently. These designs reduce pressure during speech delivery and foster clearer idea expression.

Understanding the technical and psychological challenges students face is essential to improving overall learning effectiveness. Rosyiddin et al. (2023) note that the design of PowerPoint media must be engaging and student-friendly to increase motivation. When

students are guided through these challenges, they become more confident in using technology for communication purposes.

Furthermore, the learning environment significantly shapes how students perceive and use PowerPoint. Prasetyo et al. (2020) found that a supportive and technology-friendly classroom environment boosts student motivation and ease of use. In contrast, unsupportive or distracting environments can discourage engagement with technological tools like PowerPoint.

Some students believe PowerPoint helps them stay organized and avoid missing key points, while others feel it limits their spontaneity. Hamoudi (2020) explains that when students focus too much on slides, they may disengage from the audience, reducing the effectiveness of communication. Thus, PowerPoint use must be balanced with the cultivation of spontaneous speaking skills.

Although PowerPoint offers various benefits in learning, challenges such as speaking anxiety and technological dependence should not be overlooked. As noted by Al Baqi and Wathoni (2020), training in both interpersonal and technological skills is essential for maximizing presentation effectiveness. This study, therefore, explores students' perceptions of PowerPoint and the difficulties they encounter when using it to enhance speaking skills.

In conclusion, this study highlights the importance of understanding the various challenges students face when using PowerPoint to improve communication. It is not just about learning the tool but also about confronting psychological barriers. Personally, I see these challenges as opportunities for growth—by addressing them, students can significantly improve both communication and academic performance. The findings of this research can

guide educators and institutions in creating more supportive environments that nurture both technical and emotional competencies.

This research aims to contribute to the broader understanding of how to improve students' educational experience. As technology evolves, so should our teaching approaches. By addressing both the technical and psychological challenges, we can help students develop not only their communication skills but also their confidence. For me, this journey is about more than just learning PowerPoint—it's about becoming a confident communicator ready for the future.

B. Formulation of the Problems

1. How do students perceive interactive PowerPoint presentations in enhancing communication skill?
2. What challenges do students face when using interactive PowerPoint presentations to enhance their communication skill?

C. Objective of the study

The focus of this research is:

1. To determine students' perceptions on interactive PowerPoint's in enhancing communication skill.
2. To identify students' challenges when using interactive PowerPoint in their learning process.

D. Significances of the Study

1. Theoretical Significance

This study is grounded in Multimedia Learning Theory, which emphasizes that individuals learn more effectively when information is presented through a combination of verbal and visual elements rather than through text alone. According to Angkarini (2022), effective multimedia instruction—such as Interactive PowerPoint Presentations (IPPs)—enhances learning by engaging both the verbal and visual processing channels while reducing cognitive overload.

By examining students' perceptions and challenges in using IPPs to improve communication skills, this study contributes to the theoretical discourse on how multimedia-based instructional strategies influence second-language acquisition. The findings will provide empirical support for principles such as the modality principle (presenting words as spoken audio rather than on-screen text) and redundancy principle (avoiding overloading learners with redundant text and images), as reflected in Rosyiddin et al. (2023). Through this study, the application of multimedia theory in the context of English language learning, particularly in fostering communication skills, will be further explored and refined.

2. Practical Significance

The results of this study provide practical implications for educators, instructional designers, and policymakers in English language teaching. By understanding students' perspectives on the effectiveness and limitations of IPPs, teachers can optimize the design and implementation of multimedia-based instructional tools. The study will offer recommendations on how to create more engaging and pedagogically sound IPPs, ensuring that they align with students' learning preferences and maximize their potential in enhancing

communication skills. Additionally, insights from this research can help institutions integrate technology more effectively into their curricula, fostering a more interactive and student-centered learning environment (Adhani et al., 2024; Akpan et al., n.d.).

E. Definition of Terminologies

The following operational definitions are key to understanding the terms and variables explored in this research:

1. Students Perception

Perception refers to the process by which individuals interpret and make sense of their experiences based on sensory input and prior knowledge (Schunk, 2012). It involves selecting, organizing, and interpreting stimuli to create meaningful understanding (Gibson, Ivancevich, & Donnelly, 2012). In the educational context, students' perception reflects how they cognitively and affectively respond to learning environments, instructional strategies, and teacher behaviors (Brown, 2007; Weinstein, 1989). According to Entwistle (2009), students' perceptions influence their learning approaches and academic performance by shaping motivation and engagement. In this study, students' perception is defined as their personal interpretations, attitudes, and evaluations of the use of Interactive PowerPoint Presentations (IPPs) in enhancing communication skills, as observed by the researcher through classroom interaction and feedback.

2. Challenges

Challenges in learning refer to the obstacles or difficulties students face when acquiring knowledge and skills (Ormrod, 2016). These may include cognitive, motivational, and contextual barriers that impact the learning process (Brookfield, 2013).

Vygotsky (1978) argues that challenges often occur when there is a gap between students' current abilities and the required competencies, but with proper scaffolding, such challenges can stimulate cognitive development. Kolb and Kolb (2005) emphasize that challenges, when managed effectively, promote deeper learning through experiential processes. In this study, challenges are defined as the difficulties students encounter in using IPPs—such as technical issues, cognitive overload, and engagement barriers—when developing communication skills in English.

3. Communication Skill

Communication skill is the ability to effectively convey and interpret messages across different social contexts (Hymes, 1972). It encompasses speaking, listening, and the use of non-verbal cues to achieve meaningful interaction (Richards, 2008). Canale and Swain (1980) conceptualize communication skills as consisting of linguistic, sociolinguistic, and strategic competence, enabling individuals to participate effectively in conversations. Brown (2007) highlights that communication skills in language learning also involve discourse management and interaction strategies. In this study, communication skills are defined as students' ability to express ideas clearly, engage in discussions, and interact effectively in English through spoken language, particularly within classroom settings utilizing IPPs.

4.Interactive PowerPoint Presentations (IPPs)

Interactive PowerPoint Presentations (IPPs) are digital instructional tools that incorporate multimedia elements such as animations, hyperlinks, quizzes, and videos to actively engage learners (Mayer, 2016). Clark and Mayer (2016) argue that interactive presentations improve learning by combining visual and auditory channels, reducing cognitive load, and fostering active participation. According to Puentedura (2013),

interactive technologies transform traditional presentations into dynamic learning experiences that promote deeper engagement. Alwi and Sidhu (2013) highlight that well-designed interactive presentations support language learning by providing meaningful, multimodal input. In this study, IPPs are defined as PowerPoint-based instructional materials created by the researcher that integrate interactive features (e.g., clickable activities, embedded questions, and multimedia content) to enhance student participation and improve communication skills in English language learning.