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The Effectiveness of Interactive PowerPoint in Teaching Speaking of Narrative Text in Senior High School

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Abstract

The aim of this research is to examine whether interactive PowerPoint is effective or not in teaching speaking narrative text. This research used a quantitative approach using a quasi-experimental design. This research was conducted in senior high school, in Mataram, Indonesia, with a sample of two classes determined by cluster random sampling technique consisting of 50 students. There were 25 students in class X-B and 25 students in class X-K. The research instrument is speaking assessment task using extensive (monologue) with the topic "The Legend of Malin Kundang" and "Princess Mandalika". The students' performance was measured using analytic rubrics. The data was analyzed quantitatively using SPSS. The result showed that the hypothesis testing proved that the null hypothesis (Ho) was rejected because the value t–test (2.039) was higher than t-table (2.011). This research shows that interactive PowerPoint is effective in teaching speaking narrative text.

INTRODUCTION

Speaking is the activity that people use to communicate with others and it has become a part of daily activities. Speaking is an act of saying language or word to express, and convey thoughts, ideas, and feelings in communicating activities with others (Ardhiani et al. 2021). Nurgiyantoro (2004) states that in the forms of speaking skills students can express ideas to other parties orally and the accuracy of expressing ideas must be supported by students' language accuracy that takes into account aspects of vocabulary and grammatical.

English speaking skills are challenging for students in senior high schools. Aziz and Dewi (2020) state that many students have difficulty speaking English because they lack vocabulary, are not confident and find it difficult to pronounce words well, and prefer to be silent. Besides that, there are some difficulties that students in speaking such as students lacking vocabulary, poor pronunciation, being afraid to make mistakes, and being reluctant to speak English, so that they face some difficulties in expressing or conveying ideas when speaking (Akmameri, 2014).

According to Brown (2004), teaching speaking in senior high schools is a teaching and learning process to make students the ability to communicate ideas, thoughts, feelings, and opinions to others. Besides that, Kayi (2006) states that teaching speaking to senior high school student produce English speech sound and sound patterns and use word and sentence stress, intonation patterns, and rhythm. Teaching speaking skills requires activities drafting that not only lets the learners practice oral language but also focuses on linguistics and learning strategy to make students speak fluently and not feel bored when studying in class. In teaching speaking, it is necessary to apply appropriate teaching techniques and methods according to the needs of students (Putri, 2021).

Nunan (in Putri, 2021) states that principles for teaching speaking skills are understand the distinction between studying a second language and studying a foreign language, help students develop their fluency and accuracy, allow students to talk in groups or pairs, and keep teacher talk to a minimum, prepare speaking tasks that require meaningful negotiation, and create classroom activities that include instruction and practice in transactional and interpersonal speech. Besides that, Brown (2004) states that the principles for teaching speaking techniques are focus on both fluency and accuracy, provide intrinsically motivating techniques, encourage the use of authentic language, provide appropriate feedback and correction, capitalize on the natural link between speaking and listening, give students opportunities to initiate oral communication, and encourage the development of a speaking strategy. The challenges encountered most in teaching speaking are students' lack of vocabulary, pronunciation, lack of motivation, shyness make they nothing to say and also because inhibition; they fear of making mistakes, losing face, criticism and make they prefer to be silent. One of solutions to solve the problems is using Interactive PowerPoint. Interactive PowerPoint is a media presentation that is designed and equipped with various elements to get pre-programmed feedback (Angkarini, 2022).

Interactive PowerPoint is a media presentation that is designed and equipped with various elements to get pre-programmed feedback (Angkarini, 2022). Interactive PowerPoint designed to display multimedia programs and can improve students' learning quality and make students learning outcomes better in English learning (Dewi et al. 2022). It means that this PowerPoint media is designed for interactive learning so that the material will be presented does not feel boring and monotonous. From the definition, it can be concluded that Interactive PowerPoint is a media presentation designed for interactive learning pre-programmed which is combining all elements such as video, text, images, and animation which can inform a message or material and can use to interaction exchange feedback from the participant.

Several studies had been carried out to solve the problems. Dewi et al (2020) state that the use of interactive PowerPoint improves the students' narrative text and the result showed is effective. Fauzi et al (2018) state that using interactive PowerPoint can improve students speaking ability and the result showed that is effective. Aziz and Dewi (2020) state that the use of interactive PowerPoint can improve students' speaking skills and the results showed that is effective. Sundari (2018) state that using interactive PowerPoint to teach speaking skills have been improved and the students were active in

learning and enthusiastic in a discussion. The last, Dwirahayu et al (2019) state using interactive PowerPoint in social studied learning showed an increase in the experimental class gain score on the three indicators, there are; translation, interpretation, and extrapolation were higher than the control class.

Based on the explanation of the background above, the researcher is interested in conducting the research entitle "The effectiveness of Interactive PowerPoint in Teaching Speaking Narrative Text in Senior High School". The aim of this research is to examine whether interactive PowerPoint is effective or not in teaching speaking narrative text in Senior High School.

METHOD

This research used a quasi-experimental design. The quasi-experimental design consists of two groups, one is experimental group and the other is control group (Rukminingsih, et al. 2020). Experimental research is a scientific method of conducting research using two variables: independent and dependent. Independent variables can be manipulated to apply to dependent variables and the effect is measured. This measurement usually happens over a significant period of time to establish conditions and conclusions about the relationship between these two variables. This research was conducted in senior high school. This research has two variables, namely independent variables and dependent variables. Independent variable is the variable that affects changes in the dependent variable, meanwhile dependent variable is the variable that influenced the independent variable (Sugiyono, 2016). Independent in this research is interactive PowerPoint because it causes changes in speaking skills. Therefore, dependent variable in this research is students' speaking ability in narrative text because of its effect on interactive PowerPoint.

The population in this research was students of class X of a high school in Mataram, Indonesia. Population is the overall subjects of the study, meanwhile sample is a part of the population that represents data for the entire population (Arikunto, 2013). The sampling technique used was cluster random sampling. The researcher only took two classes randomly as the research sample consisting of 25 students in class X-B and 25 students in class X-K. This research compared two groups of sample, namely the experimental group and the control group. The procedures of collecting the data comprised of providing a pre-test, treatment, and post-test.

The instrument of this research is speaking assessment task using extensive (monologue) with the topic "The Legend of Malin Kundang" and "Princess Mandalika" and to measurement process used analytic rubrics. Extensive (monologue) is extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether (Brown, 2004). Danielson & Marquez (2016) state that analytical rubrics help obtain sufficient information about students' strengths and weaknesses in communicating problem-solving results. This ensures analytic rubrics are suitable when distinguishing analytic levels. Guskey (2016) states that the analytic rubric divides the product or

performance into different dimensions and assesses each separately so that the assessment becomes more detailed.

According to Anil et al. (2012), an analytical rubric is a scale used to assess students' ability to perform tasks for each criterion. Specifically, the analytic rubric states the performance level for each criterion to enable teachers to assess student performance. It requires the scorer to assess separate components or individual tasks related to the intended performance. The performance is scored separately, while each product part or performance is scored first and added to each score to obtain the total. The provision of the analytical rubric is the process of examining a person's work, requiring separate time for specific performance tasks or scoring criteria. The teacher pays attention to the assessment and obtains other information that monitors achievement progress and success for effective decision-making.

Nikhoma et al. (2020) state that clear criteria for evaluation and explicit quality definitions at given levels of achievement are key components of rubrics promoting students' learning. Students can effectively design their learning plans when informed of what is important. The step for data collection in this research, firstly giving a pre-test to experimental and control group to find out their background knowledge in speaking narrative text. Secondly, researcher was giving treatment using interactive PowerPoint to the experimental group, while control group taught using storytelling. Thirdly or the last, researcher was giving post-test to experimental and control group to see whether the media (interactive PowerPoint and storytelling) is effective. After the data were collected, the data of the pre-test and post-test of the experimental group and control group were analyzed using rubric scoring by Brown (2004) entitled "Language Assessment: Principles and Classroom Practice" and calculating the data using SPSS version 29th. The steps to calculate the data were as follows: First, the descriptive statistic was used to analyze the data. Short descriptive coefficients was used in descriptive statistics to describe a data set and represent a population sample. Second, the inferential statistics was used to measure the effectiveness of the method which included the normality test, homogeneity test, and hypothesis testing.

The experimental group was treated by using interactive PowerPoint media that tested for effectiveness, and the control class also be given treatment with existing learning media without using interactive PowerPoint media. Then the two groups were given a final test or post-test to analyze the results of empirical data. The results of the final group test of the experimental and control groups were compared by independent sample test. If the post-test result is higher than the pre-test, it is concluded that the treatment given is effective, and if the pre-test value is higher than the post-test, it can be concluded that the treatment applied is ineffective. The result final of this research decided based on hypothesis testing. If t-test value $\geq$ t-table, Ho is rejected and Ha is accepted. Otherwise, if t-test value $\leq$ t-table, Ho is accepted and Ha is rejected.

RESULT

The research was conducted in a quasi-experimental design using interactive PowerPoint media in teaching speaking to introduce students' skills in speaking narrative text before and after receiving learning media using interactive PowerPoint. The findings of this research related to pre-test and post-test score of experimental (X-B) and control groups (X-K). The finding from the experimental group in students' speaking that increase after being given treatment using interactive PowerPoint and also finding the result from speaking of control group after being given treatment using storytelling. researcher used statistical calculations for the tests given in this research. There are two types of tests in this research; pre-test and post-test. The pre-test was carried out before teaching using interactive PowerPoint to determine student performance, and a post-test was carried out after using interactive PowerPoint to determine the extent of students' knowledge after using the media. Table 1 below is presented the mean, median, modus, minimum, maximum, std. deviation, std. error of mean from the experimental group and control group.

Table 1 Descriptive Statistics of the Experimental Group and Control Group

		Pre-Test Experimental	Post-Test Experimental	Pre-Test Control	Post-Test Control
N	Valid	25	25	25	25
	Missing	0	0	0	0
Mean		58.88	82.40	55.68	78.24
Std. Error of Mean		2.795	1.461	2.968	1.425
Median		60.00	80.00	56.00	80.00
Mode		40[a]	80	36	80
Std. Deviation		13.977	7.303	14.840	7.126
Variance		195.360	53.333	220.227	50.773
Range		48	28	48	24
Minimum		32	68	32	64
Maximum		80	96	80	88
Sum		1472	2060	1392	1956

Table 1 shows the result value pre-test and post-test of experimental group and control group scores. The total score pre-test of experimental group was 1472 from 25 students and mean score was 58.88 with range 48. Meanwhile total score post-test of experimental group was 2060 from 25 students and mean score was 82.40 with range 28. In control group, total score pre-test was 1392 from 25 students and mean score was 55.68 with range 48. Meanwhile for post-test in control group, the total score was 1956 from 25 students and mean score was 78.24 with range 24.

The minimum pre-test score in experimental group was 32 and maximum score was 80 with mean 58.88. Meanwhile minimum post-test score in experimental group was 68 and maximum score was 96. The different mean score between pre-test and post-test in experimental group was 23.52. The different range of pre-test and post-test is 20 with different variance is 142.027.

The minimum pre-test score in control group was 32 and maximum score was 80 with mean 58.68. Meanwhile minimum post-test score in control group was 64 and maximum score was 88. The

different mean score between pre-test and post-test in control group was 22.56. The different range of pre-test and post-test is 24 with different variance is 169.454.

The differences of std. error of mean pre-test and post-test experimental group is 1.334. Meanwhile differences std. error of mean pre-test and post-test control group is 1.543. The differences std. deviation pre-test and post-test experimental group is 6.674. Meanwhile differences std. deviation pre-test and post-test control group is 7.714.

Median of pre-test experimental group and control group are 60.00 and 56.00, there are differences from it that is 04.00. Whereas median of post-test experimental group and control group have same as 80.00.

Mode of pre-test experimental group and control group are 40 and 36. There are differences mode of experimental group and control group as 04. Whereas mode of post-test experimental group and control group have same are 80.

Table 2 Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
RESULT	Based on Mean	.034	1	48	.855
	Based on Median	.058	1	48	.811
	Based on the Median and with adjusted df	.058	1	47.945	.811
	Based on trimmed mean	.042	1	48	.838

A homogeneity test was carried out to determine whether the data of two groups had the same variance or not. The collect of data used SPSS version 29th with a significant level of ≥ 0.5. Based on the Table 3, it can be proved that the significance level is above the ≥ .05 level (.855 > .05), which means that the data is significant. It can be concluded that the variance data post-test of experimental and control group are the same or homogeneous.

Table 3 Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	CLASS	Statistic	Df	Sig.	Statistic	Df	Sig.
RESULT	PRE_EXP	.102	25	.200*	.953	25	.291
	POST_EXP	.149	25	.159	.959	25	.391
	PRE_CONT	.109	25	.200*	.945	25	.197
	POST_CONT	.158	25	.111	.931	25	.091

Normality testing is needed to determine whether the data is normally distributed or not. This research used a Kolmogorov-Smirnov method to perform a normality test with significant level ≥ .05.

Based on Table 4, pre-test and post-test data from the experimental group and the control group shows that the Kolmogorov-Smirnov significant value is (.200, .159, .200, .111) > .05. It means that the distribution of this data is normality.

Table 4 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
		F	Sig.	T	Df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
Result	Equal variances assumed	.034	.855	2.039	48	.024	.047	4.160	2.041	.057	8.263
	Equal variances are not assumed.			2.039	47.971	.024	.047	4.160	2.041	.057	8.263

An independent sample t-test used to examine the hypothesis and determines whether there were differences in the average post-test results between the experimental group and control group.

Based on the Table 5, the sig. (two-tailed) is .047 < .05, there is different average in student learning outcomes between groups that study using interactive PowerPoint media and groups that do not study using interactive PowerPoint media. Based on the hypothesis testing, Hypothesis null (Ho) is rejected because t-test value is higher than t-table. It means that interactive PowerPoint is effective in teaching speaking narrative text. T-table is presented in table 6.

T-test table							
Cum.prob	t.90	t.95	t.975	t.99	t.995	t.999	t.9995
One-tail	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
Two-tails	0.20	0.20	0.05	0.02	0.01	0.002	0.001
Df							
35	1.306	1.690	2.030	2.438	2.724	3.340	3.591
36	1.306	1.688	2.028	2.434	2.719	3.333	3.582
37	1.305	1.687	2.026	2.431	2.715	3.326	3.574
38	1.304	1.686	2.024	2.429	2.712	3.319	3.566
39	1.304	1.685	2.023	2.426	2.708	3.313	3.558
40	1.303	1.684	2.021	2.423	2.704	3.307	3.551
42	1.302	1.682	2.018	2.418	2.698	3.296	3.538
44	1.301	1.680	2.015	2.414	2.692	3.286	3.526
46	1.300	1.679	2.013	2.410	2.687	3.277	3.515
48	1.299	1.677	2.011	2.407	2.682	3.269	3.505
50	1.299	1.676	2.009	2.403	2.678	3.261	3.496
Z	1.282	1.645	2.011	1.960	2.326	2.576	3.291
	80%	**90%**	**95%**	**98%**	**99%**	**99,8%**	**99,9%**

In table 6, it showed that the value of t-table in number 48 part of two tails in significant level .05 or 95% present that value t-table is 2.011. Based on Table 5 and 6 above, t-test has a t-count of 2.039 and significant level .05 (95%). It showed that t-test value is higher than t-table. Based on hypothesis testing, it proved Ho is rejected and Ha is accepted. It means that interactive PowerPoint is effective in teaching speaking narrative text.

DISCUSSION

This discussion was based on the data finding from experiment in senior high school, can be seen from data finding in Table 1. Based on the results analysis of data pre-test and post-test from experimental group and the control group. The total score of pre-test results for the experimental group were 1472 from 25 students with mean of 58.88, and post-test result is 2060 from 25 students with mean of 82.40. Meanwhile the total score pre-test of control group was 1392 from 25 students with mean of 55.68, and post-test result is 1956 from 25 students with mean of 78.24. The comparison of the pre-test results of the experimental group and the control group is 80 or 2.2, and post-test is 104 or 4.16. It is indicated by an increase in the number of students who successfully passed the speaking narrative text test.

The result above are related to explanation of Dewi et al (2022), that Interactive PowerPoint as a media effectively increases students' understanding and learning outcomes about narrative text. Based on finding the data, the minimum passing standard (SKM) is < 75 score, in experimental group only five students passed the pre-test, and after that in the post-test increase to 21 students who passed. Meanwhile, in the control group, only three students who passed in pre-test and in the post- test increased to 18 students who passed. Based on the hypothesis the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted, because t-test value (2.039) is higher than t-table (2.011). It means that interactive PowerPoint is effective in teaching speaking narrative text.

CONCLUSION

Based on finding and discussion, it can be concluded that interactive PowerPoint effectively develops students' speaking skills in narrative text. This can be proved hypothesis testing result that the mean pre-test and post-test scores of experimental group. The pre-test and post-test scores showed a significant difference. It was proven that the hypothesis null (Ho) is rejected, because the value of t-test (2.039) was higher than t-table (2.011) and the alternative hypothesis (Ha) is accepted. This research shows that interactive PowerPoint is effective in teaching speaking narrative text.

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