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## Enhancing English Speaking Skills through PowerPoint Presentation Techniques: A Study of EFL Learners

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### Abstract

The researcher did a study to investigate the impact of presentation techniques in elevating English-speaking skills among English as a Foreign Language (EFL) learners. This study applied a quantitative approach and employed a structured questionnaire using Likert-Scale items to assess students' perceptions of how the presentation methods impact their speaking abilities. A sample of university EFL learners especially the students in General English class of Elementary and Pre-Intermediate I participated in the study, providing insights into their experiences with presentation-based learning activities. Descriptive and inferential statistical analyses were conducted to evaluate the relationship between using presentation techniques and the perceived improvement in speaking proficiency. The findings reveal that students perceive presentation techniques as significantly beneficial for enhancing their speaking skills and fostering greater engagement and confidence during oral communication tasks. This research highlights the importance of integrating effective presentation methods in EFL instruction to promote learners' speaking development. It provides recommendations for educators seeking to enhance language acquisition in the classroom.

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### Keywords

Speaking skills, Presentation techniques, Language Learning, Oral Proficiency



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## INTRODUCTION

According to Rao (2019), Speaking is considered an important skill in order to express the speaker's intentions and effective oral communication results in getting success in various fields. Speaking is crucial to those who learn English because it enables the students to communicate effectively.<sup>1</sup> Language is a tool for communication.<sup>2</sup> We communicate with others, to express our ideas, and to know others' ideas as well.<sup>3</sup> Communication takes place, where there is speech.

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<sup>1</sup> Parupalli Srinivas Rao, "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal (ACIELJ)* 2, no. 2 (2019): 6–18.

<sup>2</sup> Sitti Rabiah, "Language as a Tool for Communication and Cultural Reality Discloser," 2018.

<sup>3</sup> Loso Judijanto et al., "Evolution and Challenges of Cyber Law in the Digital Era: Case Studies in Developing Countries," *ILAW; International Journal Assulta of Law Review* 1, no. 1 (2024): 1–10.

Without speech, we cannot communicate with one another. Speaking is one of the skills which is crucial in learning English. In real life, the ability to speak well, helps the students to express their thoughts, ask questions, and engage in conversation.<sup>4</sup> It helps the students improve their self-confidence due to some of the second learners might face difficulties, and makes them more comfortable using English in real-life situations, like going out, studying, and working. In this globalization time, speaking ability can open wide change, furthermore, it can develop these crucial skills for students. speaking is the most important skill among all the four language skills to communicate well in this global world.

Teaching and learning activities done in speaking class are very important factors to lead the students to become better speakers. Teachers must think of the best way to improve English speaking skills for their students, even though one of the factors affecting students' difficulty speaking comes from themselves. One of the desires of students in learning English is that they want to have the ability to speak English. But it is not enough just to have the desire. Besides they can learn it from their teachers, they also have to motivate themselves to be able to achieve their longing. According to Pakula (2019), speaking is an important skill in language learning, but it is not an easy skill to learn or teach.

Since technology began to emerge, there are many things that we can obtain and use, especially in the field of education. Technology is a human product that can improve various things, especially education. Because technology can be applied effectively in the learning and teaching process. PowerPoint is one of the tools that can be used in the teaching and learning process in education. In addition to its attractive appearance, PowerPoint can also be used to improve several aspects of each individual, such as increasing self-confidence and improving speaking skills for students. According to Hanifah & Fauzy (2018), PowerPoint presentation with the integration of media in a computer program can engage Students' interest in learning, motivate them to practice presentation orally, and improve their speaking skills.<sup>5</sup>

The presentation techniques, like using visuals (slides, videos, and charts), practicing speech, and engaging the audience, can improve speaking ability. According to Ihsan (2020) The presentation

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<sup>4</sup> S Sreena and Dr M Ilankumaran, "Developmental Speaking as A Strategy to Enhance Communicative Skills—A Cognitive Based Approach," *International Journal of Engineering and Technology (IJET)(Scopus Indexed)* 7, no. 4.36 (2018): 613–18.

<sup>5</sup> Liya Eka Prasetyo and Utama Utama, "Kedisiplinan Dalam Pembelajaran Matematika Daring Pada Siswa SMA Negeri 8 Surakarta," *Jurnal Cendekia: Jurnal Pendidikan Matematika* 6, no. 3 (2022): 2569–83; Alvi Mufida Salsabila, "Pengembangan Media Mobile Learning Berbantuan ISpring Suite Pada Materi Turunan" (Jakarta: FITK UIN Syarif Hidayatullah Jakarta, n.d.).

practice production method is a method that focuses on speaking skills. When the students apply these techniques, they learn to control their thoughts well, speak well, and express themselves effectively.<sup>6</sup> Practicing the presentation helps the students get used to the language and gives them a chance to practice what they want to say. Using visuals like a presentation in a classroom activity especially in the teaching and learning process can help the students communicate their ideas as well in an interactive way. Entirely, these techniques, give a structured way for the students to practice their speaking, get feedback, and build their self-confidence and proficiency step by step in English. Although the presentation technique may seem difficult to implement for students, as the technique is frequently applied in the teaching and learning process, students will be motivated to challenge themselves to have the courage to speak.

Despite many teachers using presentation techniques to help students learn English, there was still not enough research to show how this method can influence students' speaking ability. Some teachers believed that using a presentation may help the students to be more confident and increase their speaking ability in English. Nevertheless, the researcher needs more pieces of evidence to understand whether this is true or not and how it works. The researcher wants to find out if the students feel that presentations help them improve their speaking. Suppose there are any specific aspects of their speaking skills do. In that case, they think are enhanced by using presentations, and if there are differences in how effective these techniques are for students with different levels of English proficiency. The result will not only answer these questions but also give us a clearer overview of using the presentation techniques. It helps EFL learners develop their speaking abilities. This understanding can help teachers choose the best methods for their classrooms, especially in the teaching and learning process, and support students in becoming better in English, especially in Speaking ability

This research will find out the students' perception of the effect of presentation techniques such as using slides, visuals and practicing speeches will help them in improving their speaking skills. The research is going to reveal whether there is a connection between the use of presentation techniques and their speaking improvement.

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<sup>6</sup> Mas Darul Ihsan, "The Application of Presentation Practice Production Method for Teaching Speaking Skill: The Perception of Teachers and Students," *Jurnal Inspirasi Pendidikan* 10, no. 1 (2020): 30–40.

## METHOD

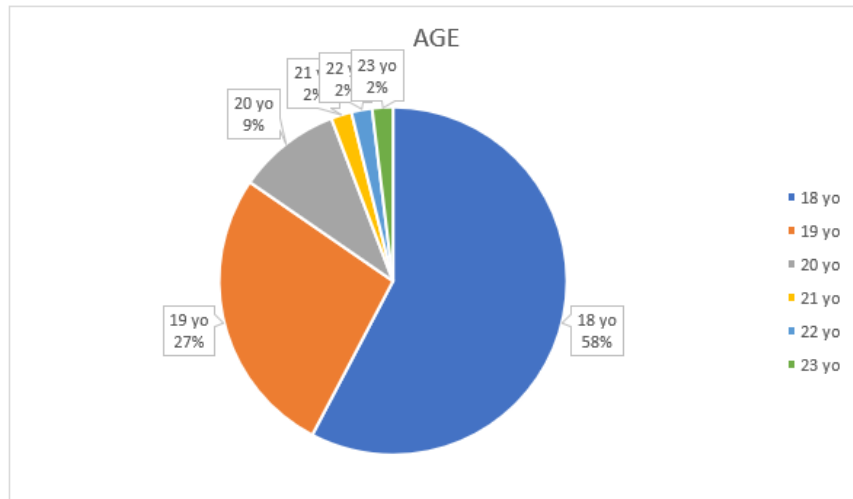
This research will conduct a quantitative approach, the researcher will use numerical data to analyze and interpret the findings.<sup>7</sup> A questionnaire will be used to gather some information about EFL learner's perception of using presentation techniques. The data will be collected from a number of participants and their opinions will be summarized in a systematic and clear way. The sample population of this research will consist of university EFL learners at Universitas Klabat. The students are those who are learning English as a foreign language at General English classes. They came from various academic backgrounds and have different levels of English proficiency. In selecting the participants the researcher used a convenient sampling method. The data will be taken by using a structured questionnaire. There are several sections that will be conducted. The first is demographic information, the second is perceptions of presentation Techniques, and the third is Self-Assessment of speaking. The questionnaires will use a Likert Scale for responses, and it will ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The scale will allow the students to express their degree whether they agree or disagree to some specific statements about the presentation techniques and their speaking skills. The descriptive statistic will be used by the researcher after the data being collected to summarize all of the responses. The result of the questionnaire will show the percentage of students feelings toward their speaking abilities after they conduct the presentation techniques.

## RESULT AND DISSCUSSION

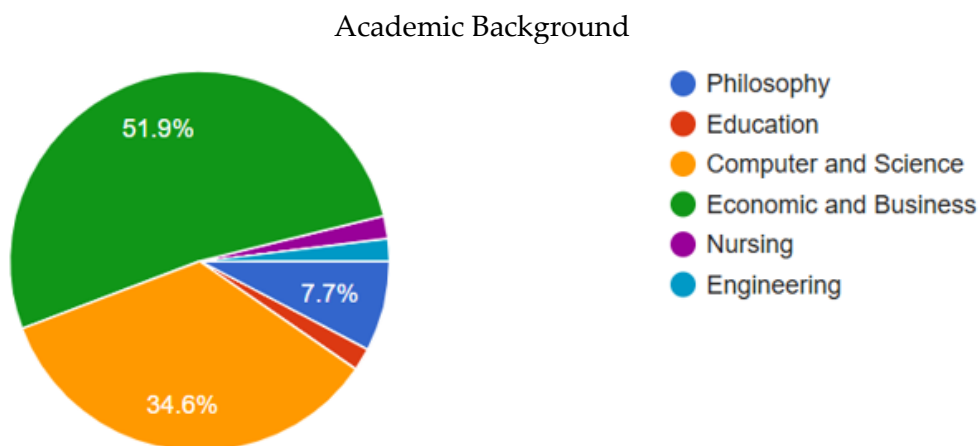
The pie chart below shows the age distribution of the students who participated in the survey. The majority of the students are 18 years old, it is making up to 58% of the total participants, the next largest group is in 19 year old, accounting for 27% of the students. Smaller percentages of the students are 20 years old (9%), 21 years old (2%), 22 years old (2%), and 23 years old (1%).

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<sup>7</sup> Jeong-Eun Park et al., "Quantitative Nanoplasmonics," *ACS Central Science* 4, no. 10 (2018): 1303–14; Jacqueline Bloomfield and Murray J Fisher, "Quantitative Research Design," *Journal of the Australasian Rehabilitation Nurses Association* 22, no. 2 (2019): 27–30.

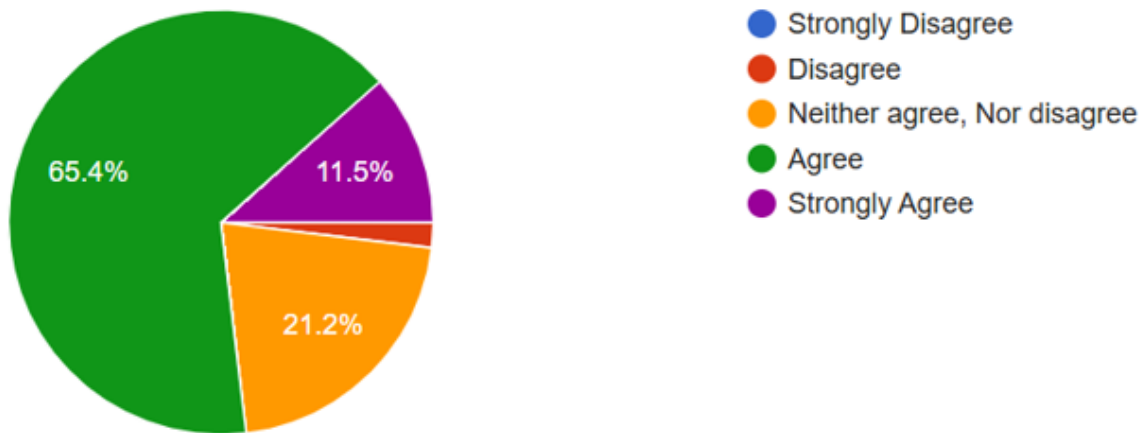


The pie chart below shows the academic background of a group of students at Universitas Klabat who are taking General English class in semester 1 of 2024/2025 Academic Year. The largest group of the students are studying Economic and Business, making up to 51% of the total. The second largest group of students are studying Computer and Science, about 34.6% of the total. Smaller percentage goes to the students who are studying Philosophy (7.7%), Education (7.7 %), Nursing (5.1%), and Engineering (3%).



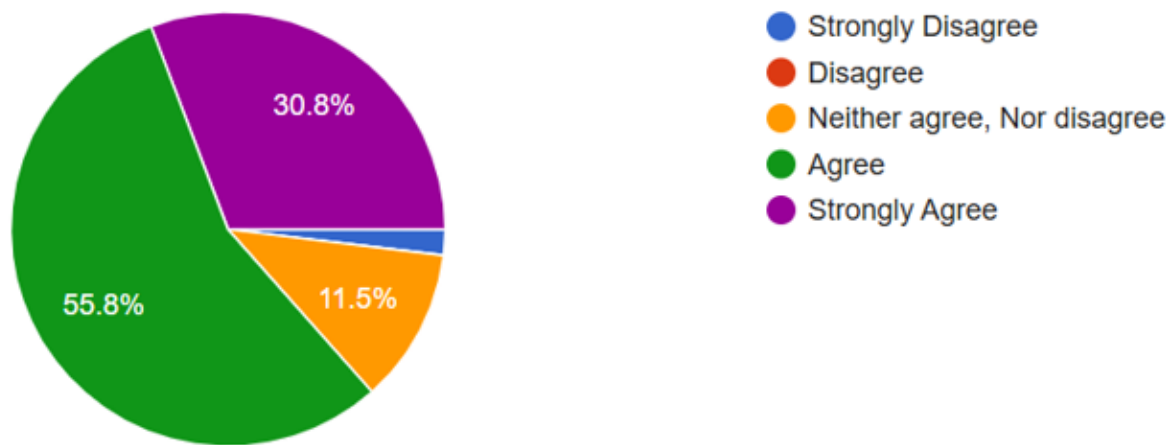
### Engagement in Presentations

I feel more engaged in English lessons when I participate in presentations.



The result that we saw in the pie chart shows data on students' feelings of engagement in English lessons when they participate in presentations after they participated in the presentation. The statement focuses on: "I feel more engaged in English lessons when I participate in presentations." There is about 65.4% of the students chose "Agree" (green part), this shows that a significant majority of the students feel more engaged when they participate in presentations. There is about 11.5% of the students chose "Strongly Agree" (purple part), reinforcing that a smaller portion of the students strongly believe in the positive impact of presentations on their engagement. There is about 21.2% of the students chose "Neither agree nor disagree" (yellow part), showing a moderate group of students who feel neutral on the topic, here the students felt that they couldn't fully be engaged. None of the students chose "Disagree" (red part) or "Strongly Disagree" (blue part), meaning no one explicitly disagreed with the idea that presentations boost their engagement in English lessons. The data suggests that the majority of students feel that presentations play a crucial role in enhancing their engagement in English lessons, with a combined 76.9% either agreeing or strongly agreeing with the statement. Only a small group stays neutral, and there is no outright disagreement. This could indicate that applying presentations in English lessons in the teaching and learning process may be an effective strategy for increasing student participation and interest. According to Mansour and Odeh (2019), PowerPoint presentations affect positively students' achievement and the retention of information. It encourages the students to participate and share ideas in a way that reflects the characteristics that they gain as self confidence.

**Presentations motivate me to improve my speaking skills.**



The pie chart below will show the student's responses to the statement "Presentations motivate me to improve my speaking skills." The chart in the picture is divided into several sections, each representing a percentage of respondents and their level of agreement with the statement. 55.8% of the students chose "Agree" (green section), and the result shows that more than half of the participants felt motivated and they thought that the presentation may help them improve their speaking skills.

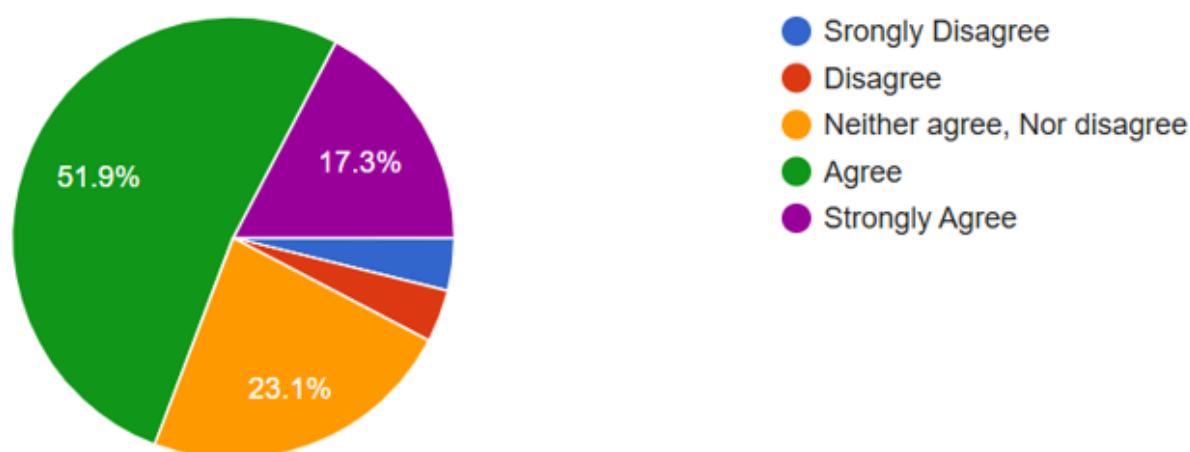
30.8% of the students selected "Strongly Agree" (purple section), emphasizing that a significant portion strongly believes in the motivational effect of presentations on their speaking abilities. 11.5% of the students selected "Neither agree, nor disagree" (yellow section), indicating that a smaller group is neutral, neither motivated nor demotivated by presentations in terms of improving speaking skills.

A very small percentage (less than 1%) selected "Disagree" (red section), showing that only a negligible number of students do not find presentations motivating for improving their speaking skills. None of the respondents selected "Strongly Disagree" (blue section). As in the conclusion, the chart has shown that 86.6% of the students (as the combination of "Agree" and "Strongly Agree") felt that presentation techniques have a positive impact on their speaking ability this means that presentation can be a tool to support students to focus in enhancing their language learning. A small group of the respondents chose neutral, while none of the students

disagreed. This could be a good integration in the process of learning English to improve their speaking ability.

### Confidence in Speaking

Participating in presentations has increased my confidence in speaking English.

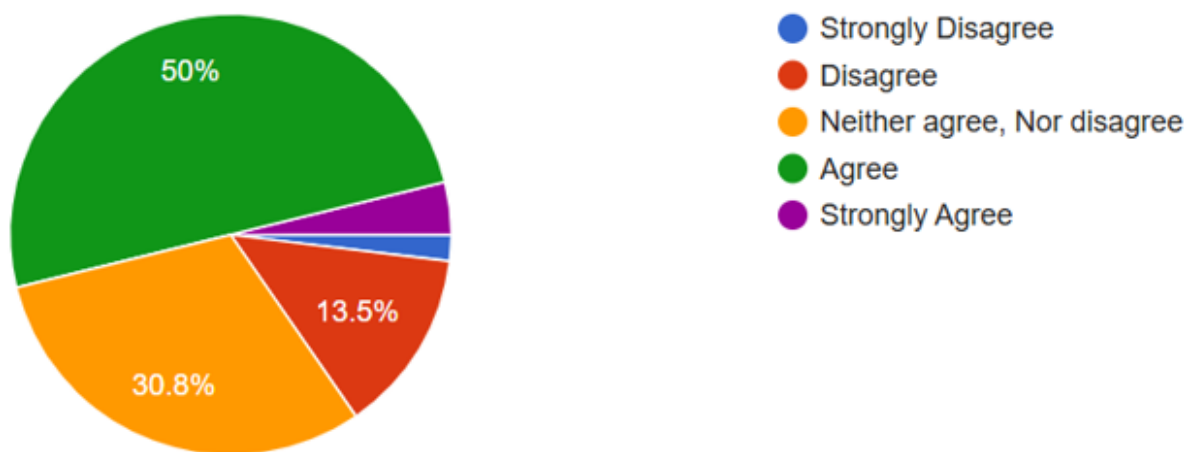


This pie chart depicts responses from students to the question "Do you think your English improved by participating in presentations? The respondents had varying levels of agreement, which were depicted on the right-most side of the chart. More than half (51.9%) of the students responded "Agree" for the green section, illustrating that participating in presentations seems to be a success in their confidence when speaking English. In this one, 17.3% of judgment went into the purple (strongly agreeing) section, so less than a quarter strongly believed that presentations boost confidence. More than a fifth of respondents (23.1%) chose "Neither agree, Nor disagree" (yellow segment), showing that there's a sizable portion of students who are on the fence about whether presentations have improved their speaking confidence, or even had much effect at all. This is evidenced by the 5.8% of participants who chose 'Disagree' (red section), a fraction of whom believe presentations haven't improved their speaking confidence. The SMALLEST portion of the negative answers here is represented by only 1.9% of people (Strongly Disagree — blue section). As illustrated in the graph below, 69.2% of respondents (including those who either "Agree" or "Strongly Agree") believe that presentations have improved their English-speaking confidence. Many students (23.1%) are neutral, and only a few (7.7%: Disagree + Strongly disagree) think that presentations have not helped to become more confident. This indicates that the majority of students appear to prefer



presentation-style activities to build up confidence in spoken English. But it also shows opportunity, as a significant number of students have a neutral stance or even see presentations being not helpful ALL that much. Farabi, et. Al (2017) stated that oral presentation is another way for communication skill. If it is well prepared, structured, and organized, it will be beneficial and enjoyable activity for learners. This practice is one of speaking activities that aims to develop the students' proficiency level in English and to help them to build self-confidence in their ability to speak in public. Oral presentation can be a beneficial way to deal with students' difficulties in speaking skill

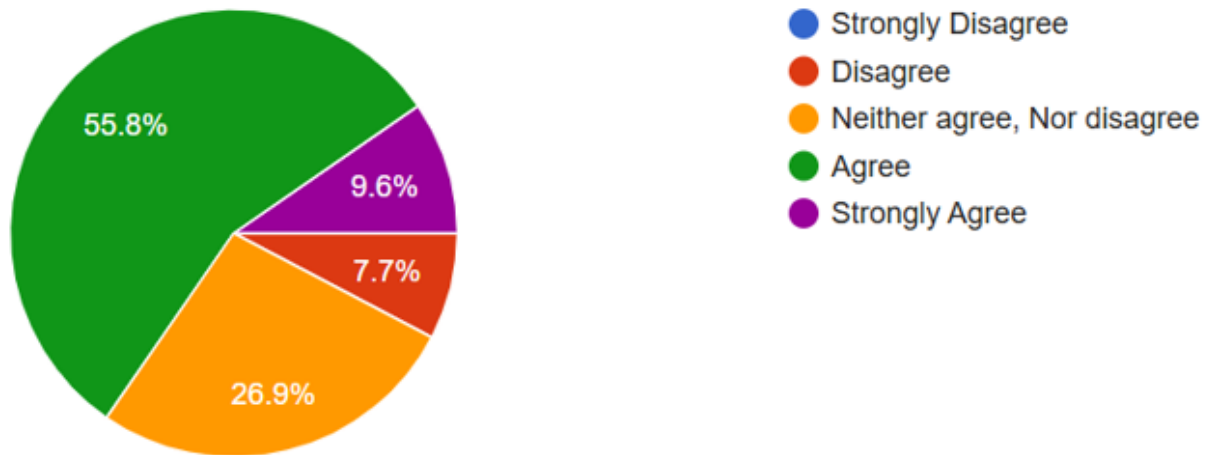
I feel comfortable speaking English in front of my classmates after doing presentations.



The pie graph illustrates the feeling of students, regarding performance on their presentations related to "comfort level when speak English in front of classmates". The largest fraction of students (50%) fall into the middle group of feeling neither agree nor disagree, which is in alignment with a position somewhere near the center. However 30.8% of people disagree with this statement, suggesting that presentations might not necessarily make them feel particularly comfortable speaking English in front of their peers. Similarly concordant is a small group (13.5%) that feel as though presentations, in fact do boost their comfort level. Only a very slim majority (1.5%) feel passionately one way or the other, and their opinions are only more granular. In short, the data points to a partial conundrum: presentations do appear to improve the public speaking skills of some students but other research suggests that for many more it has no effect at all or an outright negative one.

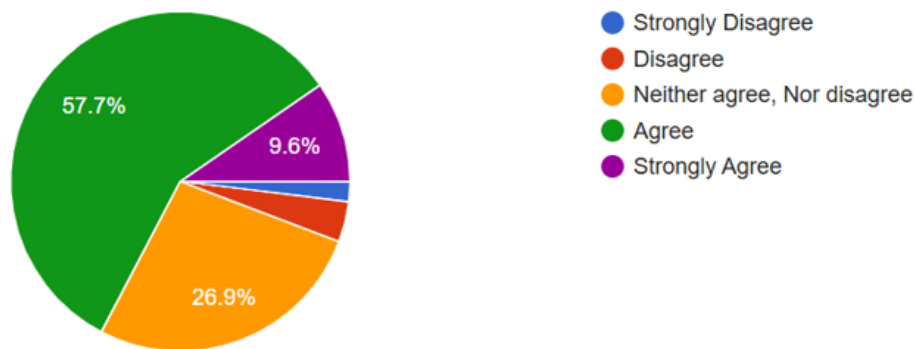
## Speaking Skills Improvement

My speaking fluency has improved as a result of participating in presentations.



Pie chart representing students thinking that being involved in presentations has increased their speaking fluency. Most respondents (55.8%) are neutral and neither agree nor disagree with the statement. An important minority (26.9%) share the view that the presentations help with speaking fluency. There are 9.6% of the smaller group that do agree to a large extent and thus provide great positive reinforcement for them which aids their fluency. A small percentage (7.7%) are against this claim after all the presentations make them worst or at least do not influence their fluency. Taken together, the data demonstrate that presentations may help some students with speaking fluency, for many others — they have less effect or even are harmful. The presentation tasks were beneficial for learners' speaking skill improvement and encouraged them to use the English language meaningfully and purpose fully, (Sirisrimangkorn, 2021).

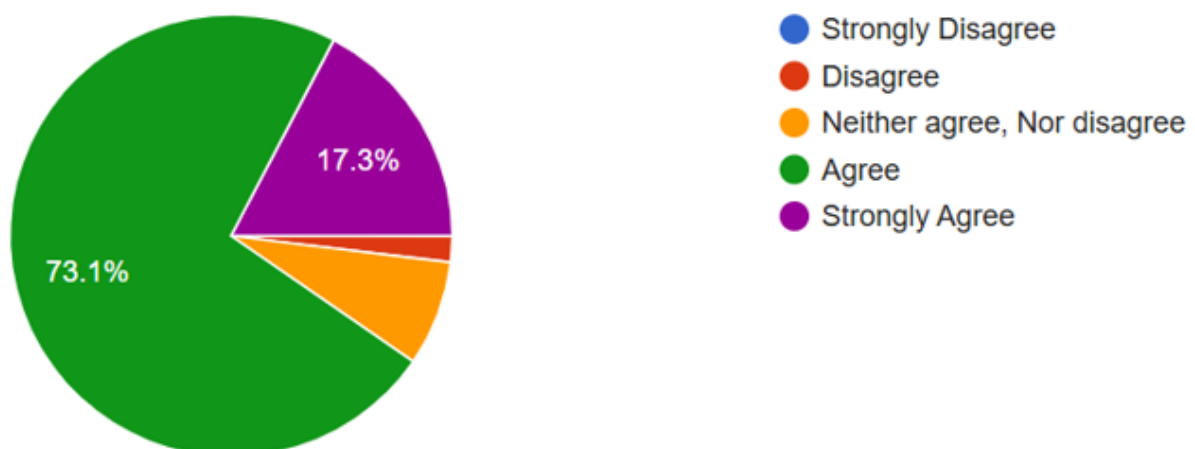
I believe my pronunciation has improved through presentation practice



This pie chart reflects that the answer for all students is neither agree nor disagree (57.7%) on how effective their pronunciation of the presentations has improved which also mean there in no stance to be taken or it can be they do not want to share anything A high proportion (26.9%) also concur with the idea that presentations have a positive affect on their pronunciation. A smaller proportion of respondents also strongly agree (9.6%), supporting the efficacy of presentations on their pronunciation. Being agreed by everyone except for a few (7.7%), presentations affect pronunciation negatively or not.

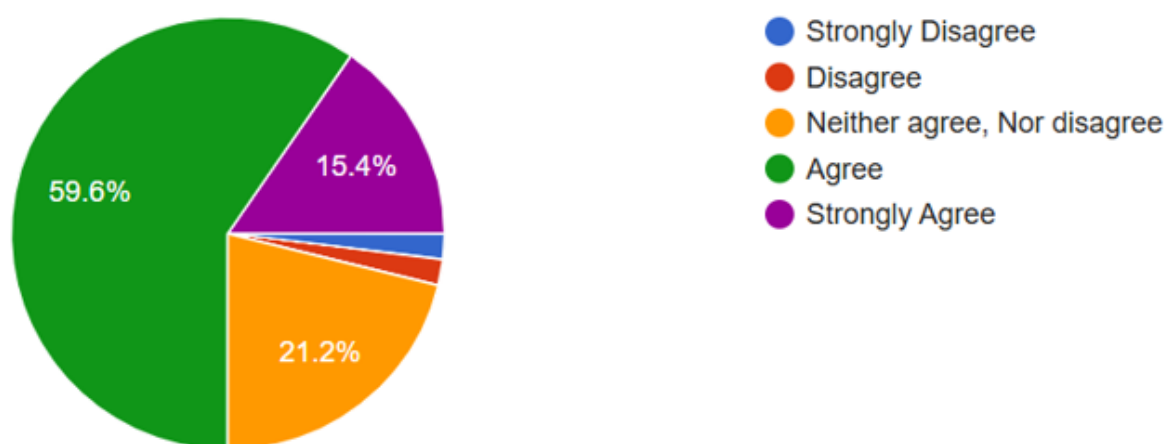
### Preparation and Organization

Preparing for presentations helps me organize my thoughts better when speaking English.



Pie chart illustrating feelings around whether preparing for presentations assists in clarity of thought when communicating in English. Most students also agreed with this (73.1%) communicating that preparing for presentations is a help in terms of their thinking process. A smaller minority (17.3 percent) neither agree nor disagree, showing a near-neutral perception. Less than one in ten (7.7%) disagree or strongly disagree that their thought organization is inhibited by preparing for presentations. In general, some of the data illustrate that practicing for presentations can be beneficial to students in terms of how they arrange words when speaking English

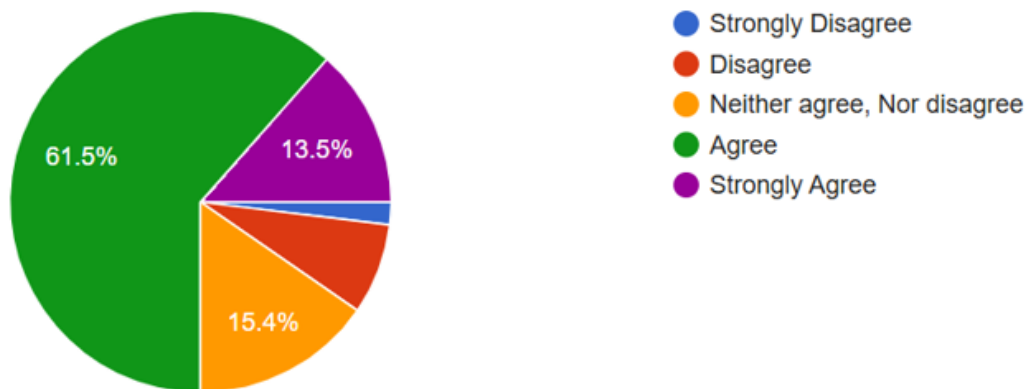
I find that working on presentations improves my ability to express ideas clearly



The pie chart speaks to the sentiment about whether students feel working on presentations enhances their ability to communicate ideas effectively. Most of the students (59.6%) are neutral regarding this statement. Though a relatively small proportion (21.2%) are without an opinion, the rest agree (to have a more clear expression of ideas with presentations). A slightly less significant proportion about (15.4%) of the students strongly say that presentations help clarify their thoughts. The majority of those who answered (60.3%) feel neutral, while a smaller percentage (35.8%) agree or strongly agree and only 3.8% disagree or strongly disagree: presentations have an impact on their ability to express ideas clearly but that it is limited or negative. In short, the data suggests that working on presentations of writing may help some students learn to express ideas more clearly, while others receive no or even harmful effects

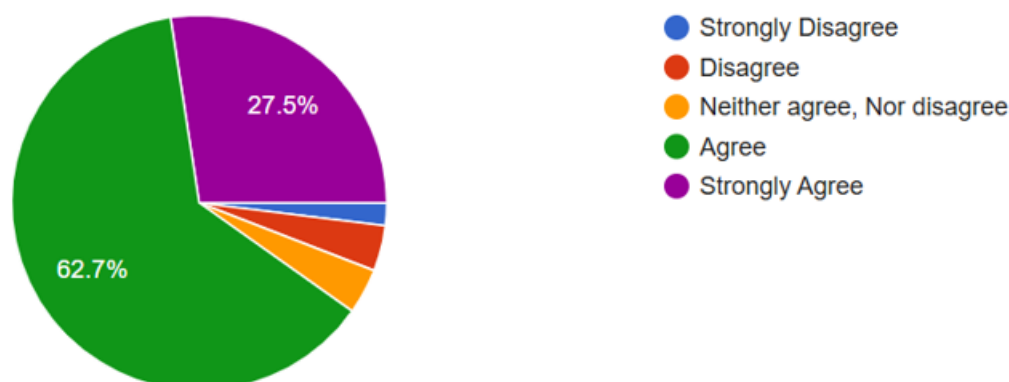
### Collaboration and Feedback

Working in groups for presentations enhances my speaking skills.



Distribution of student perspectives on whether group work for presentations assists with speaking skills. On the other hand, 61.5% of students responded with neither agree nor disagree statement suggesting a noncommittal standpoint. This is supported by 15.4% — a substantial chunk of people who think that group project presentations in fact improve their public speaking abilities. Fewer agree strongly (13.5 %) but these numbers are a testament to the power of group work on speaking. This entry was posted in Language Skills, Speaking and tagged Real-life on 29 March tile the opening statement while only 13.5% disagree or strongly disagree with it if you teach from one), teaching a language is an which prompt three types of response... Open in app Averaging over all the data suggests that group work is probably beneficial (particularly in terms of getting students to talk better), but for many more students, the impacts are nowhere near as large — and may even be harmful.

I value feedback from my peers after giving presentations, and it helps me improve.



The pie chart shows how students feel about the value of feedback from their peers after giving presentations. The majority of students (62.7%) agree with the statement, indicating that they find peer feedback helpful for improvement. A smaller group (27.5%) neither agree nor disagree, showing a more neutral stance. Only 5% disagree or strongly disagree with the statement, which means they do not find the peer feedback valuable or even negative. Overall, based on the findings, the peer feedback for many students is one sure source to help students in improving their presentation skills.

## CONCLUSION

The result of this research has shown that the presentation technique is effective in enhancing the speaking ability of EFL learners. The students have reported that there are improvements in students' self-confidence and proficiency when using presentation techniques as a part of their learning process. This has shown that integrating presentation techniques in EFL classes has a positive impact and creates a more interesting and productive learning environment. The teachers should force their students to participate actively in a presentation, the students were not merely practicing their ability to speak but also improving their critical thinking and ability to be involved in an organization, which is crucial to communicating effectively. These findings align with the previous research and investigation which focus on an active learning strategy, such as presentation, in language acquisition. Research has shown that interactive learning approaches and collaboration have contributed to better speaking fluency.

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