# Students Perceptions and Challenges in Using Interactive PowerPoint Presentations to Enhance Communication Skills in English Classrooms

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**ABSTRACT**

This study investigates students' perceptions and challenges toward the use of Interactive PowerPoint Presentations (IPPs) to enhance communication skills in English classrooms at IKIP PGRI Bojonegoro. Employing a qualitative case study approach, data were collected through questionnaires and in-depth interviews with fourth-semester English Education students. The findings indicate that 97.15% of respondents rated IPPs as highly effective in supporting their communication skills. Thematic analysis from interview data also revealed that 25% of students highlighted presentation design as the most influential factor, followed by engagement (17%), understanding of material (17%), clarity and relevance (17%), communication skill development (12%), motivation and interest (8%), and reported barriers (4%). Students perceived IPPs as effective tools in organizing thoughts, presenting ideas clearly, and reducing anxiety during public speaking. However, some students reported difficulties, such as poor slide design, technical issues, and lack of confidence. The study concludes that while IPPs can significantly support communication skill development, they require proper training and instructional guidance to optimize their use.

**Keywords:**Interactive PowerPoint, communication skills, student perceptions, presentation design, English Education.

**ABSTRAK**

Penelitian ini mengkaji persepsi dan tantangan mahasiswa terhadap penggunaan PowerPoint Interaktif (IPPs) dalam meningkatkan keterampilan komunikasi di kelas bahasa Inggris di IKIP PGRI Bojonegoro. Menggunakan pendekatan studi kasus kualitatif, data dikumpulkan melalui angket dan wawancara mendalam dengan mahasiswa semester empat program studi Pendidikan Bahasa Inggris. Hasil penelitian menunjukkan bahwa mayoritas mahasiswa memandang IPPs sebagai alat yang efektif dalam mengorganisasi ide, menyampaikan gagasan dengan jelas, dan mengurangi kecemasan saat berbicara di depan umum. IPPs juga meningkatkan keterlibatan dan motivasi belajar. Namun, beberapa mahasiswa mengalami kesulitan seperti desain slide yang buruk, masalah teknis, dan kurangnya kepercayaan diri. Studi ini menyimpulkan bahwa IPPs dapat mendukung pengembangan keterampilan komunikasi secara signifikan, tetapi diperlukan pelatihan dan bimbingan instruksional agar penggunaannya lebih optimal.

**Kata kunci**: PowerPoint Interaktif, keterampilan komunikasi, persepsi mahasiswa, desain presentasi, Pendidikan Bahasa Inggris.

## INTRODUCTION

In today's technology-driven education system, the integration of multimedia tools like Interactive PowerPoint Presentations (IPPs) plays a crucial role in supporting student-centered learning. Research by lecturers from the English Education Department at IKIP PGRI Bojonegoro, such as Ima Isnaini Taufiqur Rohmah (2022), highlights the pedagogical benefits of interactive digital media in fostering language proficiency. Ayu Fitrianingsih (2023) also asserts that IPPs enable students to develop confidence in expressing ideas through structured visual and verbal cues. Furthermore, Cahyo Hasanudin (2022) points out that IPPs can minimize communication barriers by offering scaffolding to help students deliver oral presentations more effectively. Supporting this, Junarti (2021) observes that digital presentations enhance motivation and help learners retain material more efficiently. Lastly, Fitrotun Nisa (2023) emphasizes that through consistent exposure to IPPs, students become more autonomous and communicatively competent in English.

This study focuses on exploring how students perceive the effectiveness of IPPs in developing communication skills, as well as identifying the challenges they face. It seeks to contribute to both theoretical and practical aspects of multimedia-assisted language learning, particularly in the context of higher education.

## RESEARCH METHOD

This study employed a qualitative case study method involving fourth-semester students in the English Education Department at IKIP PGRI Bojonegoro. Data were collected through questionnaires and interviews. The questionnaire explored students' general perceptions of IPPs, while the interviews aimed to uncover deeper insights into their experiences and difficulties. Thematic analysis was conducted using Saldaña's (2021) coding technique. To ensure data trustworthiness, triangulation was applied by comparing findings from different sources (Flick, 2020). The study emphasizes rich descriptions and participant perspectives to understand the complexities of using IPPs for enhancing communication skills.

## FINDINGS AND DISCUSSION

**Table 1.** Students' Perception Levels on IPPs

| Response Option | Frequency | Percentage (%) |
|---|---|---|
| Very Low | 0 | 0.00% |
| Low | 0 | 0.00% |
| Moderate | 1 | 2.86% |
| High | 22 | 62.86% |
| Very High | 12 | 34.29% |
| **Total** | **35** | **100%** |

The results revealed a predominantly positive perception of IPPs among students. From the questionnaire, 97.15% of respondents rated IPPs as highly effective

in supporting their communication skills. Students indicated that IPPs helped structure their presentations and reduce anxiety. Interview data confirmed these findings, showing that students appreciated the visual support and interactive features such as quizzes and animations.

Several students shared positive feedback during the interviews. For example, VD stated, "Interactive PowerPoint helps me understand the material more easily. It's structured and not boring." Similarly, MY mentioned, "It really helps when the slides are designed with key points and visual aids—it keeps me focused." EM added, "The animations and transitions help me stay engaged, and sometimes there are quizzes that make the class more fun."

Other students emphasized how IPPs contributed to their communication skill development. AM commented, "I feel more confident when I present with PowerPoint. It's like having a map of what I want to say." JA reflected, "Even though I'm shy, the slides help me stay on track during my presentation."

However, students also identified challenges, including overly complex slide designs, lack of training in presentation skills, and reliance on slides instead of engaging the audience. VD expressed, "Sometimes the slides are too full of text and it's confusing," while MY noted, "If the lecturer only reads from the slides, it becomes boring and I lose focus."

These issues mirror concerns raised by scholars such as Tufte (2003) and Bower (2017), who argue that technology must be complemented with appropriate pedagogical practices. The findings support Mayer's (2009) multimedia learning theory and reinforce the importance of interactivity and design in enhancing learner communication.

**CONCLUSION**

In conclusion, Interactive PowerPoint Presentations have the potential to enhance students' communication skills by improving clarity, structure, and confidence in presentations. Despite some challenges, such as technical difficulties and inadequate design skills, students generally perceive IPPs as beneficial. To maximize their effectiveness, educators should provide training on both the technical and communicative aspects of using IPPs. The integration of IPPs should be strategic and aligned with pedagogical goals.

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