THE EFFECTIVENESS OF INTERACTIVE POWERPOINT IN TEACHING SPEAKING 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, 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 result of data analysis using SPSS version 29th. The hypothesis testing results 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.

Keywords: Speaking, Interactive PowerPoint, 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). 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.

The most common challenges encountered in teaching speaking are students' lack of vocabulary, lack of motivation, lack of self-confidence, and pronunciation makes them afraid of making mistakes. Therefore, they prefer to be silent. To overcome these problems, teachers can create an English language environment in every English learning session. Moreover, teachers can use an interactive PowerPoint as a medium for teaching speaking. Interactive PowerPoint is a media presentation that is designed and equipped with various elements to get pre-programmed feedback (Angkarini, 2022).

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 that is effective. Fauzi et al (2018) state that using interactive PowerPoint can improve students speaking ability and the result showed that is effective. The last Aziz and Dewi (2020) state that the use of interactive PowerPoint can improve students' speaking skills and the results showed that is effective.

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.

RESEARCH METHODS

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. This research was conducted in senior high school. The population in this research was students of class X. The sampling technique used was cluster random sampling. The researcher only took two classes randomly as the research sample consists of 25 students in class X-B and 25 students in class X-K. This research was compared two groups of sample, namely the experimental group and the control group.

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. 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 researcher displays the data in a table and described then calculated through SPSS version 29th.

FINDINGS AND DISCUSSION
Findings

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. Table 1 below is presented the 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 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.

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. 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

	CLASS	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		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. 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 > .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						95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Significance 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 determines whether differences mean post-test results of the two independent samples, namely the experimental and control groups.

Based on the Table 5, the sig. (two-tailed) is .047 < .05, there is difference mean in student learning outcomes between groups that study using interactive PowerPoint media and groups that do not study using interactive PowerPoint media.

Discussion

Based on the results of data analysis pre-test and post-test from experimental group and 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. From these findings, it can be concluded that interactive PowerPoint is effective in teaching speaking narrative text.

CONCLUSION

Based on results of the data, 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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