ELEJ
English Language Education Journal
E-ISSN: 2828-5077
https://jurnal.unikastpaulus.ac.id/index.php/elej
Vol. 3, No. 2, April 2025, Pp. 92-108

[1]INVESTIGATING THE EFFECTIVENESS OF INTERACTIVE POWERPOINT IN TEACHING ENGLISH LISTENING SKILLS TO YOUNG LEARNERS

Anthony Pradana[1], Rahma Amelia Putri[2], Nadia Putri Natasya[3], Daning Hentasmaka[4]*

[1-4]Universitas PGRI Jombang
[1]anthonypradana77087@gmail.com,
[2]rahmaameliaputri2003@gmail.com,
[3]nadiaaaaaputri25@gmail.com,
[4]d.hentasmaka@gmail.com

Corresponding Author

Abstract: This study aimed to investigate the effectiveness of interactive PowerPoint in improving the listening skills of young learners. The study employed a pre-experimental one-group pretest-posttest design, with 30 fourth-grade students selected through quota sampling. Data were collected using pretest and posttest in the form of multiple choice and visual questions to assess students' listening skills. The data were evaluated using the Wilcoxon Signed-Rank Test due to the non-normal distribution of the data. The findings revealed a significant improvement in

[1] **Citation in APA Style:**
Pradana, A., Putri, R. A., Natasya, N. P., & Hentasmaka, D. (2025). Investigating the effectiveness of interactive PowerPoint in teaching English listening skills to young learners. *English Language Education Journal (ELEJ)*, *3*(2), 92–108. https://jurnal.unikastpaulus.ac.id/index.php/elej

Submission: March 2025, Revision: April 2025, Publication: April 2025

students' listening skills, shown by 24 positive ranks (N=24, Mean Rank=12.50, Sum of Rank=300.00), demonstrating that out of 30 participants, 24 students improved their listening skills. Additionally, a p-value of less than 0.05 indicates the intervention's effectiveness. The study concluded that interactive PowerPoint, with its engaging features such as audio cues, animations, and gamification, effectively addressed the unique characteristics of young learners, enhancing their focus, interest, and comprehension. Thus, it is suggested to integrate interactive PowerPoint into the teaching practices of listening to young learners to create more engaging and compelling learning experiences.

Keywords: Interactive PowerPoint, listening skills, TEYL.

INTRODUCTION

Listening is an essential ability that plays an important role in effective communication, information gathering, and language learning. It is classified as receptive skills, where learners focus on receiving and understanding language input without actively producing it (Djabborova, 2020). Among the various skills that English language learners need to possess, listening is a key skill that enables them to use other language skills effectively (Wah, 2019). Mastering listening skills enables these learners to understand and engage in the English-speaking environment (Mukhtorova & Ilxomov, 2024). In addition to improving conversational ability, strong listening competence contributes to overall language development, enhancing speaking, reading, and writing skills. This suggests that without a solid foundation in listening, students may find it challenging to apply their other language skills in real-world situations.

The listening process is structured in five stages: hearing, understanding, remembering, evaluating, and responding. Each

stage is crucial for processing and interpreting information accurately (Tyagi, 2013). Each stage builds on the previous stage and contributes to a complete understanding of the message conveyed. This classification highlights the passive nature of listening but underlines the importance of listening in forming the basis of more active language use, such as speaking, writing, and reading. Hence, listening skills need to be taught early on when students are in their critical period for second language acquisition (Gualtieri & Finn, 2022). Thus, it becomes increasingly important to develop effective listening strategies early on, especially for young learners who are still in the early stages of language acquisition.

Young learners are students between the ages of 6 and 12. Slattery & Willis (2014) further divided young learners into two groups: those between the ages of 6 and 8 (Younger Group) and those between the ages of 9 and 12 (Older Group). According to Scott and Ytreberg (1995), young learners have the distinct characteristics of being active, and they like to learn by playing and doing fun activities. They are unable to think abstractly but are good at imitating. They also have a high sense of curiousity; thus, they tend to talk a lot, even with limited vocabulary and grammar. Furthermore, they have the capacity for indirect learning as they can grasp the meaning and own world of imagination. In addition, they have short concentration. Based on the characteristics of young learners above, they need learning media to stimulate their curiosity and create an interactive learning environment that can help them focus during the learning process. One of the ways to do this is by using interactive media such as interactive PowerPoint presentations.

PowerPoint is an effective tool to facilitate the teaching and learning process, especially for young learners who have unique characteristics that greatly affect their learning experience. The features in PowerPoint slides can help teachers and learners convey and process information related to the learning context

more effectively (Nisa et al., 2021). Implementing PowerPoint in teaching can increase student engagement, as it can create visual presentations that combine various media, such as video, animation, images, and sound (Mulyawati & Ghani, 2019). The teacher chose PowerPoint as a learning medium. PowerPoint is beneficial for teachers in preparing teaching materials and can help attract students' interest and attention so students can learn well. The menus in Microsoft PowerPoint allow users to create and develop learning media that is more interesting, interactive, and enjoyable (Triana & Evie 2021).

Initially, PowerPoint functioned as a tool widely used to enrich the teaching process. However, the PowerPoint use could also reduce the quality of the learning process (Marcovitz, 2004). The improper use of PowerPoint can make the presentation boring to the students. One of the reasons is that many presenters tend to copy and paste large amounts of text that are too small to read to the audience (Nwangwu et al., 2021). For this reason, PowerPoint as a teaching medium for young learners needs to be used interactively. PowerPoint as an interactive presentation tool involves various features that support a more dynamic and engaging learning experience. These features include the use of hyperlinks to connect concepts in various formats, the use of triggers to set animation effects on objects so that when the user clicks on the object, something happens, and the use of custom hyperlinks to organize the content in the presentation, such as the creation of an interconnected table of contents or the exploration of a conceptual scheme that has all the essential branches connected to internal and external sources. Using animation effects is also necessary in highlighting key points for discussion during the learning process (Nwangwu et al., 2021). With these features, PowerPoint serves as a tool to deliver information statically. It allows teachers to create a more interactive and participatory

learning experience, thus increasing student engagement and helping them understand the material better.

Previous studies have proved that interactive PowerPoint has a positive impact on improving speaking skills. For example, Angkarini (2022) found that implementing interactive PowerPoint in teaching significantly enhanced students' speaking ability, as evidenced by an increase in posttest scores to 76,06. The study also highlighted improvements in pronunciation and vocabulary, as well as increased student motivation, while addressing some of the challenges associated with online learning. Furthermore, Setiawan et al. (2023) concluded that the interactive PowerPoint media developed in their study was highly suitable for classroom use, met the necessary validity criteria, and positively affected students' learning outcomes. It suggests that interactive PowerPoint improves specific speaking skills and contributes to the overall quality of education by making the learning process more engaging and effective across various subjects.

Correspondingly, a study conducted by Dewi et al. (2022) found that the use of interactive PowerPoint has a positive impact on students' ability to understand the concept of narrative text, the increase could see this of 95.55% of students passing the test after the implementation of interactive PowerPoint. In line with this, interactive PowerPoint can help students understand abstract language concepts as a study conducted by Khoirunnisa & Widagdo (2024) highlighted a major improvement in student's ability to construct simple sentences, with a maximum score of 71 in the pretest to the maximum score of score 88.89 in the posttest. Interactive PowerPoint also helps students understand the concept of grammar rules, as studies conducted by Drahman & Hashim (2020). The study reveals that students attending grades A and B increased from 8% and 16%, respectively, during pretest to 20% and 32%. Thus, it can be concluded that the implementation of interactive PowerPoint significantly improves students' learning

outcomes in understanding the concepts and rules of the English language.

Interactive learning media, such as Microsoft PowerPoint, has been shown to significantly improve students' learning enthusiasm and understanding. According to Fatikha et al. (2022), using interactive media increases students' enthusiasm, helps them understand the material better, and increases their accuracy in answering questions. It indicates that interactive media can create a more interesting and effective learning atmosphere. Furthermore, Zahara & Jupri (2022) confirmed that interactive PowerPoint specifically improved third-grade students' reading comprehension skills in Indonesian language subjects. His finding indicates a significant difference in the improvement of reading comprehension ability between the two groups of students. The finding further strengthens the argument that interactive learning media effectively improves students' academic achievement.

Interactive PowerPoint has been proven to improve comprehension across various subjects and grade levels, including narrative text, cognitive mastery, simple sentence structure, speaking skills, and reading comprehension. However, there is still a lack of studies investigating the effect of interactive PowerPoint in teaching listening skills, especially to young learners, which has created a gap in the study. Therefore, the present study aims to investigate the effectiveness of interactive PowerPoint in teaching listening skills to young learners with the following research problem:

Is implementing interactive PowerPoint effective in teaching listening skills to young learners?

METHOD

This study utilized experimental designs, especially the pre-experimental design, as the researchers wanted to see if interactive PowerPoint affected small groups of students. In this design, the researchers investigated the effect of an intervention during the experiment in a single group; thus, they did not utilize a control group as a comparison (Creswell & Creswell, 2018). For this reason, the researchers used a one-group pretest-posttest design to determine the effect of intervention by the use of pretest and posttest by involving three steps: (1) pretest was conducted to measure the dependent variable; (2) the experimental treatment was applied to the subjects; and (3) the posttest was conducted to measure the dependent variable (Ary et al., 2010).

The participants of this study were thirty elementary school students. All participants were in the fourth grade, taking English language as their learning subject. The researchers, therefore, used a quota sampling method to determine the sample of this study by picking a class that fit the young learners' criteria: the older group between 9 to 12 years old. The requirements were chosen as the older group has a well-developed ability to read and write. They also demonstrated a growing interest in language as an abstract system, such as structures of language like sounds, vocabulary, and grammar (Pinter, 2017).

The data were collected using tests, pretest, and posttest. The pretest used multiple choice questions, and the posttest used a combination of visual tests and short answer questions. Each test consisted of ten questions that required students to match the English vocabulary they heard with their picture (2 items), word (3 items), placement (2 items), or spelling (3 items). Two experts in Language Evaluation and Teaching English for Young Learners ensured the content validity of the tests before they were used in the data collection.

The pretest was given before the treatment. It aimed to measure students' prior listening skills. The treatment at the next meeting then followed the pretest. Teaching and learning of listening skills on the topic *Things in the House* was conducted using interactive PowerPoint as the treatment. The interactive PowerPoint was developed to suit the topic for the purpose of this present study. The treatment was done in two meetings. In the first meeting, the students learned about *Things in the Living Room*, while in the second meeting, they learned about *Things in the Bedroom*. Instead of just playing audio, the interactive PowerPoint displayed images illustrating the audio being heard. After finishing the treatment, the posttest was given at the fourth meeting.

The data collected from the pretest and posttest were then statistically analyzed using the SPSS program to answer the research question. Prior to the data analysis, an assumption test of normality was conducted. The result of the normality test is presented in Table 1.

Table 1
The Normality Test Result

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.255	30	.000	.879	30	.003
Post-test	.495	30	.000	.377	30	.000

a. Lilliefors Significance Correction

The normality test yielded Sig. values of less than 0.05 for both pretest and posttest data means that the data are not normally distributed. Thus, a Wilcoxon Signed-Ranks Test was used in the data analysis to evaluate the difference in the mean scores.

RESULTS

As the data were not normally distributed, referring to the results of the assumption test, the Wilcoxon Signed-Rank Test was used to analyze the data further. The test was conducted to determine whether there was a statistically significant difference between pretest and posttest scores following the implementation of interactive PowerPoint in teaching listening skills. The results of the data analysis are presented in Table 2, Table 3, and Table 4.

Table 2
Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Pretest	30	81,67	14,875	40	100
Posttest	30	98,00	6,103	70	100

Table 2 presents the result of descriptive statistical analysis that includes the mean, standard deviation, as well as the minimum and maximum scores in pretest and posttest. The results show that the students' mean score after the treatment is higher than before the treatment by 16.33 points (98.00 > 81.67). Further, the standard deviation value in the pretest is higher than in the posttest (14.875 > 6.103), indicating that the students' scores in the pretest are more varied than in the posttest with a minimum score of 40 and a maximum score of 100 in pretest, and a minimum score of 70 and maximum score of 100 in the posttest.

Table 3
Ranks

		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0[a]	,00	,00
	Positive Ranks	24[b]	12,50	300,00
	Ties	6[c]		
	Total	30		

a. Posttest < Pretest
b. Posttest > Pretest

c. Posttest = Pretest

The Rank table (Table 3) provides an overview of the changes in listening scores before and after the implementation of interactive PowerPoint. It shows no negative ranks (N=0), indicating that no posttest scores are lower than pretest scores. Further, there are 24 positive ranks (N=24, Mean Rank=12.50, Sum of Rank=300.00), demonstrating that out of thirty participants, 24 students demonstrated an improvement in their listening skills. Finally, 6 participants showed no changes in their listening scores (Ties, N=6). The results suggested a consistent improvement in students' listening scores after implementing interactive PowerPoint.

Table 4
Test Statistics

	Posttest - Pretest
Z	-4,377[b]
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

Table 4 presents the results of the Wilcoxon Signed-Ranks Test. The Z-value was -4.377, and the significance level of Asymp. Sig. (2-tailed) was less than 0.05. Since the p-value is smaller than the significance threshold 0.05, it indicates a statistically significant difference between the pretest and posttest scores. Consulting the Ranks table that shows Positive Ranks of 24 (N=24, Mean Rank=12.50, Sum of Rank=300.00), it can be concluded that the implementation of interactive PowerPoint is indeed effective in teaching listening skills to young learners, as it significantly improved their performance.

DISCUSSION

The present study aimed at investigating the effectiveness of implementing interactive PowerPoint in teaching listening skills, especially to young learners. It was done considering that teaching English to non-native English Young Learners requires more attempts than teaching learners of older ages (Sehan, 2018). Scott & Ytreberg (1995) claim that young learners have unique traits. They like learning through play and engaging activities and are energetic. They are also very good at imitating but have trouble with abstract thought. Despite their poor language and grammar, these students frequently talk because they are inherently curious. They can also learn indirectly because they can comprehend meanings and have a strong imagination. They do, however, typically have limited attention spans. Given these traits, giving young students educational materials is crucial to pique their attention and curiosity.

Instead of using videos available online, interactive PowerPoint was developed for the purpose of this study to suit the students' characteristics and the topic learned by the students. The researchers combined various media, such as animation, images, and sound (Mulyawati & Ghani, 2019), to create and develop learning media that is more interesting, more interactive, and more enjoyable for the students (Triana & Evie 2021). The researchers also used the animation effects to highlight the key points of the topic being learned (Nwangwu et al., 2021). The interactive PowerPoint being developed was then implemented in teaching listening skills to be observed for its effectiveness.

The data analysis of the present study revealed that implementing the developed interactive PowerPoint in the teaching of listening skills to young learners was considered effective as the students showed a consistent improvement in their listening scores following the media's implementation. The results of the statistical analysis using the Wilcoxon Signed-Rank Test

showed a significant difference in students' listening performance before and after the treatment (Asymp. Sig. (2-tailed) = .000) in which their scores after the treatment were higher compared to before the treatment (Positive Ranks N=24, Mean Rank=12.50, Sum of Rank=300.00).

The data analysis results demonstrated that using interactive learning resources, such as interactive PowerPoint, can significantly increase students' comprehension of the material. It confirmed the finding of Fatikha et al. (2022), who claimed that interactive media not only boosts students' interest but also improves their comprehension of the subject matter and improves their accuracy while responding to questions. The features in PowerPoint slides can help teachers and learners convey and process information related to the learning context more effectively (Nisa et al., 2021). It illustrates how the interactive PowerPoint produced a more engaging and productive learning environment.

Additionally, the present study's finding also enriches the previous studies findings on the effectiveness of interactive PowerPoint (Khoirunnisa & Widagdo, 2024; Setiawan et al., 2023; Angkarini, 2022; Dewi et al., 2022; Zahara & Jupri, 2022; Drahman & Hashim, 2020). This study verified that the utilization of interactive PowerPoint enhanced students' learning outcomes (Setiawan et al., 2023) not only in reading (Dewi et al., 2022; Zahara & Jupri, 2022), speaking (Angkarini, 2022) and grammar (Khoirunnisa & Widagdo, 2024; Drahman & Hashim, 2020), but also in listening.

CONCLUSION

Referring to the results of the study, the researchers concluded that the use of interactive PowerPoint as a teaching medium is effective in teaching listening skills to young learners. The created interactive PowerPoint that includes features such as audio cues, animations, and gamification can accommodate young learners' learning needs, especially in improving their listening skills. Using audio and visual elements of interactive PowerPoint during the listening-learning process constantly piqued students' curiosity and interest. Thus, it helped them stay focused on the listening learning material given and enabled them to retain further and comprehend the listening material.

Considering that interactive PowerPoint was proven to be a powerful and effective teaching medium for teaching English to young learners as it can accommodate their learning characteristics, Educators are thus encouraged to utilize the interactive PowerPoint features to design an interactive and engaging teaching process to enhance the teaching process further.

Despite the promising results, this study only used one group pretest-posttest design, which means it used small sample sizes and lacked a control group. Thus, it lacked the ability to control extraneous variables, which is feared to affect the results. Therefore, it is suggested that future researchers conduct the study with larger sample sizes and more reliable experimental designs. It is also recommended that the scope of research be expanded to two or more language skills to provide a more comprehensive understanding of the impact of interactive PowerPoint in teaching English to young learners.

REFERENCES

Angkarini, T. (2022). Utilizing interactive powerpoint to develop students' speaking skils in new normal. Journal of Learning and Instructional Studies, 2. https://doi.org/10.46637/jlis.v2i2.26

Ary, D., Jacobs, L. C., Razavieh, A., & Ary, D. (2010). *Introduction to research in education* (8th ed). Wadsworth.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE.

Dewi M, C. S., Khoiruddin, U., & Uswah, M. (2022). Improving students learning outcomes of grade x students of SMK Al-Mahrusiyah on narrative text through the use of interactive powerpoint. *PTK: Jurnal Tindakan Kelas*, *2*(2), 149–158. https://doi.org/10.53624/ptk.v2i2.94

Djabborova, F. O. (2020). Ways of developing listening skills of English learners in ESL and EFL classroom. *European Journal of Research and Reflection in Educational Sciences*, *8*(10), 212-216.

Drahman, G.S.A.F., & Hashim, H. (2020). Integrating interactive powerpoint slides to teach subject-verb-agreement (SVA) in rural primary schools in Sarawak. *IOSR Journal of Humanities and Social Science (IOSR-JHSS), 25*(1), 1–9. https://doi.org/10.9790/0837-2501050109.

Fatikha, N. A., Setiawan, F., & Afiani, K. D. A. (2022). Interactive Power point analysis as a learning media during limited face-to-face meeting in class 1 SD Muhammadiyah 13 Surabaya. *Edumaspul: Jurnal Pendidikan*, *6*(2), 2451–2457. https://doi.org/10.33487/edumaspul.v6i2.4269

Gualtieri, S., & Finn, A. S. (2022). The sweet spot: When children's developing abilities, brains, and knowledge make them better learners than adults. Perspectives on Psychological Science, 17(5), 1322–1338. https://doi.org/10.1177/17456916211045971

Marcovitz, D. M. (2004). *Powerful powerpoint for educators: Using Visual Basic for applications to make powerpoint interactive*. Libraries Unlimited.

Mukhtorova, M., & Ilxomov, X. (2024). How to improve listening skills of both ESL and EFL students. *Qo'Qon Universiteti Xabarnomasi*, *11*, 84–86. https://doi.org/10.54613/ku.v11i11.964

Mulyawati, Y., & Ghani, R. A. (2019). Comparison of IPS learning results using monopoly media and power point media. *JHSS (Journal of Humanities and Social Studies)*, *3*(2), 86–89. https://doi.org/10.33751/jhss.v3i2.1462

Nisa, A. A., Dambaresya, Y., & Fauziah, S. N. (2021). Compositional meaning represented in Indonesian EFL learners powerpoint slides: A multimodal viewpoint. *Teaching and Learning English in Multicultural Contexts (TLEMC),* 5(2), 200-207.

Nwangwu, E. C., Peter, O., Uzuagu, A. U., & Omeh, C. B. (2021). Development of an interactive powerpoint presentation design training package (IPPDTP) for lecturers of tertiary institutions. *The International Journal of Technologies in Learning*, *28*(2), 39–62. https://doi.org/10.18848/2327-0144/CGP/v28i02/39-62

Pinter, A. (2017). *Teaching young language learners* (Second edition). Oxford University Press.

Khoirunnisa, R., & Widagdo, A. (2024). Can interactive powerpoint media revolutionize simple sentence learning in elementary schools? *Voices of English Language Education Society*, *8*(2). 543-554. https://doi.org/10.29408/veles.v8i2.26409

Scott, W. A., & Ytreberg, L. H. (2011). *Teaching English to children*. Longman.

Sehan, Z. (2018). An investigation on the last year EFL university students' ideas on using story in teaching English to young learners. *Journal of Language and Linguistic Studies*, 14(1), 125-138.

Setiawan, A., Nugroho, W., & Widyaningtyas, D. (2023). Development of interactive powerpoint learning media based on information and communication technologies to improve student learning outcomes. *Jurnal Pendidikan Dasar Nusantara*, *9*(1), 75–86. https://doi.org/10.29407/jpdn.v9i1.20056

Slattery, M., & Willis, J. (2014). *English for primary teachers. Buch* (Nachdr.). Univ. Pr.

Tyagi, B. (2013). Listening: an important skill and its various aspects. *The Criterion: An International Journal in English*, 12, 1-8.

Wah, N. N. (2019). Teaching listening skills to English as a foreign language students through effective strategies. *International Journal of Trend in Scientific Research and Development (IJTSRD)*, *3*(6), 883-887.

Zahara, M. A., & Jupri, A. R. (2022). The effect of microsoft powerpoint interactive learning media application on reading comprehension skills of 3rd grade elementary school students

for Indonesian language subjects. *Jurnal Paedagogy*, *9*(3), 532-539. https://doi.org/10.33394/jp.v9i3.5383