VARIED TECHNIQUES IN POWERPOINT PRESENTATION AND THE ENGLISH ACADEMIC PERFORMANCE OF STUDENTS: A QUASI EXPERIMENTAL STUDY

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ABSTRACT

This study aimed to investigate the impact of varied techniques in PowerPoint presentation in the English academic performance of the Grade 10 students in New Leyte National High School. A quasi-experimental pretest-posttest group design was used, comparing the experimental group, that received the varied techniques in PowerPoint presentation, with the control group, that received the Interactive Direct Instruction of teaching strategy. Class proficiency and t-tests were utilized as statistical approaches to measure the significance of the experimental and control groups. Pretest and posttest were administered to both experimental group and control group with the intervention on PowerPoint presentation given to the experimental group. It was shown in the result that there is a significant difference both in the pretest-posttest of both groups- the experimental and control group. The results indicated that there was a significant difference in the academic performance of the students in experimental group and control group in the posttest. This implied that both PowerPoint presentation and Interactive Direct Instruction are effective. However, looking closely to the figures, the control group showed a slight progress compared to the experimental group. This significant difference could be attributed to the intervention of the varied techniques in PowerPoint presentation given to the experimental group. This finding suggests that PowerPoint presentation is more effective in enhancing the academic performance of students. Along with other effective interventions, the use of varied techniques in PowerPoint presentation as an aid in instruction was concluded to be efficient.

Keyword: - *interactive direct instruction, varied techniques in PowerPoint presentation, academic performance, quasi-experimental study*

1. INTRODUCTION

PowerPoint Presentation (PPT) is believed to be essential in every classroom for maximum learning outcome. It can be used by the teacher to transform difficult-to-understand concepts, facts, or numbers into visually appealing representations. The right hemisphere of the brain is stimulated by visual information, enabling viewers to analyze, elaborate on, and interact with what they are seeing. Odeh (2019) stated that using PowerPoint presentations may encourage students and improve their achievement [1]. It may enhance learning by providing a better understanding and comprehension of the subjects as well as by providing different methods, ways, and

techniques within the same slide. Difficulty in visualizing ideas during classes could be mended by the aid of PowerPoint Presentation.

In Iran, Lari (2014) revealed in her findings that technology has a significant impact on language instruction and can be used as a tool to enhance both teaching and learning [2]. The purpose of the study was to assess whether the use of PowerPoint presentations in classroom can increase learning effectiveness. The responses of the experimental group to the questionnaire show that most learners who were exposed to PowerPoint presentations in the classroom had positive views of PowerPoint's benefits for facilitating learning. The result of the study supports the idea that technology-based classes are superior to conventional lessons. Furthermore, the study's result revealed that most students have positive views on using technology in their classes, and there is a need for teachers to consider student's needs and interest.

A study conducted in the Philippines by Acuna, et.al (2020) entitled "Effectiveness of Using PowerPoint Presentation in Teaching Research Subject of Selected Grade 12 Students in Bestlink College of the Philippines" shows that PowerPoint presentations have an impact on teaching the Research subject in terms on motivation, visualization, and a guide in teaching the Research subject [3]. Data from the two groups of respondents were collected by the study using a survey questionnaire that was conducted by the researchers.

In New Leyte National High School, students face challenges in learning English language like any other Filipinos in the country. Some Filipino students struggle to communicate in English for a variety of reasons. One of the reasons is English is not their first language, another is they are not exposed to it as frequently as they should be. In addition, the Philippine educational system may not place a high priority on improving students' English language abilities, and most importantly is the learning gap comes in when the COVID 19 pandemic hit our country. The education department has struggle in bridging gap between the learning of the language and the various factors affecting it. Teachers experienced that during classes, students were physically present but mentally absent. For this reason, the researcher was motivated to test how effective PowerPoint presentation is in the academic performance of the Grade 10 students who were the respondents of this study.

1.1 Theoretical Framework

This study was anchored on the theory of behaviorism. Behaviorism was developed by Ivan Pavlov (1949–1936), a Russian biologist and psychologist, Edward Thorndike (1874–1949), an American educator and psychologist at Columbia University, and Burrhus Frederic Skinner (1904–1990), one of the pioneers of the American new behaviorism. According to behaviorism, our environment affects how we learn, become, and behave. Using ICT in classroom equally help both the teachers and the learners in a way that learning process is maximized through the help of technology.

The main purpose of teaching with the aid of technology is to boost the learners' interest in engaging in the learning process since they belong to the technology-driven era. It is a common knowledge that the youth today prefer to deal their dealings with technology. For the teachers to hook the interest of the learners during class time, it is suggested to integrate their interest in the learning process.

Using of PowerPoint Presentation in the class instruction as the independent variable was a method in which the teacher integrate the ICT thru slides presentation in exposing and discussing the lesson. Activities with audio and video were also given thru slides. It was believed that integrating ICT in teaching can help improving the learning acquisition of the students. The results of the pre-test and post-test were used to determine the impact of the independent variable to the dependent variable.

1.2 Conceptual Framework

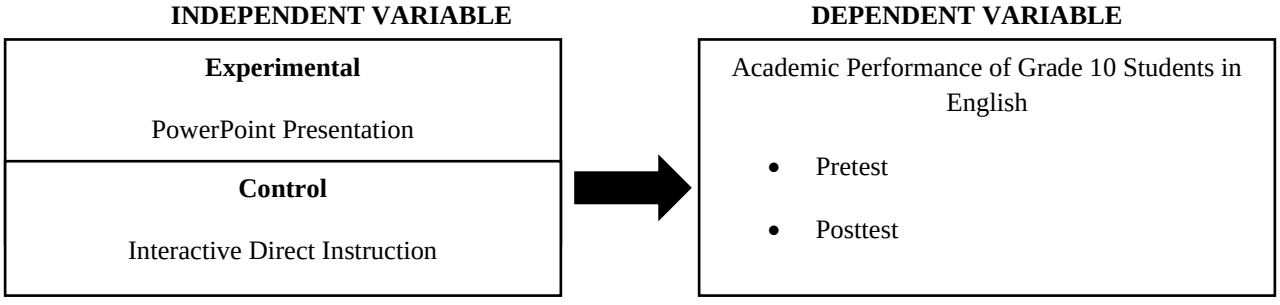

Figure 1. Conceptual Framework

2. METHODS

2.1 Research Design

A quasi-experimental approach was used to collect the data for the study. Donald T. Campbell developed the quasi-experimental method to broaden the application of casual inference. This study utilized two groups pretest-posttest design with pretests administered at the start and posttests administered at the end of each period of study. A two-group pretest-posttest design is a type of experiment in which the change in a dependent variable (the outcome) between two groups is compared through two times of measurement, one before and one after the intervention.

According to Mitchell (2015), the primary goal of experimental research design is to create studies with high causal (internal) validity. The highest levels of causal validity are offered by randomized experimental designs. The accuracy of claims about cause-and-effect relationships is called causal validity. The use of PowerPoint Presentation therefore validated or disproved using an experimental research design.

2.2 Research Locale

The study was conducted at New Leyte National High School located at Purok 1, New Leyte, Maco, Davao de Oro, Philippines where the researcher is currently teaching.

New Leyte National High School is formerly known as Maco National High School, New Leyte Extension. At present, the school is offering Junior High School and Senior High School with a population of 19 faculty and almost 500 students. New Leyte NHS, Senior High School is offering two tracks: Academic Track (GAS-ABM) and Technical-Vocational-Livelihood (Agriculture) Track. The Junior High School has two sections (with 35-50 students each) in every grade level.

The school is administered by a Teacher In-Charge. The school is known for its advocacy that is to educate the students on the agriculture since the area is a farmland. Currently, the school is generating the 4H Club with flying colors. The club is consistent on winning first place in national, regional, provincial, and local contests related to agriculture for series of years. Aside from the 4H Club, the school is also known for winning in the Gulayan sa Paaralan and in the Best Brigada Eskwela Implementor, Medium Category.

New Leyte is a barangay in the municipality of Maco, in the province of Davao de Oro. Its population as determined by the 2020 Census was 2,878. Its neighboring barangays are Panoraon, Mainit, Masara, Paloc, Parasanon and Tandik. Barangay New Leyte is known for its landmarks and tourist spots such as the Lake Leonard, Amakan Crater, Tambo Café and Ngapeta Coffee Shop.

2.3 Research Subjects

The research respondents were from Junior High School students at New Leyte National High School. The respondents were the Grade 10 students of both sections, Grade 10 Hands and Grade 10 Health in the academic year 2023-2024. There were 40 respondents for each group with a total of 80 respondents. Grade 10 Hands was the control group while Grade 10 Health was the experimental group. These students were chosen based on the class list of the two sections. The names of the students in two classes were written and picked randomly.

2.4 Research Instrument

The researcher used the same pretest for control group and experimental group which was the conventional paper-and -pen testing. Both groups underwent classes with the researcher with the same competencies and lessons in a Face-to-Face modality. The researcher used Interactive Direct Instruction in the control group while PowerPoint Presentations were used in the experimental group. The same posttest was administered to both groups using paper-and-pen assessment. Both pretest and posttest were administered through Face-to-Face.

The researcher prepared three modules in English 10 adopted from the DepEd drive. The first module was Quarter 3, Module 1 with the title “Argumentative Essay”, Quarter 3, Module 2A entitled "Using Informative Writing Techniques” and Quarter 3, Module 2B entitled "Using a Variety of Persuasive and Argumentative Writing Techniques”.

Both pretest and posttest were arranged and extracted from every pretest and posttest of the three modules. The set of questions from the pretest was the same set of questions in the posttest. The test was composed of 25 items which was in multiple choice.

A Table of Specification (TOS) was included with the pretest-posttest to guarantee that the test items were distributed correctly. The instrument in the study were validated and pilot tested before it was utilized.

2.5 Research Procedure

The researcher asked permission from the authority, institution and respondents who were part of the study for the approval of the conduct. First, the researcher sent request of approval to the office of the Schools Division Superintendent of Davao de Oro Division for the conduct of the study at New Leyte National High School. Afterwards, the researcher sent the letter of communication to the school head of New Leyte National High School for the conduct of the study.

After the approval of the offices' heads to conduct the study, the researcher informed the respondents who willingly include their selves on the experimental study. Right after the documents needed were signed and approved, the researcher conducted the pilot testing. After the revisions based on the recommendation in pilot testing, the researcher started conducting the pretest to both control and experimental group. The result was kept, and the respondents were assured of privacy.

The researcher used various sources of template of PowerPoint presentation. Canva application was used with prepared template for PowerPoint presentation. The researcher also used downloaded template from google as well as purchased template via YouTube.

The researcher started the classes for both groups within four (4) weeks using Interactive Direct Instruction in control group, and PowerPoint Presentation in experimental group. It was like the normal class type which the researcher met the students one hour per day, four times per week.

The posttest was administered to both groups after they received the lessons. The data collected from pretest to posttest was statistically analyzed through the help of a Statistician to analyze and verify which hypothesis is correct.

The start of data collection was on February 12, 2024 and ended on March 8, 2024.

2.6 Statistical Treatment of Data

The researcher used the data to get the mean scores of the students in the pre-test as well as the post-test. The researcher used the paired t-test to determine whether the means of the two groups were statistically different from one another. This analysis was appropriate for comparing the means of two groups. Independent t-test was also conducted to test the significance difference between posttest of control and experimental group.

3. RESULTS AND DISCUSSIONS

This chapter presents the findings from the collected data and subsequent analyses in the order that corresponds to the problems discussed.

3.1 Competency Level of Pre-test Scores

Table 1
Mean Comparison of Pre-test Scores of Control and Experimental Group

Pre-test	No. of Students	Mean	Class Proficiency	Competency level
Control	40	9.5	38%	Low Mastery
Experimental	40	10.1	40.4%	Low Mastery

The data presented in the table 1 shows the results of the pretest- the mean scores, class proficiency and competency level on the academic performance of the students both in control group and experimental group. The pretest is composed of 25 items with 40 students in each group. The mean score of control group (Group A) is 9.5 which has the class proficiency of 38% that falls to the competency level – low mastery. On the other hand, the mean score of experimental group (Group B) is 10.1 which has the class proficiency of 40.4% which also falls on the low mastery competency level. The mean difference between the control group and experimental group is only 0.6, which may not be statistically significant. The competency level of both groups is also similar. As shown in the table above, the data presented that the mean scores for both groups are relatively similar. The experimental group has slightly higher mean score than control group with only 0.6 % differences. Based on the result, both groups are comparable.

The academic performance of the students both in control group and experimental group had similar competency level which is low mastery. These grade 10 students were struggling to answer the pretest questions related to their lessons in three modules. The result implied that the English teachers should apply new strategies in teaching English and look for new techniques to help improving the academic performance of the Grade 10 students.

In relation to the data above, it is evident that the teacher's instructional delivery mode impacts skill acquisition and learning outcomes. Huge and giant strides have been made in countries such as Hong Kong, Japan, Thailand, Singapore, and others in terms of technology, economic empowerment, and self-reliance, which can be attributed to effective teaching and learning. In today's ICT-driven era of Science, Technology, and Mathematics, education and instruction are crucial (Gambari, Yusuf & Balogun, 2015) [4].

As shown in the mean pretest score, without the intervention of ICT in class discussions, the competency level of the students is low mastery.

Furthermore, Xingeng and Jianxiang (2012) stated that several studies confirmed the hypothesis that graphics and animations improve student recall [5]. A PowerPoint lecture may also help with recall or recognition from memory. A more effective PowerPoint presentation could be achieved with the use of an advanced projector with high contrast and resolution. This statement supports the result of the mean pretest scores of students both in Control Group and Experimental Group.

3.2 Competency Level of posttest Scores

Table 2
Mean Comparison of Posttest Scores of Control and Experimental Group

POSTTEST	No. of Students	Mean	Class Proficiency	Competency level
Control	40	12.08	48.32%	Low Mastery
Experimental	40	14.75	59%	Near Mastery

As shown in table 2 above, the data presented are the mean scores, class proficiency and the competency level of the two groups which are the control group and the experimental group in their posttest. There are 40 students in every group and the highest possible score (HPS) is 25.

The competency level depends on the class proficiency of each group. For the control group, the class proficiency is 48.32% which falls on the low mastery level while the experimental group is 59% which falls on the near mastery level. The experimental group has higher class proficiency on the posttest than the control group with the proficiency difference of 10.68%.

The experimental group had surpassed the control group in the posttest in terms of the mean score and class proficiency. The difference in mean scores indicated a significant difference. The results showed that after receiving instruction in various PowerPoint presentation techniques, the experimental group's mean pace differed from the control group.

A PowerPoint presentation allows the teacher to deliver more information than a traditional lecture. The amount of information transferred during a traditional lecture is often limited by the instructor's writing speed on the chalkboard. However, in a PowerPoint presentation, all outlines are pre-typed on the slides. Using PowerPoint, particularly when teaching science courses that require the presentation of a large amount of data, can significantly improve the efficacy of lectures (Xingeng and Jianxiang, 2012)[5]. This was evident during the face-to-face classes. The discussion of the lesson in Control Group took longer time than in the Experimental Group since the teacher had to write the important details in the board while in the Experimental Group, the important details were already prepared in slides. Moreover, since the lessons covered by the three modules are about some types of essays and its techniques, presenting examples was difficult for the Control Group. In addition, there were instances that the Control Group was left behind by the Experimental Group in terms of time range of covering the whole lesson.

Additionally, Ozaslan and Maden (2013) mentioned that Power point presentations help teachers draw students' attention during the lesson, which increases the effectiveness of the learning process [6]. Teachers also believed that power points make the content more appealing and thus help them to take students' attention, and students agreed it too.

3.3 Significant difference between the pretest and posttest scores of the control group

Table 3
Pretest Posttest of Control

	Mean	t-value	p-value	Remarks
Pretest	9.5	-4.522	0.000	Significant
Posttest	12.8			

Presented in Table 3 is the significance difference between pretest and posttest of control group. If the p-value is 0.000, then it implies significant difference.

The data in the table above show the mean score in the pretest of control group which is 9.5 and its mean score in the posttest is 12.8 which has the t-value of -4.522 and p-value of 0.000 which means that the mean scores in the pretest and the posttest of the Control Group has significant difference.

An examination of the data provided reveals a statistically significant difference between the pretest and posttest scores of the control group: the pretest mean score was 9.5, while the posttest mean score was 12.08. The t-value of -4.522 suggests a quite difference between the pretest and posttest scores, indicating that the posttest scores were significantly higher than the pretest scores.

There was a significant difference between the academic performance of the students in the control group as shown on their pretest and posttest mean scores. The non-strategy group made it evident that their pretest and posttest results had improved. This could mean that even the teacher just used the Interactive Direct Instruction, the students still learned, although not just as high as what the experimental group achieved. This implied that the learning acquisition of the students does not just dependent on the ICT integration specifically on the use of PowerPoint presentation. This indicated that we could reject the null hypothesis that there is no significant difference between the mean pretest and posttest scores of the students in the control group. As a result, the data suggested that the control group's pretest and posttest scores improved statistically significantly.

Xingeng and Jianxiang (2012) states that even though using a PowerPoint helps teachers appear more confident, they typically keep their eyes fixed more on the screen than on the faces of their students [5]. It's possible that there were no eye contact opportunities during the lecture. This could enlarge the gap in their distance. In certain ways, a lecture delivered without making eye contact is like a "virtual lecture." In addition, the benefit of Interactive Direct Instruction lectures is that, with sufficient interaction, students can readily pick up on the instructor's ideas. This benefit alone may account for the fact that some professors are always welcomed, even though they may never use PowerPoint.

3.4 Significant difference between the pretest and posttest scores of the experimental group

Table 4
Pretest Posttest of Experimental

	Mean	t-value	p-value	Remarks
Pretest	10.1	-6.774	0.000	Significant
Posttest	14.75			

Shown in the table 4 is the significance difference between pretest and posttest of experimental group. If the p-value is 0.000, then it implies significant difference.

As shown in the table above, the mean score in the pretest of the experimental group is 10.1 and its mean score in posttest is 14.75. Its t-value is -6.774 and the p-value is 0.000 which means significant. The statistical analysis of the data reveals a significant difference in pretest and posttest scores.

A significant difference between the pretest and posttest scores is indicated by the t-value of -6.774. The posttest scores were significantly higher than the pretest scores, according to this value. The difference between the pretest and posttest scores is statistically significant, as indicated by the p-value of 0.000.

The experimental group's mean scores for the pretest and posttest showed a statistically significant difference in the students' academic performance. The mean difference indicated improvements far from the status quo, even though students did not jump from low mastery level to mastery level, since its mastery level in the posttest falls on the near mastery level only. This indicated that there is a very slim chance that the difference in pretest and posttest scores was caused by chance. Accordingly, between the pretest and posttest, the experimental group's score significantly improved. This meant that we could reject the null hypothesis that there was no

significant difference between the mean pretest and posttest scores of students in the experimental group. Based on the available data, it appears that the experimental group's academic performance was positively impacted by the intervention or treatment, which involved using various PowerPoint presentation techniques. With the four-week usage of varied techniques in PowerPoint presentation, students already show significant advancement. There is a probability that the advancement will jump higher if given a long- time range of using the strategy.

It is established in the research of Odeh (2019) which mentioned that PowerPoint presentations are important in the learning process because they facilitate the three types of learning (visual, kinesthetic, and auditory) [1]. The versatile use of slides in learning enhances knowledge and makes learning more enjoyable. It allows students to participate in class more actively. This leads to a significant shift from teacher-centered learning to student-centered learning. Self-learning improves student performance and retention of information. Furthermore, it teaches students how to quickly identify problems and develop effective solutions. Students can develop valuable skills like self-assessment, time management, and the ability to ask insightful questions about a topic.

The study of Lari (2014) reveals that the independent sample t-test revealed a significant difference in means between the two groups [2]. It demonstrated that teaching using technology had a significant positive impact on the scores of the learners. Analyses revealed that the experimental group learners performed better than the control group.

Furthermore, Gambari, Yusuf and Balogun (2015) concluded in their study that there is a need to transition from the traditional talk-and-chalk teaching method to PowerPoint presentations based on the benefits to teachers and students [4]. Students exposed to PowerPoint presentations (PPT) performed better than those taught using the chalkboard method. The innovative technology of PPT appears to be the solution. It was discovered to be effective in teaching Technical Drawing and benefits high, medium, and low achiever students, as well as gender friendly.

3.5 Significant difference between posttest scores of students in control and experimental group

Table 5
Posttest of Control and Experimental Group

Post-test	Mean	t-value	p-value	Remarks
Control	12.08	2.844	0.006	Significant
Experimental	14.75			

As shown in the Table 5, the mean posttest of control is 12.08 while the mean posttest of experimental group is 14.75 which has the t-value of 2.844 and p-value of 0.006 which is less than .05, significant.

The table displays the results of a posttest conducted on a control and an experimental group. The control group's mean score is 12.08, while the experimental group's average score is 14.75. A t-test was used to determine whether there was a significant difference between the two groups. The calculated t-value is 2.844, and the p-value is 0.006. The p-value is less than the commonly used threshold for statistical significance, which is 0.05, indicating that the difference between the two groups is significant.

The posttest mean scores revealed a significant difference in academic performance between the control and experimental groups. It was shown in the result of the independent t-test conducted which aimed to test the significance difference between posttest of control and experimental group, and it resulted to significant remarks that implied significant difference between the mean posttests of both groups.

This means that the difference in means between the control and experimental groups was unlikely to be caused by chance alone. As a result of the findings, it is possible to conclude that the intervention given to the experimental group had a significant effect on their posttest scores when compared to the controls. The post-test results showed that the experimental group surpassed the control group significantly. This implies that the null hypothesis stating that there is no significant difference between the posttest mean scores of the students in the control group and in the experimental group is rejected. This demonstrates that there was a significant difference in the academic performance of the students when various techniques in PowerPoint presentation were used to improve their performance.

The data show that the experimental intervention improved the students' posttest scores and competency level when compared to the control group. The competency level of the control group is still on the low mastery while the competency level of the experimental group forward to near mastery. The results indicate that the experimental group's class proficiency increased. While the control group, the un-strategy group, shows only a slight

increase in class proficiency. Thus, the result of the experimental group suggests that the use of varied techniques in PowerPoint presentation has an impact on the academic performance of Grade 10 students.

Therefore, it has been proven that using varied techniques in PowerPoint presentation is effective for the improvement of the academic performance of the students. The study of Lari (2014) indicates that technology plays a significant role in language classes, facilitating teaching and learning [2]. The study demonstrates the effectiveness of using PowerPoint presentations as a pedagogical tool in English classes, as one of the primary goals of implementing new language teaching methods in secondary schools is to increase student motivation. The study suggests that technology-based lessons are more effective than traditional ones. English teachers should consider their students' needs and interests, and the questionnaire results show that most students have positive attitudes toward using technology in English classes.

According to Alkash (2017), PowerPoint presentations can enhance lesson content and improve organization and flexibility [7]. Graphics, animation, and sound can all be used to emphasize key points. PowerPoint can be used for content review as well. It can be an effective tool for both presenting and simplifying complex ideas. It can improve learners' attention in class, which is essential for successful learning.

4. CONCLUSIONS

The following conclusions were drawn based on the indicated findings:

The analysis presented data on the pretest and posttest scores of two groups: a control group and an experimental group. The mean pretest scores for both groups were similar, with the same mean score, indicating that both groups are comparable. It means they are at the same level of competency which is low mastery. This infers that the two groups find difficulties in answering the pretest. Thus, the language teacher needs to use various strategies to get the students' attention in enhancing the learning acquisition.

On one hand, the data show that the experimental intervention increased the students' posttest scores and competency level when compared to the control group. The competency level of control group remains on the low mastery while the competency level of the experimental group raised to near mastery. The results show that the experimental group's class proficiency improved higher than the control group. Compared to the control group, the un-strategy group shows only a slight increase in class proficiency. Thus, the experimental group's findings suggest that using a variety of techniques in PowerPoint presentations has an impact on Grade 10 students' academic performance.

The statistical analysis shows that both the experimental group and control group had a significant difference in their scores between the pretest and posttest. This infers that experimental intervention impacted the academic performance of the experimental group. On the other hand, Interactive Direct Instruction strategy also helps in the advancement of the control group's posttest score. It is a fact that the traditional way of teaching is still effective. Yet, it is notable that the group without an intervention, shows a very small progress unlike to the experimental group.

In conclusion, the use of varied techniques in PowerPoint presentation greatly helps the academic performance of the students more than the Interactive Direct Instruction of strategy.

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