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PERCEPTION OF POWERPOINT USAGE AMONG GRADE 12 STUDENTS: A DESCRIPTIVE STUDY

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ABSTRACT

The use of PowerPoint presentations in the classroom has become standard practice in modern education. These digital slideshows have evolved from basic overviews to interactive multimedia tools that efficiently convey content and promote student engagement. This study examines the profile and perspectives of Grade 12 students regarding the use of PowerPoint in the classroom. The research employs a quantitative, non-experimental methodology to investigate gender and strand-based disparities among the 291 participants. Moreover, the findings indicate a strong consensus among the students, revealing a positive and affirming perception of PowerPoint's integration as an instructional tool. Furthermore, the study focuses on specific aspects of PowerPoint usage, emphasizing its perceived benefits and effectiveness in enhancing various areas of learning, such as writing skills, vocabulary acquisition, and overall educational experience. The findings highlight the importance of multimedia and technology in students' academic journeys, indicating a favorable attitude toward PowerPoint's contribution to their learning process. Finally, the study recommends strategies to optimize the identified areas of improvement based on comprehensive analysis, with the goal of fostering positive developments within the educational environment. These observations are intended to encourage the continued integration and effective use of multimedia tools such as PowerPoint, thereby promoting an enriched and engaging learning experience for students.

Keywords: PowerPoint usage, digital platform, multimedia application, senior high school

INTRODUCTION

The integration of PowerPoint (PPT) in educational settings has become a significant tool for enhancing teaching and learning processes. Initially designed for business presentations, PPT has evolved into a widely used instructional aid in classrooms, offering multimedia-rich features that facilitate content delivery and student engagement (Edelman & Harring, 2023). However, despite its increasing adoption, concerns persist regarding its pedagogical effectiveness, particularly when misused or poorly designed. Issues such as excessive text, distracting visual elements, and a lack of interactive components can hinder student comprehension and attentiveness.

Several studies have examined the impact of PPT on student learning experiences. Research conducted in Allentown, Pennsylvania, highlights that students often express dissatisfaction with PPT presentations that contain information overload, excessive animations, and distracting color schemes, which reduce the effectiveness of knowledge retention (Edelman & Harring, 2023). Similarly, a study in Croatia found that students often struggle to stay motivated when instructional content fails to align with their interests and learning needs (Lauc et al., 2020). The situation is further complicated by technological disparities, particularly in developing countries, where access to ICT resources and teacher training remain as major barriers to effective PPT utilization. In the Philippines, for instance, research at Cebu Technological University revealed that while innovative teaching methods are essential, educators face challenges in implementing them due to a lack of institutional support and training (Suson & Ermac, 2020). Another study conducted in General Santos City found that despite the availability of ICT resources, their integration into teaching remained limited, primarily due to inadequate software training and insufficient policy implementation (Brasileño & Bidad, 2021).

The United Nations Sustainable Development Goal 4 (SDG 4)—which aims to ensure inclusive and equitable quality education—emphasizes the need for technological innovations that support effective learning. However, the uneven adoption of PPT and the challenges associated with its implementation raise concerns about digital equity and accessibility in education. While previous studies have explored the use of PPT in subjects like Science, Mathematics, and English, they often fail to capture a broader student perspective on its general use in the classroom. There remains a research gap in understanding how students perceive PPT as a multidisciplinary teaching tool across various subjects. This study seeks to address this gap by examining students' overall attitudes toward PPT usage, identifying key factors that influence their engagement, and evaluating its effectiveness in fostering learning across diverse academic disciplines.

This study focuses on the perception of PowerPoint usage among grade 12 students. Specifically, this study aims to describe the perception of grade 12 students on the usage of PowerPoint in the classroom.

Review of Related Literature

The foundation and conclusions of this study were supported by a thorough analysis of relevant literature and body of prior research. The incorporation of a wide variety of academic publications and research papers has been essential in supporting the study's assertions and verifying its findings.

The rapid advancement of digital technology has led to the integration of various multimedia tools, transforming the way information is gathered, processed, and delivered in educational settings. As Tuazon (2015) highlights, individuals today require a broader set of digital literacy skills to effectively navigate and succeed in this evolving technological landscape. In the field of education, the incorporation of multimedia-based instructional tools has enhanced teaching methodologies by making learning more interactive, visually engaging, and accessible (Wang et al., 2022).

One of the most widely used multimedia tools in education is PowerPoint, a presentation software program initially developed in 1987 as part of the Microsoft Office suite (Elkhan, 2010; Gambari et al., 2014). Since its inception, PowerPoint has evolved into a versatile platform used for both academic and professional presentations, allowing users to integrate text, images, animations,

videos, and interactive elements into their slides (Mayer, 2021). According to Japrel (2021), a PowerPoint presentation consists of individual slides that organize and present information effectively, making it a widely recognized multimedia tool for various instructional purposes. Recent studies have also emphasized that PowerPoint's visual and interactive capabilities play a crucial role in enhancing student engagement and comprehension (Shirazi & Heidari, 2023). Its ability to present structured information in a visually appealing and systematic manner makes it a preferred tool for educators seeking to facilitate active learning and knowledge retention (Rahman & Zainuddin, 2022).

As the demand for technology-enhanced learning continues to grow, PowerPoint remains a foundational tool in modern classrooms. However, its effectiveness largely depends on how it is designed and implemented in instructional practices. When used strategically—following principles of cognitive load management and multimedia learning—PowerPoint has the potential to significantly enhance student learning outcomes (Mayer, 2021).

According to Lumapenet and Fronda (2022), multimedia entails utilizing a wide array of innovative communication channels to transmit information to individuals, spanning various domains such as news, entertainment, business, and even education. As per Brann et al. (2014), multimedia proves beneficial for students when they are actively involved in the exploration of content related to subjects such as English, Mathematics, and complex academic vocabulary that may be unfamiliar to them.

Furthermore, the findings of a study conducted in Yogyakarta, Indonesia, by Nugroho et al. (2022), which aimed to create PowerPoint-based interactive multimedia for mathematics instruction, noted that because the teacher depended heavily on traditional methods for conveying the curriculum during the teaching process, students' lack of interest in the instructional media used by the teacher led to a diminished focus on mathematics learning.

Therefore, it inferred that employing PowerPoint presentations is a significant approach to capturing students' attention in their studies. This conclusion is substantiated by the findings of three studies (Andriani & Wahyudi, 2016; Damayanti & Abdul, 2019; Wijayanti & Relmasira, 2019), all of which created interactive educational content using PowerPoint and demonstrated that it enhances students' comprehension of the learning materials, making it more accessible for them to grasp.

In addition, English is a worldwide language that is considered a lingua franca. According to a study by Japrel (2021) on the use of ICT in English Language Teaching, communicative teaching and learning approaches are favored above conventional methods by the majority of teachers globally. Due to the fact that the traditional approach solely favors the teacher-centered, chalk-and-talk method, it ignores the demanding needs of the students. Thus, ICT technologies are crucial in replacing the chalk and talk method with student-centered instruction. It was also mentioned that using various resources, like PowerPoint, a laptop, and television, is crucial and vital in changing traditional methods of teaching and learning.

Moreover, the study that was conducted by Arifalo et al. (2013) in Nigeria shed light on the positive aspects of incorporating PowerPoint presentations as an instructional tool in the classroom. They identified six potential advantages, which include benefits such as increased student engagement, enhanced visual aids, or improved organization of course content. These advantages collectively contribute to an enriched teaching and learning experience.

Additionally, the same study also stressed the importance of two key practices that PowerPoint presentations made possible. First, it highlighted how PowerPoint may enhance learning by providing instructors with a flexible platform to organize and deliver content. This may result in better teacher-student communication and comprehension. Second, the study underlined the effectiveness of PowerPoint presentations in breaking down difficult issues into comprehensible segments. This approach assists students in understanding complex subject matter by presenting it in a step-by-step manner. It simplifies the learning process and makes it easier for students to absorb key topics.

In summary, technology is a powerful tool in senior high school education that can enrich and transform the teaching and learning process in a variety of ways. It simplifies the development of teaching resources for teachers and allows both educators and students to experiment with new ways, resulting in a rich and productive educational environment (Hassan, 2019).

On the other hand, Edelman and Harring (2023) uncovered different elements of PowerPoint presentations that led to student dissatisfaction in a research study done in Allentown, Pennsylvania. These include the following: (1) a lot of text on a single slide; (2) the use of clip art; (3) various animations such slide transitions and word animations; and (4) templates that use a lot of colors. This study sheds light on the impact of employing PowerPoint presentations on students' learning and concentration within the classroom setting.

The study by Suson and Ermac (2020) at Cebu Technological University emphasizes the importance of creative teaching methods in the educational sector. However, barriers prevent seamless integration of these innovative strategies, and sociocultural and economic factors in the Philippine context can exacerbate these difficulties. In a study by Brasileño and Bidad (2021), they found that although educational institutions in General Santos City can incorporate ICT into teaching and learning, this integration is rarely implemented due to a lack of training and physical resources. This lack of training has contributed to the failure of various intervention programs, as specified in Department Order No. 78, published in 2010.

It should also be emphasized that the use of multimedia technologies is connected with the acquisition of higher reading abilities among students. According to Kelly (2017), it is an important aspect of the lesson for the learners to employ proper intervention. The intervention should contain components on vocabulary, comprehension, fluency, spelling, and recognition of phonemes. Furthermore, according to a study conducted in Croatia, students frequently lack motivation for learning, particularly when confronted with instructional content that is weakly tied to their needs and interests (Lauc et al., 2020).

According to Sewasew et al. (2015) in Gondar, Ethiopia, an increasing number of instructors are using PowerPoint presentations (PPT) as their primary means of delivering lessons, especially when they need to cover considerable course content in a short amount of time. This shift is particularly visible in the modularization program, where PPT is commonly used by instructors because to time constraints. From an educational standpoint, the use of this cutting-edge innovation to enhance the teaching and learning process is advocated, as it considerably simplifies and improves the effectiveness of the instructional process.

They did, nevertheless, point out that widespread acceptance and execution of this intriguing teaching technique is not without controversy. It is not uncommon to come across instances of PPT misuse. Some teachers, for example, utilize PowerPoint to cover an entire semester's worth

of course material in a matter of days. They cram lectures with copious notes, information, concepts, and issues, resulting in presenters essentially reading off the slides, which is more severe than the usual "chalk and talk" method. In addition, it was further stated that there is a growing reliance on PowerPoint, with classes being disrupted or canceled entirely in the case of a power outage or technical failures (Sewasew et al., 2015).

In conclusion, Japrel (2021) indicated that PowerPoint is a globally popular tool for delivering lectures in a straightforward and comprehensible manner. It is a complete package for generating professional presentations, containing all the necessary components for a polished presentation. This program enhances written content comprehension by seamlessly combining graphics, graphs, charts, primary concepts, and key terminology. Moreover, in a semester-based academic institution, the utilization of presentations places a high value on PowerPoint slides as the primary means of disseminating knowledge.

Theoretical Framework

This study is grounded in three key learning theories: Sweller's (1988) Cognitive Load Theory, Mayer's (2001) Multimedia Learning Theory, and Siemens' (2005) Connectivism Learning Theory. These theories provide a strong foundation for understanding the role of PowerPoint (PPT) as an instructional tool and its impact on student learning and engagement.

Sweller's (1988) Cognitive Load Theory emphasizes that human working memory has a limited capacity, and learning is most effective when instructional methods do not overload cognitive processing. According to Sweller et al. (2011), the cognitive load in a learning environment should be optimized by minimizing extraneous information that may interfere with comprehension. In the context of PowerPoint, this means avoiding excessive text, unnecessary animations, or overly complex graphics that may overwhelm students. Instead, PowerPoint presentations should focus on clear, concise, and well-structured content that enhances knowledge retention and reduces cognitive strain.

Complementing this, Mayer's (2001) Multimedia Learning Theory proposes that students learn better when information is presented using a combination of words and images rather than words alone. Mayer (2001) outlines three main principles for effective multimedia learning: (1) Dual-Coding Principle, which suggests that learners process verbal and visual information through separate channels, (2) Redundancy Principle, which warns against overloading students by providing the same information in multiple forms simultaneously (e.g., reading aloud text from slides), and (3) Coherence Principle, which advises removing extraneous details that do not contribute to learning. PowerPoint presentations that effectively balance text, images, and animations in alignment with these principles are more likely to enhance student engagement, comprehension, and retention.

Additionally, this study is informed by the Connectivism Learning Theory, developed by Siemens (2005), which emphasizes the role of external networks in the learning process. Unlike traditional learning theories that focus on internal knowledge construction, connectivism highlights that knowledge is acquired through connections with various sources such as digital platforms, online content, and peer interactions. Within this framework, students can be viewed as "nodes" within a learning network, where information flows through "links" between different sources. As Siemens (2005) states, learning occurs when individuals form and sustain meaningful connections between different nodes of knowledge. In the context of PowerPoint usage, this theory suggests that students benefit most when PPT presentations incorporate interconnected digital resources, discussions, and interactive elements that facilitate collaborative learning and knowledge expansion.

By integrating Cognitive Load Theory, Multimedia Learning Theory, and Connectivism Learning Theory, this study underscores the importance of well-designed PowerPoint presentations that optimize cognitive processing, engage students through multimedia elements, and leverage digital connectivity to enhance learning outcomes.

The scope of delimitations for this research includes focusing exclusively on 302 Grade 12 students who have attended at least four classes involving a PowerPoint presentation. The study would not consider students from other grade levels, and it would not investigate teaching methods beyond the use of PowerPoint presentations in this specific context. Moreover, this quantitative research investigation was carried out solely at Sto. Tomas National High School, thereby restricting the generalizability of the study to this institution only.

METHODOLOGY

This study employed a non-experimental, quantitative research approach with a descriptive research design to explore the perceptions of Grade 12 students regarding the use of PowerPoint (PPT) presentations in the classroom. A non-experimental research design falls under broader research methodologies that focus on observing natural phenomena without manipulating variables or introducing external interventions. In this study, the research setting remained uncontrolled, allowing for the collection of authentic responses from participants (Radhakrishnan, 2013).

A descriptive research design was selected to systematically and accurately present the characteristics, attitudes, and opinions of the target population. According to Creswell and Creswell (2023), descriptive research aims to observe, record, and analyze phenomena as they naturally occur, making it a suitable approach for studies that seek to identify trends, measure frequencies, and classify information. This methodology enables researchers to capture students' viewpoints on PPT usage, providing insights into how this tool affects their engagement and learning experiences.

By employing this approach, the study aimed to describe students' perceptions without altering their classroom environment, ensuring that the findings reflect their real-world experiences. Furthermore, the descriptive research design helped in analyzing patterns and implications related to PPT utilization, contributing to a broader understanding of its effectiveness as an instructional tool in senior high school education.

The proposed research delved into the perspectives of Grade 12 students at Sto. Tomas National High School concerning the utilization of PowerPoint (PPT) as an instructional tool, as this study's primary objective was to provide a comprehensive portrayal of these students' attitudes regarding the integration of PPT in their classroom learning. The significant number of Grade 12 students within the research site makes it a favorable location for data collection and the conduct of research among this particular student cohort. The research endeavor took place during the second term of the initial semester of the academic year 2023-2024.

The population for this study consisted of Grade 12 students from Sto. Tomas National High School, selected through purposive sampling. Purposive sampling is a non-probability sampling technique that allows researchers to intentionally select participants who are most relevant to the study's objectives. According to Etikan et al. (2016), purposive sampling enables researchers to focus on specific characteristics of a population that align with the study's purpose, ensuring that the

selected respondents provide meaningful and relevant insights. This method ensures that the respondents possess the necessary experiences and exposure to PowerPoint (PPT) presentations in their classroom environment, making them suitable for providing valuable insights.

To determine an appropriate sample size, the study followed the guidelines suggested by Altunışık et al. (2004), which recommend a minimum of 30 and a maximum of 500 participants for descriptive research. Based on these criteria, a total of 291 Grade 12 students were selected, as this number fell within the acceptable range for a descriptive study. While the selection process was purposive, the researchers employed random selection among eligible students to ensure unbiased representation of various academic tracks, learning experiences, and classroom settings.

This sample size was deemed sufficient to capture diverse student perspectives on PPT usage, ensuring data reliability and validity in analyzing the role of PowerPoint presentations in senior high school education.

In this study, an adapted questionnaire from Abdellatif (2015) was utilized to assess students' attitudes and perceptions regarding the use of PowerPoint (PPT) presentations in the classroom. The questionnaire consisted of structured items designed to measure key factors of PPT-based instruction. To ensure validity and reliability, the instrument was carefully modified to align with the specific educational context of Grade 12 students while maintaining its core evaluative framework.

The researchers initiated the data gathering process by writing an authorization letter to the Assistant School Principal and Senior High Focal Person of Sto. Tomas National High School, requesting permission to conduct the study within the Grade 12 department. They then sought permission from advisers or subject teachers to conduct the study in their specific sections or classes and requested permission from students themselves to participate as research respondents.

Researchers obtained informed consent from students before distributing questionnaires, ensuring voluntary participation. After distribution, data was meticulously tabulated, computed, and interpreted to ensure precise findings. To strengthen trustworthiness, researchers communicated with participants, ensuring confidentiality and privacy. This dedication to data security and confidentiality reinforces the study's credibility and respects ethical guidelines governing research involving human subjects. The students themselves participated as research respondents, demonstrating respect for the ethical guidelines governing human subjects.

RESULTS

Table 1 presents the perceptions of students in using PowerPoint in the classroom. The overall mean score of 3.13 indicates a *high level* of perception regarding the use of PowerPoint (PPT) presentations in the classroom. This suggests that students generally view PowerPoint as an effective instructional tool that enhances engagement, comprehension, and participation in learning activities. The findings imply that students are more eager to learn, more likely to engage in discussions, and more focused on lesson content when PowerPoint is integrated into teaching. Additionally, students recognize PowerPoint as a modern and interactive learning aid that supports their motivation and attentiveness.

A *very high level* of perception was observed in three specific items, indicating that students strongly believe in PowerPoint's role in promoting interactivity and engagement. The statement *"PowerPoint*

is interesting." received a mean score of 3.28, while *"I enjoy doing a presentation using PowerPoint"* and *"I really enjoy looking at the graphs, pictures, graphics presented on PowerPoint."* had the highest mean scores of 3.30 and 3.34, respectively. These findings suggest that students find PowerPoint presentations not only engaging but also valuable in sustaining their interest throughout classroom discussions.

Table 1
Students' Perception on the Use of PowerPoint in the Classroom

	Item	Mean	Description Level
1.	I feel excited when PowerPoint is used.	3.07	High
2.	I feel interested when the teacher uses PowerPoint in the lesson.	3.22	High
3.	I feel motivated when the teacher uses PowerPoint.	3.07	High
4.	I have more chance to participate when PowerPoint was used.	3.10	High
5.	I gain better interaction with the teacher when PowerPoint is used.	3.01	High
6.	I learn better when the teacher uses PowerPoint.	3.22	High
7.	PowerPoint helps me improve my listening skills.	3.08	High
8.	PowerPoint helps me improve my writing skills.	2.94	High
9.	PowerPoint helps me to learn vocabulary.	3.06	High
10.	PowerPoint helps me to learn grammar.	2.99	High
11.	PowerPoint presents the material in a well-organized way.	3.20	High
12.	Using PowerPoint is better than the blackboard.	3.15	High
13.	Using PowerPoint is better than the prescribed textbook (modules).	3.16	High
14.	PowerPoint helps me concentrate on the lesson.	3.15	High
15.	PowerPoint draws my attention to the lesson.	3.15	High
16.	Using PowerPoint is not difficult.	3.06	High
17.	PowerPoint is interesting.	3.28	Very High
18.	I enjoy doing a presentation using PowerPoint.	3.30	Very High
19.	I really enjoy looking at the graphs, pictures, graphics presented on PowerPoint.	3.34	Very High
Overall Mean		**3.13**	**High**

A high level of perception was also evident in multiple aspects of PowerPoint usage. Students reported that *"I feel excited when PowerPoint is used." (3.07)* and *"I feel motivated when the teacher uses PowerPoint" (3.07)* and *"I learn better when the teacher uses PowerPoint" (3.22)*. They also agreed that *"I feel interested when the teacher uses PowerPoint in the lesson." (3.22)* and

"I have more chance to participate when PowerPoint was used" (3.10). Other statements with high mean scores include *"PowerPoint helps me to learn vocabulary" (3.06)*, *"PowerPoint helps me concentrate on the lesson" (3.15)*, and *"Using PowerPoint is better than the blackboard" (3.15)*. These findings highlight that students generally consider PowerPoint a helpful and engaging tool that supports their learning process.

Despite the predominantly positive perception, some aspects of PowerPoint usage received moderate levels of perception, indicating areas where students had more neutral or mixed opinions. The statement *"PowerPoint helps me improve my writing skills."* had a mean score of 2.94, while *"PowerPoint helps me to learn grammar."* received a mean score of 2.99. These results suggest that while students appreciate the benefits of PowerPoint, some find it not effective in learning grammar or improving writing skills.

Overall, the findings suggest that students generally have a positive perception of PowerPoint presentations in the classroom, recognizing them as a useful, engaging, and motivating tool for learning. However, the results also highlight the need for careful implementation to prevent issues such as information overload or fast-paced lesson delivery.

DISCUSSIONS

The findings of this study reveal that students generally hold a positive perception of PowerPoint (PPT) presentations in the classroom, as reflected in the overall mean score of 3.13. This suggests that students find PowerPoint an effective instructional tool for enhancing their learning experience by making lessons more engaging, interactive, and visually appealing. The results align with Arifalo et al. (2013), who emphasized that PowerPoint presentations play a crucial role in improving knowledge delivery and fostering an interactive learning environment.

Among the highest-rated items, students strongly agreed that PowerPoint's multimedia features enhance engagement and comprehension. Under Item 19, *"I enjoy looking at the graphs, pictures, and graphics presented in PowerPoint,"* the mean score of 3.34 indicates that students appreciate the visual and dynamic elements of PowerPoint, which contribute to better content retention. According to Hassan (2019), the integration of multimedia tools such as images, charts, and animations helps educators create immersive presentations that cater to varied learning styles, making complex concepts easier to understand. Similarly, Item 17, *"PowerPoint is interesting,"* with a mean score of 3.28, highlights that students perceive PowerPoint as a captivating and engaging instructional tool. Hassan (2019) further supports this idea by asserting that PowerPoint enhances and transforms the teaching-learning process, making instructional materials more vibrant and adaptable to modern education.

Another significant finding is students' positive perception of PowerPoint as a tool for classroom presentations. Under Item 18, *"I enjoy doing a presentation using PowerPoint,"* the mean score of 3.30 indicates that students appreciate the creative and design features of PowerPoint, which allow them to develop visually appealing and interactive presentations. As noted by Japrel (2021), PowerPoint provides a comprehensive platform for creating professional and well-structured presentations, enabling students to integrate graphics, charts, key concepts, and terminologies effectively. This aligns with students' belief that PowerPoint serves as a practical tool for organizing and presenting information in a structured manner.

While students generally perceive PowerPoint as beneficial, some items received moderate mean scores, indicating areas where perceptions were more neutral or mixed. Under Item 8, *"PowerPoint helps me improve my writing skills,"* the mean score of 2.94 suggests that students believe PowerPoint has a mild positive effect on their writing proficiency. Although PowerPoint is primarily a visual presentation tool, studies suggest that using visual aids can contribute to better communication skills by encouraging students to organize ideas clearly and cohesively. Furthermore, under Item 10, *"PowerPoint helps me improve my grammar,"* with a mean score of 2.99, students acknowledged a potential benefit in grammar improvement through PowerPoint usage. As Ghavifekr et al. (2015) pointed out, creating PowerPoint presentations requires careful analysis and attention to detail, which encourages students to refine their grammatical accuracy and clarity when structuring their content.

Additionally, the study found that PowerPoint may contribute to language development, as shown in Item 9, *"PowerPoint helps me improve my vocabulary,"* which had a high mean score of 3.06. This suggests that students recognize PowerPoint's role in expanding their vocabulary, likely due to its ability to present subject-specific terminologies alongside visuals. Lumapenet and Fronda (2022) highlight that multimedia tools in education expose students to diverse forms of communication, enriching their understanding of academic content. Similarly, Brann et al. (2014) argue that multimedia-based learning encourages students to explore new vocabulary and complex academic terms, particularly in subjects like English and Science.

Overall, the study underscores the importance of PowerPoint as a modern educational tool, with findings indicating that students favorably perceive its use in classroom instruction. While PowerPoint was highly rated for its engagement, interactivity, and content organization, there is also evidence suggesting that it may indirectly contribute to skills development, such as writing, grammar, and vocabulary acquisition. These insights support the integration of well-designed PowerPoint presentations in classrooms, ensuring that they are used strategically to enhance student learning outcomes.

Conclusion

The findings of this study confirm that students hold a strong and affirmative perception of PowerPoint as an instructional tool in the classroom. Their positive outlook reflects the effectiveness of PowerPoint in enhancing engagement, comprehension, and overall learning experiences. Students widely acknowledge its ability to create an interactive and visually appealing learning environment, reinforcing its role as a valuable aid in modern education. This highlights the growing importance of multimedia integration in pedagogy, where digital tools like PowerPoint support diverse learning styles and improve student motivation.

Overall, this study affirms that PowerPoint serves as a valuable and versatile teaching tool that enhances student learning when used appropriately. Its impact extends beyond mere content delivery, influencing student motivation, language skills, and cognitive processing. The integration of technology-driven teaching strategies should continue to be explored and refined, ensuring that PowerPoint and similar digital tools remain effective components of 21st-century education.

Recommendations

Taking into consideration the comprehensive analysis and findings reported in this research study, the following recommendations have been developed to offer helpful strategies and

insights for optimizing the identified areas of improvement and encouraging positive developments within the corresponding contexts.

The Department of Education should encourage educators to attend professional development workshops and training programs to improve their understanding of effective language teaching methodologies and PowerPoint usage. To foster a holistic approach to language acquisition, there is a need to implement comprehensive language development initiatives that integrate technology-driven tools such as PowerPoint in different lessons in the senior high school department.

Allocation of resources to support the integration of advanced language learning tools, such as software and applications that supplement the use of PowerPoint in educational settings should be prioritized by local government units. There is a need to collaborate with educational institutions to organize community-based language enhancement programs that use PowerPoint as a tool for interactive and engaging learning experiences.

It is vital for the school administration to establish clear guidelines and standards for incorporating PowerPoint effectively in language instruction, emphasizing the importance of promoting grammatical accuracy and vocabulary enrichment through interactive presentations. Fostering a conducive learning environment, in this context, is essential by providing students and teachers with access to resources that facilitate the seamless integration of PowerPoint for the development of one's language and other cognitive skills.

It is advisable for teachers to create and deliver PowerPoint presentations that include interactive grammar exercises, vocabulary-building activities, and writing prompts in order to actively engage students in language learning. It is recommended to give students regular constructive feedback on their written assignments and PowerPoint presentations to help them improve their grammar, vocabulary usage, and writing skills.

Students must actively participate in language-focused activities integrated into PowerPoint presentations, such as grammar quizzes, vocabulary games, and writing workshops, to strengthen language skills in an interactive and engaging manner. Take initiative to self-assess and improve grammar, vocabulary, and writing skills through the utilization of online resources and educational platforms that complement classroom learning with PowerPoint.

Future researchers are encouraged to conduct in-depth studies on the impact of PowerPoint on different lessons which may not be limited to grammar, vocabulary, and writing skills in a variety of educational contexts, taking different teaching methodologies and student demographics into account. There is a need to investigate the effectiveness of incorporating innovative language learning strategies, such as PowerPoint, in promoting long-term language proficiency and academic success among students.

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