EXPLORING TEACHERS' EXPERIENCE IN UTILIZING SLIDES PRESENTATION TOOLS TO ENHANCE ENGLISH TEACHING

Anggit Prasojo[1], Afrianto Daud[2], Masyhur[3]
Pendidikan Bahasa Inggris, FKIP, Universitas Riau[1], Pendidikan Bahasa Inggris
, FKIP, Universitas Riau[2], Pendidikan Bahasa Inggris, FKIP, Universitas Riau[3]
[1]hitmeup.anggitprasojo@gmail.com, [2]afrianto.a@lecturer.unri.ac.id,
[3]masyhur@lecture.unri.ac.id

ABSTRACT

This study explored English teachers' experiences in utilizing slide presentation tools to enhance English teaching at SMAN 8 Pekanbaru. Specifically, it examined how slides were employed to organize lessons, support comprehension, manage classroom activities, and motivate students. A qualitative case study was conducted with five purposively selected teachers, and data from semi-structured interviews were analyzed thematically to ensure depth and credibility. The findings highlight three interrelated dimensions: instructional, technological, and creative-motivational experiences. Instructionally, slides enabled teachers to align content with learning objectives, maintain lesson flow, and optimize classroom management. Technologically, teachers demonstrated strong familiarity with tools such as PowerPoint and Canva, showing confidence and adaptability when facing challenges such as technical disruptions. Creatively, the integration of visuals, animations, and multimedia features enhanced learner engagement while requiring careful balance between aesthetics and clarity. These insights suggest that slide tools function not merely as visual support but as integral pedagogical instruments that shape instructional delivery, foster comprehension, and sustain engagement. The study contributes to English education by underscoring the importance of digital competence and instructional innovation, offering implications for professional development programs in English Teaching contexts.

Keywords: teachers' experience, slides presentation tools, english teaching

ABSTRAK

Penelitian ini bertujuan mengeksplorasi pengalaman guru bahasa Inggris dalam memanfaatkan alat presentasi slide untuk meningkatkan pembelajaran di SMAN 8 Pekanbaru. Secara khusus, penelitian ini menelaah bagaimana slide digunakan untuk mengorganisasi pelajaran, mendukung pemahaman, mengelola aktivitas kelas, dan memotivasi siswa. Penelitian ini menggunakan desain studi kasus kualitatif dengan lima guru yang dipilih secara purposif. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis secara tematik guna menjamin kedalaman serta kredibilitas. Temuan penelitian menyoroti tiga dimensi pengalaman guru, yaitu instruksional, teknologis, dan kreatif-motivasi. Pada dimensi instruksional, slide membantu guru menyusun materi sesuai tujuan

pembelajaran, menjaga alur pengajaran, serta mengoptimalkan manajemen kelas. Pada dimensi teknologis, guru menunjukkan familiaritas yang tinggi terhadap perangkat seperti PowerPoint dan Canva, disertai kepercayaan diri dan kemampuan adaptif menghadapi kendala teknis, termasuk gangguan listrik. Pada dimensi kreatif-motivasi, integrasi visual, animasi, dan multimedia terbukti meningkatkan keterlibatan siswa, meski tetap diperlukan keseimbangan antara estetika dan kejelasan agar tidak mengganggu fokus belajar. Secara keseluruhan, penelitian ini menyimpulkan bahwa slide berfungsi bukan sekadar sebagai penunjang visual, melainkan sebagai instrumen pedagogis integral yang membentuk penyampaian materi, memperkuat pemahaman, dan menjaga keterlibatan siswa. Kontribusi penelitian ini menegaskan pentingnya kompetensi digital serta inovasi instruksional, sekaligus memberikan implikasi bagi program pengembangan profesional guru dalam konteks pengajaran.

Kata Kunci: pengalaman guru, alat presentasi slide, pengajaran bahasa inggris

A. Introduction

Technology has become a fundamental component of modern education, particularly in language learning. In the 21st century, digital tools have transformed traditional teaching methodologies into more interactive and engaging approaches (Parrilla, 2016). The integration of technology in English education has shifted instruction from textbook-based methods to more dynamic and multimedia-driven practices (Preethi & Jaisre, 2021).

One of the most widely adopted digital tools in English teaching is the slide presentation, with applications such as Microsoft PowerPoint, Canva, and Google Slides. Among these, PowerPoint remains the most dominant (Osipovskaya & Burdovskaya, 2019). These tools allow teachers to present information in a structured and visually appealing way that supports comprehension and caters to different learning styles (Kumar et al., 2021). According to Mayer (2020), multimedia presentations enhance learning by integrating visual and auditory elements that support cognitive processing and retention.

The benefits of slides extend beyond content delivery. Li (2014) found that PowerPoint presentations can foster students' active participation in the classroom. Similarly, Mukhtarkhanova et al. (2023) emphasized that multimedia slides cater to visual, auditory, and kinesthetic learners through the integration of images, sounds, and

interactive features. As a result, lessons become more engaging and effective in supporting language development.

In the Indonesian context, particularly at the secondary level, slide presentations have become a common feature of English classrooms. However, their actual implementation varies greatly, depending on teachers' skills, creativity, and available facilities. While some teachers design slides that enhance comprehension and motivate learners, others rely on basic templates with limited pedagogical impact. This reflects a broader challenge: although technology is accessible, its effectiveness largely depends on teachers' experiences and strategies in using it.

Although the advantages of slide presentation tools in English teaching have been widely recognized, existing studies mainly emphasize their technical features and potential benefits for students. Less attention has been given to teachers' own experiences in employing these tools effectively in classroom practice. Oommen (2012) noted that lesson effectiveness depends not merely on using slides but on how teachers

design and implement them thoughtfully. This indicates a need to investigate how teachers draw on their experiences with slide tools to enhance English teaching.

This study addresses that gap by exploring the experiences of English teachers at SMAN 8 Pekanbaru in utilizing slide presentation tools. By focusing on teachers' perspectives, the research seeks to provide both theoretical and practical contributions: enriching the literature on technology integration from a teacher-centered viewpoint, and offering insights for professional development programs and policy initiatives aimed at strengthening teachers' digital competence and instructional innovation in English teaching.

B. Research Methods

This study employed a qualitative research design with a case study approach to explore the experiences of English teachers in utilizing slide presentation tools to enhance English teaching. A case study was chosen because it allowed an in-depth investigation of a specific group within a particular setting, namely English teachers at SMAN 8 Pekanbaru. The participants were

selected through purposive sampling, after conducting pre-research and observations, It was found that all five English teachers at SMAN 8 frequently use slides presentation tools in their daily English teaching, making them suitable sample for this research. The research was carried out at SMAN 8 Pekanbaru, located on JL. Abdul Muis No. 14, Cinta Raja, Kec. Sail, Kota Pekanbaru, Riau. All five English teachers at the school participated in this study, representing different grade levels from X to XII.

Data collection relied primarily on semi-structured interviews, which provided a balance between predetermined questions and flexibility for participants to elaborate on their experiences. The interview protocol was developed based on three main dimensions of teachers' experiences: instructional, technological, and creative-motivational. It consisted of fifteen guiding questions that ensured alignment with the research objectives while allowing teachers to speak freely.

The data were analyzed using thematic analysis with a deductive coding approach. Predefined codes based on the three experience dimensions were applied, and NVivo software was used to organize, categorize, and visualize the data systematically. This process enabled the identification of recurring themes and meaningful insights, which were then presented in descriptive narratives supported by direct excerpts from participants.

To ensure trustworthiness, member checking was conducted after the initial analysis. Each participant was provided with their full transcript and a summary of the emerging themes for review. They were invited to confirm accuracy, clarify points, and provide feedback. Most teachers agreed that the transcripts and themes accurately reflected their perspectives, with only minor revisions suggested. These revisions were incorporated to strengthen the validity of the findings, ensuring that the results genuinely represented the teachers' experiences in using slide presentation tools for English teaching.

C. Results

This study explored English teachers' experiences in utilizing slides presentation tools at SMAN 8 Pekanbaru through interviews and classroom observations with five

female teachers across different grade levels. Three themes emerged: instructional experience, technological experience, and creative and motivational experience. Member checking confirmed that the transcripts accurately represented participants' ideas, ensuring data credibility.

The first finding revealed that teachers employed slides as structured pedagogical frameworks rather than mere visual aids. They organized content around learning objectives, used slides to scaffold student understanding, and managed lesson flow effectively. These practices resonate with Sukma et al. (2018), who emphasized the role of multimedia in improving comprehension, and with Hien Thi Ngoc Le Ho (2023), who found that structured slides enhanced engagement in grammar teaching. However, while most participants viewed slides as scaffolding tools, one teacher noted that overly complex designs could distract learners, echoing Kian et al.'s (2019) caution about potential drawbacks in ESL classrooms.

In terms of technological experience, teachers demonstrated confidence and adaptability in using platforms such as PowerPoint and Canva. They applied features like animations and templates to enhance delivery and reported pragmatic solutions to technical problems, such as shifting to textbooks or group activities during power outages. This aligns with Ferreira et al. (2018), who linked electronic slideshows with improved comprehension when teachers possessed high technological readiness. Similarly, Osipovskaya and Burdovskaya (2019) emphasized that tool familiarity influenced engagement, a pattern reflected in this study where teachers preferred tools that matched their confidence and teaching style.

The third theme highlighted the creative and motivational dimensions of slide use. Teachers incorporated visuals, colors, animations, and videos to sustain attention and encourage participation. While some emphasized aesthetic appeal, others preferred simplicity to ensure clarity. This reflects Sharma's (2023) finding that multimedia presentations foster interest, as well as Mohapatra and Zayapragassarazan's (2021) argument that design impacts engagement. The nuanced balance

between creativity and clarity observed here extends prior research by showing how reflective practices, such as reviewing slides or seeking feedback, help teachers maintain both visual appeal and pedagogical focus.

Table 1. Visualisation of the Research Results

English Teachers Experiences Using Slides Presentation Tools to Enhance English Teaching		
Dimension	**Sub-Dimension**	**Experiences**
Instructional Experience	Slide organization strategy.	based on learning goals, selecting relevant topics, ensuring students' context.
	Alignment with learning objective.	reflection, observation, evaluation.
	Slide function in comprehension.	creative media, engaging contents, well-structured slides.
	Time & classroom management support.	enabling time allocation, integrate various activities within one file.
	Flow and transition management.	breaking content into manageable parts, consistent themes, clear visual cues.
Technological Experience	Tool familiarity & preferences.	canva, microsoft powerpoint.
	Usage frequency.	once per topic or chapter, every meeting or when introducing new concept heavy materials.
	Utilized features & functions.	animations and templates.
	User confidence & autonomy.	strong confidence, need no support and still need support.
	Technical problem-solving experience.	Electricity loss: impromptu explanations, textbooks, or group activities.
Creative and Motivational Experience	Use of creative visual elements.	images, animations, videos, color schemes, and audio.
	Visual design decision-making.	Pragmatic reasoning: clarity and visual comfort. Pedagogical reasoning: relevance to the learning material.
	Perceived impact on student motivation.	visual appeal, enganging, teachers effort.
	Balance between aesthetic & clarity.	reflecting slides, visible enough, asking feedback, and using design techniques.

	Slide engagement & retention aid.	good slide design and effective teaching.

Overall, the results indicate that English teachers at SMAN 8 Pekanbaru integrated slide tools in ways that combined pedagogical structuring, technological competence, and creative motivation. Unlike many previous studies focused on tertiary education or a single tool, this research highlights the secondary school context where multiple platforms are applied in real classrooms. The implication is that professional development should not only cover technical skills but also emphasize pedagogical integration and design reflection, enabling teachers to maximize the benefits of slide presentation tools for comprehension, engagement, and motivation in English learning.

D. Conclusions

This research investigated the experiences of English teachers at SMAN 8 Pekanbaru in utilizing slide presentation tools to enhance English teaching. The findings revealed three key dimensions of teachers' experiences: instructional, technological, and creative-motivational.

From an instructional perspective, slides were used to organize lessons coherently, align content with objectives, support comprehension, and manage classroom flow. From a technological perspective, teachers showed strong confidence in using accessible tools like PowerPoint and Canva, although occasional technical issues such as power outages required flexible adjustments. From a creative and motivational perspective, teachers designed visually engaging slides with images, videos, and animations to capture attention and sustain student interest, while balancing clarity with aesthetics.

Overall, the study concludes that slides presentation tools are not only visual aids but integral pedagogical instruments embedded in teachers' professional practice. They provide structure, enhance comprehension, support classroom management, and foster student engagement. Effective use requires both technological proficiency and thoughtful instructional design, highlighting the importance of

supporting teachers' reflective and creative practices in slide integration.

In light of these findings, several recommendations can be made. English teachers are encouraged to continue exploring and refining their skills in designing slides, ensuring that content remains aligned with learning objectives and that creativity is balanced with clarity to avoid distraction. Reflective practices, such as reviewing and seeking feedback on slide design, can further strengthen the effectiveness of lessons. For schools and administrators, providing professional development opportunities that integrate both technical and pedagogical training is essential, alongside ensuring reliable infrastructure that supports classroom technology use. Students, on the other hand, are expected to engage actively with slide-supported lessons, taking advantage of visual and interactive elements to deepen their understanding and participation. Finally, future research could further explore how slide presentation tools influence student achievement, motivation, and long-term retention, as well as investigate comparative effectiveness of different platforms and multimedia features across varied educational contexts.

DAFTAR PUSTAKA

Li, L. (2014). Efficient English Learning Scheme Based on PowerPoint Software. *Lecture Notes in Electrical Engineering*, *163*, E1. https://doi.org/10.1007/978-1-4614-3872-4

Richard E. Mayer. (2020). Multimedia Learning 3rd edition. *Multimedia Learning*.

Ferreira, C. M., Santos, A. I., & Serpa, S. (2018). Electronic Slideshow Presentations in the Higher Education Teaching and Learning Process. *Journal of Education and Training Studies*, *6*(2), 120. https://doi.org/10.11114/jets.v6i2.2818

Kian, T. H., Paramasivam, T., Paramesvaranm, K., & Sandrasakeren, S. (2019). Perspectives of using interactive slides in ESL classroom among primary school english language teachers in Pasir Gudang. *International Journal of Engineering and Advanced Technology*, *8*(5), 1208–1217. https://doi.org/10.35940/ijeat.E1171.0585C19

Kumar, T., Malabar, S., Benyo, A., & Amal, B. K. (2021). Analyzing multimedia tools and language teaching. *Linguistics and Culture Review*, *5*(S1), 331–341. https://doi.org/10.21744/lingcur

e.v5ns1.1400

Le, T. N. H. (2023). A Case Study on Using Presentation Software in Teaching and Learning Grammar for English-majored Undergraduates. *International Journal of TESOL & Education*, *3*(3), 17–38. https://doi.org/10.54855/ijte.23332

Mohapatra, D. P., & Zayapragassarazan, Z. (2021). Effective learner engagement strategies in visual presentations. *Journal of Education Technology in Health Sciences*, *8*(1), 2–11. https://doi.org/10.18231/j.jeths.2021.002

Mukhtarkhanova, A., Ustelimova, N., Yessengaliyeva, A., Iliyassova, A., & Tanesh, B. (2023). The Use of Multimedia in English Classes as a Means of Increasing Student Motivation. *World Journal of English Language*, *13*(9), 10–17. https://doi.org/10.5430/wjel.v13n9p10

Oommen, A. (2012). Teaching english as a global language in smart classrooms with powerpoint presentation. *English Language Teaching*, *5*(12), 54–61. https://doi.org/10.5539/elt.v5n12p54

Osipovskaya, E., & Burdovskaya, E. (2019). Presentation Software Tools in Higher Educational Setting. *V International Forum on Teacher Education*, *1*, 1137–1144. https://doi.org/10.3897/ap.1.e1080

Parrilla, L. (2016). *Multimedia Technologies' Influence on Language Acquisition in English Language Learners*. 108.

Preethi, P., & Jaisre, D. V. (2021). Incorporating Multimedia To Enhance An Effectual Learning Inside Language Classroom. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, *12*(10), 6179–6183. https://doi.org/10.17762/turcomat.v12i10.5457

Sharma, H. L. (2023). Enhancing student interest in English Language via multimedia presentation. *International Journal of Applied Research*, *2*(1), 275–281.

Sukma, D. M., Nurkamto, J., & Drajati, N. A. (2018). Designing Multimedia-based Presentation in Academic Speaking Classroom. *International Journal of Language Teaching and Education*, *2*(3), 227–237. https://doi.org/10.22437/ijolte.v2i3.5753