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# Enhancing ESP Students' Speaking Ability through PowerPoint-Assisted Oral Presentations

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## ABSTRACT

**Objective:** The integration of technology in English language teaching, particularly in English for Specific Purposes (ESP), has transformed classroom practices in higher education. However, students often face difficulties in speaking English fluently within their specialized subjects. This study aims to evaluate the effectiveness of PowerPoint (PPT) as a medium to enhance students' speaking skills through oral presentations, with a focus on ESP for Business Law, an area that has received limited empirical attention. **Method :** This research used qualitative approach. Data were collected via observations, questionnaires, and documentation from 48 students enrolled in an English for Business Law course. **Results:** Findings revealed that (1) PPT effectively supports students in improving their oral communication skills, and (2) students' speaking performance increased after conducting group presentations using PPT. **Novelty:** The study's contribution lies in demonstrating how structured PPT-based presentations can enhance subject-specific oral proficiency in ESP classrooms. These results suggest that lecturers and students should consider integrating PPT in oral presentations to promote language development and engagement in higher education settings.

## INTRODUCTION

English is widely recognized as an international language functioning as both a second and, in some contexts, a first language (Saputra, 2022) and as a primary medium of international communication in higher education (Teng & Zhang, 2021; Maria et al., 2022). This demand is institutionally addressed through English for Specific Purposes (ESP) courses, which are compulsory at the tertiary level and designed to meet students' academic and disciplinary needs according to their fields of study (Wengrum & Nurhartanto, 2021). ESP instruction aims to enhance students' English skills with a focus on target needs and learning outcomes (Basri et al., 2018; Hyland, 2022). However, despite the acknowledged importance of English proficiency, particularly in academic speaking, existing studies often remain generalized and insufficiently contextualized. In the Indonesian higher education context, especially among students from Madura, global expectations of English competence intersect with distinctive linguistic backgrounds, sociocultural norms, and educational experiences, which help explain persistent challenges in translating global standards into effective local speaking performance. This condition underscores the need for a more context-sensitive analysis of ESP implementation for Madura students.

Unfortunately, there is problem in teaching English especially in teaching English for Specific Purposes (ESP) for students at one of state University in East Java. A study found many problems in ESP class, especially in Indonesia (Uyun, 2020). The problems happened because the difficulty in pronouncing the word in English sentence. This is

8 related with the study conducted before (Anggini & Arjulayana, 2021; Arjulayana & Permana, 2021) who found that it's difficult to encourage students in speaking. The previous studies (Arjulayana & Martínez, 2022) found that the students have the problem in pronunciation during speaking English. This problem also happens in ESP class for subject English for Business Law course in one of university at East Java. There are various challenges in learning because students are still not optimal in speaking English, especially related to the term sharia business law. Not only that, the problem of pronunciation is also an obstacle for students who are dominated by students from Madura and Java.

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1 In learning English, there are four components (writing, reading, listening, and speaking) (Arjulayana & Rachmi, 2022; Wahyuddin, 2022). From those components, speaking is a complex component because it involves many skills such as listening, vocabulary, grammar, and pronunciation (Rahayu, 2020). Speaking is the process of creating using both verbal and nonverbal signals (Kuning, 2019). From the ability of speaking, a lecturer can evaluate the capability of student's in understanding English language (Rao, 2019). Unfortunately, there is a problem of the capability of students' speaking in this ESP class because the using of conventional learning. This method made students boring in studying in the class (Sutanto et al., 2022). Conventional learning made the students feel unhappy and shy to produce their English language.

16 Based on the problems faced by these students, lecturer should provide a communicative language teaching in class (Kyrpychenko et al., 2021; Abdelmageed et al., 2020; Ayulisjati et al., 2022). Not only that, the lecturer should improve their strategy in teaching English (Sasabone et al., 2021). In this study, the lecturer took the initiative by forming discussion groups and making an oral presentation during class activity. Oral presentations will help students to collaborate with each other in critical thinking efforts to solve problems (Solmaz, 2019). In giving presentation using oral presentation, students can apply ICT (Information and Communication Technology). Moreover, the using of ICT made students happy in studying (Alfisuma et al., 2023). One of ICT which can be used in the class during presentation is multimedia (Alemdag & Cagiltay, 2018). PPT is a kind of multimedia which can be used to develop their critical thinking abilities (Khusna et al., 2022). In English learning, ICT is very important (Poudel, 2022). Many teachers aware about technology for teaching in the class (Wu et al, 2019; Dogan et al., 2021).

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23 This research focuses on the use of PPT as a part of multimedia that can be utilized by students during oral presentations in ESP (English for Business Law) class. Several previous studies have examined the use of PPT in oral presentations. Zaitun and Mutiarani (2014) found that oral presentations can improve speaking skills in English. Interactive PPT can improve student learning also studied before (Yuliansah, 2018). Putri (2019) also found that oral presentations motivate students to talk more actively and help students control their fear and nervousness. Ati & Parwati (2022) and Mu'man & Khabib (2023) found that oral presentations improve speaking skills along with Suardika et al., (2023) reasearch which found that oral presentations help students in improving communication skills. Pujiati & Arjulayana, (2024) also found that multimedia aided teacing is effective for teaching ESP.

6 Despite the growing body of research on multimedia and oral presentation techniques in language learning, there remains a paucity of studies examining the implementation of PPT-assisted oral presentations in discipline-specific ESP courses, particularly those involving specialized legal and sharia-based terminology, such as English for Business Law. This study addresses this gap by evaluating the effectiveness of PPT-assisted oral presentations in enhancing students' speaking skills, confidence, and mastery of professional terminology within an ESP context.

2 The study also proposes a replicable instructional model for ESP lecturers in higher education, especially in law- and business-related programs. This model integrates Communicative Language Teaching (CLT) with ICT-supported oral presentations, thereby aligning linguistic competence with professional communication demands in the era of Industry 4.0. By combining technology, pedagogy, and discipline-specific content, the model moves beyond conventional teacher-centered ESP instruction, fostering a learner-centered and discipline-oriented learning environment. The novelty of this research lies in its context-sensitive pedagogical approach, which addresses students' pronunciation challenges and speaking anxiety arising from their local linguistic backgrounds (Madura and Javanese). PPT-assisted oral presentations are utilized not only as a visual aid but also as a scaffold for structured communication, enabling students to organise ideas, present arguments coherently, and engage confidently in oral discourse.

41 By examining the application of PPT in a specialized ESP setting, this study contributes to the literature on ESP and technology-enhanced learning by providing empirical evidence of its effectiveness, extending existing theories in multimedia learning, communicative language teaching, and ICT integration. Practically, the findings offer actionable guidance for ESP lecturers, demonstrating how PPT-assisted oral presentations can enhance speaking proficiency, engagement, and mastery of professional terminology. Consequently, this research provides both theoretical insights and applied pedagogical strategies, enriching ESP scholarship and offering a model that can be adapted across higher education contexts.

## 1 RESEARCH METHOD

34 This research used a qualitative approach. Qualitative here used to see the implementation of PPT for enhancing students' speaking ability and evaluate the implementation of PPT on oral presentation in Sharia Business Law class. Qualitative research depart from general to specific phenomena (Creswel, 2017). This study also used experimental study in by using pre-test and post-test after using PPT in oral presentation. In research using second language learning, research designs using experimental studies through pre-tests and post-tests are considered effective in research (Mackey & Gass, 2005). The research was conducted on September-November, 2023. Participants in this research were 48 students taking the English for Business Law course in class B, in Islamic Faculties. Participants involved in this research were students who had filled out study plan cards and taken the English for Business Law course.

**Table 1.** Participants Background

Characteristics	Description	
Gender	Male	25
	Female	23
Origin	Madura	30
	Java	18
Age	17-20 years old	38
	> 20 years old	10
English skills	Active	10
	Passive	38
Access to Technology	<ul style="list-style-type: none"> <li>• They can access internet</li> <li>• They can make PPT</li> </ul>	

As shown in Table 1, the majority of participants were aged 17–20, had passive English skills, and were capable of accessing the internet and creating PowerPoint presentations.

The data in this study was taken using questionnaire, observation techniques, and interviews with students based on the objective of this research. The steps in data collection are as following explanation. For answering the first research question about the effectivity of PPT in oral presentation, researchers collected data using a questionnaire given to students to see the student's perception related to the use of PPT in oral presentation. The research instrument for getting data is a questionnaire designed using a Likert scale. The questionnaire was created with 5 scales, very good (5), good (4), neutral (3), poor (2), and very poor (1). There are 6 indicators which are used for asking the students' perception during the student's use PPT and before using PPT, (1) enjoy in learning ESP; (2) active in asking; (3) active in answering question; (4) doing assignment happily; (5) motivation in learning; (7) more confidence in speaking. This indicators adopted from previous research conducted by Yuliansah (2018). Furthermore, the researcher tries to develop the questionnaire based on the needs of this research.

In this research, we made interviews with 5 students as a sample to get information about the using of PPT as media for enhancing speaking ability. We used semy-structured interviews during interview (Albaret & Deas, 2023). Each of interview needs a time at least 5-10. We have informed the students that the students who are being volunteer should be honest in answering the question. We also informed that there is no effect in score of the course. The interview questions are: (1) Are you enjoy in ESP class? ; (2) Are you active in asking question in ESP class?; (3) Are you active in answering question?; (4) Are you happy in doing assignment?; (5) Do you have motivation in learning?; (6) Have your scored increased after using PPT?; and (7) are you more confident in speaking?.

For answering second research question, researchers collected data using instruments for observations during lectures. This instrument was created for pre-test and post-test. The pre-test activity was carried out to see English language skills before the action, while the post-test was carried out to see English language skills after the

action was taken. Action experiments on English speaking skills were carried out in 10 meetings according to the themes given during one semester. As for evaluating the application of oral presentations to improve speaking skills in English, an evaluation of the pre-test and post-test scores is carried out in accordance with the theory of (Brown, 2004) . Evaluation is given with a score of (3) Excellent; (2) Good; (1) Fair; and (0) Poor is given to the content of the material and the method of delivering the material.

**Table 2.** Indicators for Assesment

Content	Method of Delivering Material
1) Presentation objectives are met	1) The speaker uses good gestures
2) Open the presentation well	2) The speaker uses good gaze contact
3) The main idea is conveyed very clearly	3) The language used is natural and fluent
4) Arguments are supported by clear facts	4) A clear voice was heard
5) Conclusions are stated by conveying the main idea	5) Speaking speed is sufficient
	6) Clear pronunciation
	7) Grammarly correct and understandable
	8) The speaker uses props
	9) The speaker looks interesting
	10) The speaker can respond well

In analyzing data, there are some steps used based on data collecting method used in this study. For analyzing data from questionnaire, we calculated based on students' perception based on likert scale and make percentage to see the score. For analyzing data from observation, we read data from pre-test and post-test instrument. Data will be presented in diagram and also be explained in short explanation.

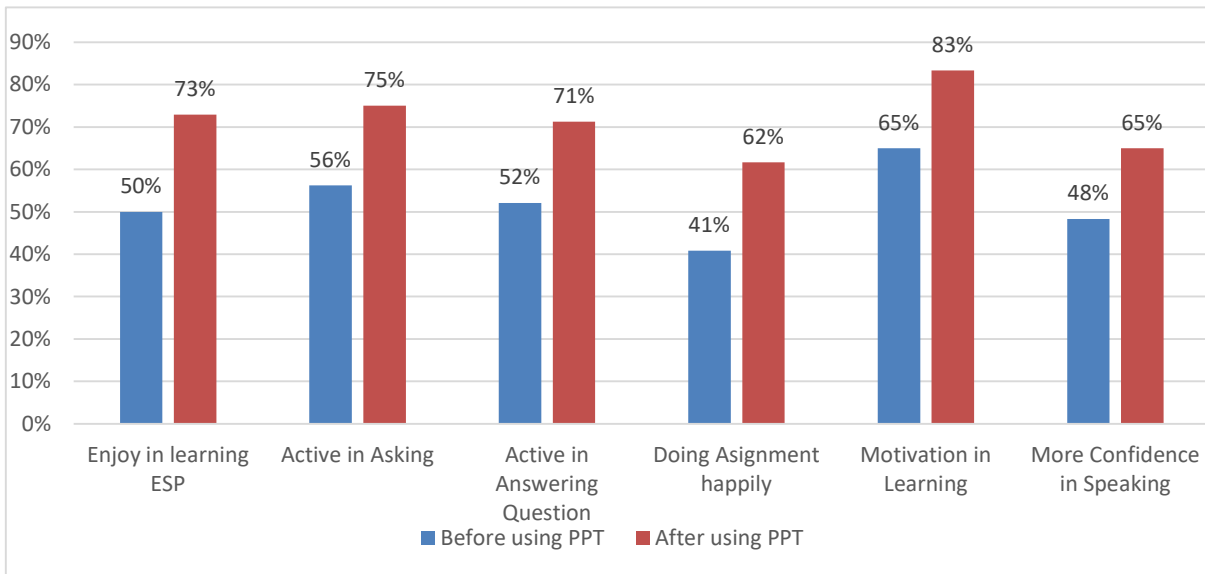
## RESULTS AND DISCUSSION

### Finding

This part will explain about the findings and discussion of this research. The findings of this research will answer the problem formulation proposed in this research. The following is a description of the research findings.

### Implementation of PPT in Oral Presentation in ESP (English for Business Law) Course

On answering the first question and getting objective of the research which is to get the information related to the effectivity of PPT in oral presentation, a questionnaire which closed question was created. Data from questionnaire were calculated and made into percentage. The following are the results of questionnaire data processing related to the application of PPT in oral presentations:



**Figure 1.** Student's Perception of PPT for Oral Presentation in ESP

To address the first research objective, which examined the effectiveness of PowerPoint (PPT) in oral presentations within ESP courses, a closed-ended questionnaire was administered. The data were analysed descriptively using percentage comparisons between learning conditions with and without PPT support. As illustrated in Figure 1, students' perceptions of ESP learning improved consistently across all six indicators after the integration of PPT into oral presentations. Enjoyment in learning increased from 50% to 73%, indicating a substantial enhancement in students' affective engagement. Classroom participation also improved markedly, with the proportion of students actively asking questions rising from 56% to 75%, and those actively answering questions increasing from 52% to 71%. These findings suggest that PPT-supported presentations encouraged greater student interaction and language production during ESP sessions.

Similarly, students' engagement in completing assignments increased from 41% to 62%, while learning motivation rose from 65% to 83%. Notably, students' confidence in speaking English showed a clear improvement, increasing from 48% prior to PPT use to 65% after PPT-assisted presentations. This pattern indicates that PPT functioned not only as a visual aid but also as a pedagogical scaffold that supported students' psychological readiness to communicate in English, particularly in ESP contexts involving specialised terminology.

Overall, the questionnaire results demonstrate that PPT-assisted oral presentations are associated with higher levels of student engagement, participation, motivation, and speaking confidence in ESP classes. These findings suggest that PPT is an effective instructional medium for enhancing English-speaking performance for specific purposes, particularly in business and sharia law contexts.

To triangulate the quantitative findings, semi-structured interviews were conducted with five students. The interview data corroborated the questionnaire results,

15  
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revealing that students felt more confident, motivated, and actively involved when PPT was used during oral presentations. Participants reported reduced anxiety, greater willingness to speak English, and perceived improvement in academic performance. This qualitative evidence strengthens the conclusion that PPT-supported oral presentations positively influence students' engagement and speaking development in ESP learning. The findings of this study can be theoretically interpreted through the lenses of Communicative Language Teaching (CLT), the Cognitive Theory of Multimedia Learning, and the Technological Pedagogical Content Knowledge (TPACK) framework. The observed increases in student engagement, participation, motivation, and speaking confidence following PPT-assisted oral presentations indicate that the integration of technology was pedagogically meaningful rather than merely instrumental.

From a Communicative Language Teaching (CLT) perspective, the increase in students' active participation in asking and answering questions reflects the central role of interaction in language learning. CLT emphasises that speaking competence develops through meaningful communication and learner engagement rather than passive reception of linguistic input. PPT-supported oral presentations functioned as communicative tasks that encouraged students to negotiate meaning, present ideas to an audience, and respond spontaneously, thereby aligning with CLT principles of learner-centred and interaction-driven instruction.

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The findings also align with the Cognitive Theory of Multimedia Learning, which posits that learning is more effective when information is presented through integrated verbal and visual channels. The increased enjoyment, motivation, and confidence reported by students suggest that PPT reduced cognitive load during oral presentations by providing visual structure and key content cues. This visual scaffolding enabled students to focus more on language production and message delivery, which is particularly beneficial in ESP contexts where learners must process specialised and discipline-specific terminology.

14

Furthermore, the effectiveness of PPT-assisted oral presentations can be explained through the TPACK framework, which highlights the importance of aligning technology, pedagogy, and content knowledge. In this study, PPT (technology) was integrated with oral presentation techniques and communicative practices (pedagogy) to support ESP content related to business and sharia law (content). This alignment allowed PPT to function as an instructional scaffold rather than a decorative tool, facilitating structured content organisation, increased interaction, and improved speaking performance.

### 22 39

#### Implementation of PPT in Oral Presentation for Improving English Speaking Skills

This part will explain the objective of the second research to see the application of oral presentations in improving English speaking skills in ESP courses. An experimental method was created by giving a pre-test and post-test.

### Pre-test Oral Presentation Results in ESP Courses

This part will discuss about research findings about pre-test result for oral presentation which can be seen on table 3 below:

**Table 3.** Pre-test Results for Oral Presentation

Items	Excellent	Content		
		Good	Fair	Poor
1	0%	4%	21%	75%
2	0%	10%	31%	58%
3	0%	13%	33%	54%
4	0%	8%	38%	54%
5	0%	10%	38%	52%
		Delivery		
1	0%	6%	21%	73%
2	0%	4%	17%	79%
3	0%	8%	23%	69%
4	0%	10%	31%	58%
5	0%	17%	25%	58%
6	0%	4%	21%	75%
7	0%	6%	25%	69%
8	0%	8%	25%	67%
9	0%	15%	27%	58%
10	0%	8%	21%	71%

Table 3 summarises the pre-test results of students’ oral presentation performance in ESP courses across content and delivery dimensions. Overall, students’ baseline performance was predominantly categorised as Poor, with no participants reaching the Excellent level in either dimension. In the content dimension, Poor performance dominated all indicators (52–75%). The relatively strongest result appeared in Item 3 (clarity of main ideas), where 13% of students achieved Good and 33% Fair scores; however, more than half (54%) remained in the Poor category. The weakest performance was observed in Item 1 (achievement of presentation objectives), with 75% of students rated as Poor. These findings indicate limited pre-intervention ability to organise and communicate presentation content effectively.

Similarly, the delivery dimension was characterised by a high proportion of Poor performance (58–79%). Item 5 (speaking speed) showed the highest relative performance, with 17% of students achieving Good scores, while Item 2 (eye contact) recorded the weakest outcome, with 79% rated as Poor. The absence of Excellent scores across all delivery indicators reflects generally low oral presentation proficiency prior to the instructional treatment.

Taken together, the pre-test results establish a clear baseline, indicating that students’ oral presentation skills in both content organisation and delivery were substantially underdeveloped before the intervention. Post-test findings reveal a consistent shift from Poor toward Fair and Good performance levels across both dimensions following the integration of PowerPoint (PPT) in ESP instruction. This improvement suggests that PPT-supported learning facilitated more structured content organisation and more effective presentation delivery.

From a technology, enhanced learning perspective, these results align with multimedia learning principles, whereby the integration of visual and verbal elements

supports idea organisation and reduces cognitive load during oral performance. Pedagogically, the observed gains in delivery-related indicators reflect active learning processes, as PPT-supported presentations promote learner engagement, rehearsal, and communicative authenticity. Moreover, improvements in content organisation are consistent with constructivist learning principles, indicating that PPT functions as an instructional scaffold rather than merely a presentation aid, supporting learners in sequencing ideas and maintaining coherence.

### Oral Presentation Post-test Results in ESP Courses

This part will discuss about research findings about posttest result for oral presentation which can be seen on table 4 below.

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**Table 4. Post-test Results for Oral Presentation**

Items	Excellent	Content		
		Good	Fair	Poor
1	0%	13%	79%	8%
2	0%	21%	63%	17%
3	0%	25%	65%	10%
4	0%	17%	71%	13%
5	0%	15%	77%	8%
		Delivery		
1	0%	17%	75%	8%
2	0%	13%	81%	6%
3	0%	13%	77%	10%
4	0%	15%	75%	10%
5	0%	21%	73%	6%
6	0%	10%	77%	13%
7	0%	15%	79%	6%
8	0%	15%	75%	10%
9	0%	17%	71%	13%
10	0%	21%	73%	6%

Table 4 presents the post-test results of students' oral presentation performance in ESP courses, assessed across two dimensions: content and delivery. Overall, the results indicate a positive shift toward higher performance categories, with the Fair category dominating most indicators and a consistent reduction in Poor scores across both dimensions. No students achieved the Excellent category in the post-test.

In the content dimension, the highest performance was observed in Item 3 (clarity of main ideas), where 25% of students obtained Good scores, while only 10% remained in the Poor category. Other content indicators similarly showed a low proportion of Poor scores, ranging from 8% to 17%, suggesting improved ability in structuring objectives, opening presentations, supporting arguments, and concluding key points. Item 1 (achievement of presentation objectives) recorded the lowest proportion of Good scores (13%); however, the majority of students (79%) achieved Fair performance, indicating overall adequate content organisation.

Regarding the delivery dimension, post-test results demonstrate moderate improvement, with most indicators dominated by the Fair category (71-81%). The strongest delivery performance was found in Item 5 (speaking speed), where 21% of students achieved Good scores and only 6% were categorised as Poor. Conversely, eye

38 contact (Item 2) remained the most challenging aspect, reflected by a higher concentration of Fair scores (81%), although the proportion of Poor ratings remained relatively low (6%). Across all delivery indicators, the percentage of Poor scores ranged from 6% to 13%, indicating a general improvement compared to the pre-test phase.

37 Overall, the post-test findings demonstrate a consistent shift from lower to higher performance categories in both content and delivery aspects. These results suggest an improvement in students' oral presentation performance following the instructional intervention and provide an empirical basis for further discussion on the pedagogical role of PPT-assisted oral presentations in ESP learning contexts.

## Discussion

10 Teaching English to non-native learners in ESP contexts requires pedagogical approaches that prioritise both communicative competence and disciplinary relevance. This study demonstrates that the integration of Communicative Language Teaching (CLT) with PPT-assisted oral presentations effectively enhances students' English-speaking skills in ESP for Business Law courses (Arjulayana & Pujiati, 2024). Multimedia-supported oral presentations foster greater learner engagement, interaction, and confidence, creating a learner-centred and communicative environment. These findings align with previous research showing that visual and technology-enhanced tools improve learner participation and speaking performance (Yuliansah, 2018; Putri, 2019). However, this study extends prior work by illustrating that PPT functions not merely as a visual aid but as a communicative scaffold supporting CLT-oriented interaction. Visual structuring of content enables learners to organise ideas coherently and focus on meaningful message delivery (Pujiati et al., 2024; Zulkhaeriyah et al., 2024; Alfisuma et al., 2024; Oktavia et al., 2024; Lioni et al., 2022; Mahdi, 2022).

19 From a cognitive perspective, the findings support the Cognitive Theory of Multimedia Learning, which posits that integrated verbal and visual information enhances learning (Mayer, 2020). In the ESP Business Law context, PPT-assisted presentations reduced cognitive overload and facilitated clearer organisation of ideas, as evidenced by shifts from lower to higher performance categories between pre-test and post-test assessments. Improvements in delivery aspects, such as fluency, pronunciation, eye contact, and audience engagement, can be explained through Cognitive Load Theory and Technology-Enhanced Language Learning principles (Poudel, 2022; Shi, 2017). Multimedia tools served as visual anchors that reduced speaking anxiety and supported structured language production.

25 Pedagogically, the results reinforce CLT principles, emphasising interaction, authentic communication, and learner-centred instruction (Kyrpychenko et al., 2021). PPT-assisted presentations created an interactive classroom environment where students negotiated meaning, responded to questions, and engaged in real time communication, consistent with studies highlighting the effectiveness of interactive teaching methods in foreign language learning (Biynazarova, 2024; Arjulayana et al., 2021). Beyond measurable gains in speaking performance, the findings of this study highlight important implications for the design of ESP pedagogy, particularly in disciplines that demand both linguistic accuracy and conceptual precision such as Business Law. ESP learners are often

required to articulate complex legal concepts in a foreign language, which can pose significant challenges related to vocabulary load, discourse organisation, and speaking confidence. The integration of CLT with PPT assisted oral presentations appears to address these challenges by creating a structured yet communicative learning environment that bridges linguistic competence and disciplinary knowledge. This approach allows learners to rehearse domain-specific language in meaningful communicative tasks, rather than relying on decontextualised drills or rote memorisation.

The observed improvements in students' performance also suggest that PPT-assisted CLT facilitates gradual learner autonomy. As students became more familiar with organising content visually and orally, they demonstrated greater control over discourse flow and reduced reliance on scripted speech. This supports the view that scaffolding in ESP should not merely simplify content, but progressively empower learners to manage complex communicative tasks independently. PPT slides, when strategically designed, functioned as semiotic resources that guided idea sequencing, emphasised key legal concepts, and supported lexical retrieval during oral production. In this sense, technology-mediated scaffolding aligns with Vygotskian perspectives on learning, where external supports gradually internalise into learners' cognitive strategies.

Furthermore, the communicative nature of PPT-assisted presentations encouraged interactional competence, an often-overlooked component of speaking proficiency in ESP contexts. Students were not only presenting information but also responding to peer questions, clarifying points, and negotiating meaning in real time. These interactional moves reflect authentic communicative demands in professional legal and business settings, where effective communication extends beyond monologic speech. The findings therefore reinforce the argument that ESP instruction should prioritise communicative tasks that mirror real-world professional discourse practices. Another significant contribution of this study lies in its contextual specificity. While previous studies have examined multimedia use in general EFL speaking classes, this research demonstrates its effectiveness within a Business Law ESP context, where abstract concepts and formal discourse styles dominate. The successful integration of CLT and PPT suggests that communicative approaches are not only applicable but also highly relevant to ESP domains traditionally perceived as content-heavy and linguistically demanding. This challenges assumptions that ESP instruction must prioritise content transmission over communicative engagement.

However, the findings also imply the need for careful pedagogical design. The effectiveness of PPT-assisted CLT depends largely on how presentations are structured and facilitated by lecturers. Overloaded slides or lecturer-dominated presentation formats may undermine communicative goals and increase cognitive burden. Therefore, lecturers should explicitly train students in designing concise, visually balanced slides and encourage interactive elements such as audience questions, case-based prompts, and peer feedback. Such practices ensure that PPT remains a communicative scaffold rather than a passive visual aid.

## CONCLUSION

**Fundamental Finding :** This study provides empirical evidence on the implementation of PPT-assisted oral presentations as an instructional strategy for enhancing English speaking skills in ESP classes. The findings demonstrate that PPT is an effective learning medium that supports students in organising content, delivering material more clearly, and engaging more confidently in oral presentations. Questionnaire data indicate that students perceive PPT as a useful and engaging medium that facilitates effective communication and active participation in ESP learning contexts. **Implication :** From a pedagogical perspective, the significant improvement in post-test speaking performance confirms that PPT-based oral presentations contribute positively to students' speaking development in ESP learning through multimedia-supported instruction. The structured visual support provided by PPT, together with the presence of an audience, enhances students' awareness of communicative goals and increases their confidence in using English in academic contexts. To maximize this scaffolding effect, lecturers are encouraged to structure PPT assignments progressively by guiding students to organize ideas logically, integrate discipline-specific language, and align visual elements with oral delivery, thereby enabling PPT-assisted presentations to function as an effective instructional strategy in higher education ESP classrooms. **Limitation:** Nevertheless, this research is limited to the use of PPT as a single instructional medium within higher education ESP contexts. **Future Research:** studies are encouraged to explore the use of different digital media, instructional technologies, or pedagogical techniques, as well as to involve broader participant groups and diverse ESP disciplines. Such investigations would further enrich understanding of technology-enhanced approaches to developing speaking competence in ESP learning.

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