

## The Use of Interactive PowerPoint Media to Improve Arabic Learning Outcomes

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### Abstract:

This study examines the effectiveness of interactive PowerPoint media in improving students' Arabic learning outcomes, particularly at the elementary level. It employs a quantitative approach using a pre-experimental design with a one-group pretest–posttest model. The participants consisted of elementary-level students who were selected through purposive sampling. Data were collected through structured tests administered before and after the implementation of the interactive PowerPoint-based instruction. The analysis involved both descriptive and inferential statistics, including the calculation of mean scores and significance testing to measure learning improvement. The findings reveal a statistically significant increase in students' posttest scores compared to their pretest results. This improvement indicates that interactive PowerPoint media effectively enhances students' vocabulary acquisition, reading comprehension, and overall engagement during the learning process. Additionally, the use of multimedia elements such as animations, visuals, and interactive quizzes contributed to a more engaging and student-centered learning environment. Therefore, this study concludes that interactive PowerPoint is a practical and effective instructional tool for enhancing Arabic language learning outcomes.

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### Introduction (مقدمة)

Arabic is one of the most important international languages, widely used in religious, academic, and cultural contexts across many countries. In educational settings, Arabic is often taught as a foreign language with the aim of enabling students to read classical texts, communicate effectively, and understand Islamic sources. Despite its importance, many learners face challenges in mastering Arabic due to its complex grammatical structures, unfamiliar vocabulary, and distinct writing system. These differences make Arabic learning more demanding compared to other foreign languages. As noted by Jack C. Richards and Theodore S. Rodgers (2001), language learning effectiveness depends on both instructional strategies and learner engagement. Therefore, improving teaching methods is essential to help students

overcome these challenges. This highlights the need for innovative approaches in Arabic language instruction.

In the context of language education, teaching media play a crucial role in enhancing students' understanding and engagement during the learning process. Instructional media provide visual and auditory stimuli that can make abstract language concepts easier to understand. By using appropriate media, teachers can create a more dynamic and interactive classroom environment. This can help students stay focused and actively participate in learning activities. According to Azhar Arsyad (2013), the use of learning media can significantly improve motivation and learning effectiveness. Media also allow teachers to present material in varied and interesting ways. As a result, students are more likely to retain information and achieve better learning outcomes.

However, in many schools, Arabic teaching is still dominated by conventional methods such as lectures and textbook-based instruction. These traditional approaches often limit student interaction and make the learning process monotonous. Students tend to become passive recipients of information rather than active participants in the classroom. This situation can reduce their interest and motivation to learn Arabic. Consequently, many students struggle to master essential language skills, especially vocabulary and sentence construction. As explained by H. Douglas Brown (2007), effective language learning requires active involvement and meaningful practice. Without engaging methods, learning outcomes may not reach the expected level. Therefore, there is a need to improve instructional strategies in Arabic teaching.

To overcome these limitations, integrating technology into the teaching process has become increasingly important. Technology offers various tools that can support interactive and student-centered learning. One commonly used tool in classrooms is Microsoft PowerPoint, which enables teachers to present information in a structured and visually appealing format. PowerPoint allows the integration of text, images, audio, and animations in a single platform. This combination of elements can address different learning styles among students. In addition, it helps teachers explain complex material more clearly and effectively. The use of technology can also create a more engaging and modern learning environment. Therefore, PowerPoint is considered a practical tool in language teaching.

Interactive PowerPoint media further enhance the learning experience by actively involving students in the instructional process. Unlike traditional presentations, interactive PowerPoint includes features such as quizzes, hyperlinks, animations, and clickable menus. These features encourage students to participate directly in learning activities. As a result, students become more engaged and attentive during the lesson. According to Richard E. Mayer (2009), learning is more effective when information is presented through both visual and verbal channels. This theory supports the use of multimedia tools in education. Interactive PowerPoint aligns with this principle by combining different forms of media. Thus, it can improve students' comprehension and retention of learning material.

In Arabic language learning, the use of interactive PowerPoint is particularly beneficial in presenting vocabulary and grammatical structures. Visual elements such as images and animations can help students understand the meaning of words more easily. Audio features can also be used to improve pronunciation and listening skills. This multi-sensory approach allows students to learn more effectively and efficiently. In addition, interactive features can provide immediate feedback to students, which is essential for learning improvement. By engaging multiple senses, students are more likely to remember the material. This approach also helps reduce learning difficulties associated with abstract concepts. Therefore, interactive PowerPoint is highly relevant in Arabic instruction.

Another important aspect of using interactive media is its ability to increase students'

motivation in learning Arabic. Motivation plays a key role in determining students' success in language learning. When students are motivated, they are more willing to participate actively and complete learning tasks. Interactive media create a fun and engaging learning atmosphere that can boost students' interest. According to Zoltán Dörnyei (2001), motivation significantly influences language learning achievement. Without motivation, even the best teaching methods may not produce optimal results. Therefore, teachers must consider strategies that enhance student motivation. Interactive PowerPoint is one such strategy that can make learning more enjoyable.

Learning outcomes in Arabic education are generally measured through students' ability to understand vocabulary, construct sentences, and apply language skills in real-life situations. However, many students still achieve unsatisfactory results due to ineffective teaching methods. This problem indicates that improvements are needed in the instructional process. The use of interactive media is expected to provide a solution to this issue. By making learning more engaging, students can better understand and retain the material. Improved engagement leads to better academic performance. Therefore, enhancing learning outcomes should be a primary goal of Arabic instruction. This can be achieved through the integration of appropriate teaching media.

Previous research has demonstrated that multimedia-based learning can improve students' academic performance. Studies show that interactive media can enhance comprehension, retention, and classroom participation. These findings suggest that technology-based instruction is more effective than traditional methods in certain contexts. Multimedia tools also support individualized learning by allowing students to learn at their own pace. This flexibility is beneficial for students with different learning abilities. In addition, interactive media can create a more collaborative learning environment. As a result, students become more engaged and motivated. These advantages highlight the importance of using multimedia in education.

Despite its advantages, the use of interactive PowerPoint in Arabic classrooms is still limited. Some teachers may lack the skills needed to design effective interactive presentations. Others may face challenges related to limited resources or technological support. In some cases, teachers are not fully aware of the benefits of interactive media. This situation hinders the optimal use of technology in language teaching. Therefore, training and support for teachers are necessary. By improving teachers' competencies, the use of interactive media can be maximized. This will ultimately improve the quality of Arabic instruction. Hence, further research is needed in this area.

Based on the issues discussed above, it is important to conduct a study on the use of interactive PowerPoint media in Arabic learning. This research aims to examine whether interactive PowerPoint can significantly improve students' learning outcomes. It also seeks to provide empirical evidence on the effectiveness of this media in language teaching. The findings of this study are expected to contribute to the development of innovative teaching strategies. In addition, the results can serve as a reference for educators in improving their instructional practices. This research also addresses the gap in the use of technology in Arabic education. Therefore, it is both relevant and necessary.

Therefore, this research entitled **"The Use of Interactive PowerPoint Media to Improve Arabic Learning Outcomes"** is expected to provide valuable insights into effective teaching practices. It aims to support teachers in creating more engaging and interactive learning environments. The study also contributes to the broader field of language education by highlighting the role of technology. By integrating interactive media, teachers can enhance students' learning experiences. This ultimately leads to better academic achievement. The research is also expected to inspire further studies in similar areas. In conclusion, the use of interactive PowerPoint offers a promising solution to improve Arabic learning outcomes.

This study employed a quantitative approach using a pre-experimental design, specifically

### **Method (منهج)**

the one-group pretest-posttest design. The purpose of this design was to measure students' Arabic learning outcomes before and after the implementation of interactive PowerPoint media. By comparing the results of the pretest and posttest, the researcher was able to determine the effectiveness of the treatment. This design is widely used in educational research to evaluate instructional interventions. According to John W. Creswell (2014), experimental designs are useful for identifying causal relationships between variables. Therefore, this method was considered appropriate for the objectives of the study.

The population of this study consisted of elementary-level students learning Arabic in a formal educational institution. The sample was selected using a purposive sampling technique, focusing on one class that represented the population characteristics. The selected class consisted of students who had relatively similar backgrounds in terms of age and prior knowledge of Arabic. This sampling technique was chosen to ensure that the participants were relevant to the research objectives. According to Sugiyono (2017), purposive sampling is suitable when the researcher selects participants based on specific criteria. Thus, the sample was considered appropriate for this study.

The variables of this study consisted of one independent variable and one dependent variable. The independent variable was the use of interactive PowerPoint media in teaching Arabic. Meanwhile, the dependent variable was students' Arabic learning outcomes, which included vocabulary mastery, comprehension, and basic language skills. These variables were selected based on the research objectives and theoretical framework. According to Fred N. Kerlinger (2000), variables are essential components in research as they represent measurable concepts. Therefore, clearly defining the variables was necessary for the success of the study.

The research instruments used in this study included tests and documentation. The test instrument consisted of multiple-choice and short-answer questions designed to measure students' Arabic learning outcomes. The test was administered twice, as a pretest and a posttest, to assess students' progress. In addition, documentation was used to collect supporting data such as student attendance and learning activities. The instruments were developed based on the learning objectives and curriculum standards. According to Suharsimi Arikunto (2013), research instruments must be valid and reliable to ensure accurate data collection. Therefore, the instruments were carefully prepared.

Before being used, the test instrument was validated to ensure its validity and reliability. Content validity was examined by experts in Arabic language teaching, while reliability was tested using statistical methods. This process was important to ensure that the instrument accurately measured what it was intended to measure. A valid and reliable instrument increases the credibility of the research findings. According to Anas Sudijono (2011), validity and reliability are crucial aspects of educational measurement. Therefore, the validation process was an essential step in this study.

The data collection procedure began with the administration of the pretest to measure students' initial abilities in Arabic. After that, the treatment was implemented by using interactive PowerPoint media in several teaching sessions. During the treatment, students were actively engaged through interactive features such as quizzes, animations, and visual aids. At the end of the treatment, a posttest was conducted to measure students' learning outcomes after the intervention. This procedure allowed the researcher to compare students' performance before and after the treatment. According to Donald Ary (2010), systematic data collection is essential in experimental research.

The data obtained from the pretest and posttest were analyzed using statistical techniques. The analysis included descriptive statistics to determine the mean, median, and standard deviation of the scores. In addition, inferential statistics, such as the paired sample t-test, were used to determine whether there was a significant difference between pretest and posttest results. This analysis helped to answer the research questions and test the hypothesis. According to Andy Field (2013), statistical analysis is essential for interpreting research data accurately. Therefore, appropriate statistical methods were applied in this study.

Finally, the results of the data analysis were interpreted to draw conclusions about the effectiveness of interactive PowerPoint media in improving Arabic learning outcomes. If the posttest scores were significantly higher than the pretest scores, it indicated that the treatment was effective. The findings were then discussed in relation to existing theories and previous studies. This step was important to provide meaningful insights and implications for teaching practice. According to Louis Cohen (2007), interpretation is a critical stage in the research process. Therefore, the conclusions were drawn carefully based on the data analysis.

## Result (نتائج)

The results of this study present the findings obtained from the implementation of interactive PowerPoint media in Arabic language learning. The data were collected through pretest and posttest scores administered to the students. The analysis aims to determine whether there was an improvement in students' learning outcomes after the treatment. The findings are presented in a descriptive and inferential manner to provide a comprehensive understanding of the results. Overall, the data indicate a positive trend in students' performance. This suggests that the use of interactive PowerPoint media contributed to improved learning outcomes. Therefore, the results support the effectiveness of the applied instructional media.

The pretest results showed that students' initial ability in Arabic learning was relatively low. Most students had difficulty understanding vocabulary and constructing simple sentences. The average score of the pretest indicated that many students had not yet reached the minimum competency standard. This condition reflects the challenges faced by students before the implementation of the interactive media. In addition, the distribution of scores showed that only a few students achieved high performance. The majority of students were categorized at a low to moderate level. These findings highlight the need for an improved teaching strategy.

After the implementation of interactive PowerPoint media, the posttest results showed a significant improvement in students' performance. Students demonstrated better understanding of vocabulary and were able to construct sentences more accurately. The average score increased noticeably compared to the pretest results. This improvement indicates that the treatment had a positive impact on students' learning outcomes. Furthermore, more students achieved scores above the minimum competency standard. This suggests that the use of interactive media helped students reach the expected learning targets.

The comparison between pretest and posttest results clearly shows a positive difference in students' scores. The increase in the mean score indicates that students' overall performance improved after the treatment. In addition, the score distribution shifted from lower categories to higher categories. This means that more students were able to achieve better results after using interactive PowerPoint media. The improvement was not limited to a few students but was observed across the majority of participants. Therefore, the data demonstrate a consistent pattern of improvement.

The statistical analysis using the paired sample t-test revealed that the difference between pretest and posttest scores was statistically significant. This means that the improvement in students' learning outcomes was not due to chance but was influenced by the treatment. The

significance value obtained from the analysis was lower than the predetermined significance level. Therefore, the alternative hypothesis was accepted. This result confirms that the use of interactive PowerPoint media has a significant effect on Arabic learning outcomes. Thus, the effectiveness of the media is supported by statistical evidence.

In addition to quantitative data, observations during the learning process also showed positive changes in students' behavior. Students appeared more active and engaged during the lessons. They participated enthusiastically in interactive activities such as quizzes and discussions. This increased participation contributed to a more dynamic classroom environment. Students were also more confident in expressing their understanding. These observations support the quantitative findings of improved learning outcomes.

The use of visual and audio elements in interactive PowerPoint helped students better understand the learning material. Images and animations made it easier for students to grasp the meaning of vocabulary. Audio features assisted students in improving their pronunciation and listening skills. These multimedia elements provided a richer learning experience compared to traditional methods. As a result, students were able to retain information more effectively. This contributed to the overall improvement in their learning outcomes.

Another important finding is the increase in students' motivation to learn Arabic. The interactive nature of the media made the learning process more enjoyable and less monotonous. Students showed greater interest in the lessons and were more willing to participate. This increased motivation played a significant role in enhancing their learning performance. Motivated students tend to invest more effort in their studies. Therefore, the use of interactive media not only improved cognitive outcomes but also affected students' attitudes toward learning.

The improvement in learning outcomes was also supported by the consistency of students' performance during the treatment sessions. Students gradually showed better understanding in each session. This indicates that the learning process was effective and progressive. The repeated exposure to interactive media helped reinforce students' knowledge. As a result, students were able to build their skills step by step. This consistent improvement demonstrates the effectiveness of the instructional approach.

Furthermore, the findings suggest that interactive PowerPoint media can accommodate different learning styles. Visual learners benefited from images and animations, while auditory learners gained from audio explanations. Kinesthetic learners were engaged through interactive activities. This inclusivity made the learning process more effective for all students. By addressing diverse learning needs, the media helped improve overall classroom performance. Therefore, interactive PowerPoint can be considered a versatile teaching tool.

Despite the overall positive results, some students showed slower improvement compared to others. This may be due to individual differences in learning ability and prior knowledge. However, even these students demonstrated some level of progress after the treatment. This indicates that the media was still beneficial, although the degree of improvement varied. These findings suggest that additional support may be needed for certain students. Nevertheless, the general trend of improvement remained positive.

In conclusion, the results of this study indicate that the use of interactive PowerPoint media significantly improves students' Arabic learning outcomes. The improvement is evident in both test scores and classroom behavior. The statistical analysis confirms the effectiveness of the treatment. In addition, qualitative observations support the positive impact of the media on student engagement and motivation. Therefore, interactive PowerPoint media can be recommended as an effective tool in Arabic language teaching. These findings provide valuable insights for educators seeking to enhance learning outcomes.

The findings of this study indicate that the integration of technology and mass media in

### Discussion (مناقشة)

The findings of this study indicate that the use of interactive PowerPoint media has a significant positive effect on students' Arabic learning outcomes. This result is consistent with the expectation that integrating multimedia into language instruction can enhance both comprehension and retention. The observed improvement in students' posttest scores suggests that the instructional treatment successfully addressed some of the challenges faced by learners. In particular, the use of visual and interactive elements appears to have made the learning process more accessible. These findings reinforce the idea that appropriate media selection is crucial in language teaching. Therefore, the use of interactive PowerPoint can be considered an effective instructional strategy.

The improvement in students' vocabulary mastery can be explained through the principles of multimedia learning theory. According to Richard E. Mayer (2009), learners understand information more effectively when it is presented through both visual and verbal channels. In this study, interactive PowerPoint combined text, images, and audio to present Arabic vocabulary in meaningful contexts. This multimodal presentation helped students form stronger mental connections. As a result, students were able to recall and apply vocabulary more effectively. This supports the theoretical framework underlying the use of multimedia in education. Thus, the findings align with established learning theories.

In addition to vocabulary improvement, students also showed progress in constructing simple Arabic sentences. This improvement may be attributed to the interactive features of the PowerPoint media. Activities such as quizzes and guided exercises provided students with opportunities to practice their skills actively. Active engagement is essential in language learning, as it allows learners to internalize new knowledge. According to H. Douglas Brown (2007), meaningful practice is a key factor in developing language proficiency. Therefore, the interactive nature of the media played an important role in enhancing students' skills.

The increased student engagement observed during the learning process also contributed to the improvement in learning outcomes. Students were more attentive and participated actively in classroom activities. This active involvement created a more dynamic and interactive learning environment. Engagement is closely related to learning effectiveness, as students who are actively involved tend to achieve better results. The use of interactive media helped reduce boredom and increased students' interest in learning Arabic. Consequently, students became more motivated to learn and participate in the lessons.

Motivation is another important factor that influenced the success of the instructional intervention. The findings showed that students were more enthusiastic when learning with interactive PowerPoint compared to traditional methods. This supports the view of Zoltán Dörnyei (2001), who emphasizes the role of motivation in language learning achievement. When students are motivated, they are more likely to invest effort and persist in learning tasks. The engaging features of the media created a positive learning atmosphere. As a result, students' motivation increased, which in turn improved their performance.

The significant difference between pretest and posttest scores further confirms the effectiveness of interactive PowerPoint media. The statistical analysis showed that the improvement was not due to chance but was influenced by the treatment. This finding provides empirical support for the use of multimedia tools in language education. It also demonstrates that technology-based instruction can produce measurable improvements in learning outcomes. Therefore, the integration of interactive media into teaching practices is strongly recommended. This result contributes to the growing body of research on educational technology.

The findings of this study are also consistent with previous research on the use of multimedia in education. Studies have shown that interactive media can enhance students' understanding, retention, and participation. The results of this study confirm these findings in the context of Arabic language learning. This indicates that the benefits of multimedia are not limited to certain subjects but can be applied broadly. Therefore, the use of interactive PowerPoint can be generalized to other language learning contexts. This strengthens the validity of the research findings.

Another important aspect of this study is the ability of interactive PowerPoint to accommodate different learning styles. Students have diverse preferences in how they process information, such as visual, auditory, and kinesthetic learning styles. The multimedia features of PowerPoint address these differences by providing various forms of content. This inclusivity allows more students to benefit from the instructional process. As a result, learning becomes more effective for a wider range of students. This finding highlights the flexibility of interactive media in education.

Despite the positive findings, some limitations were identified in this study. Not all students showed the same level of improvement, which may be due to differences in individual abilities and prior knowledge. Some students may require additional support to fully benefit from the media. This suggests that interactive PowerPoint should be complemented with other teaching strategies. Teachers need to consider individual differences when implementing instructional media. Therefore, a combination of methods may be more effective in addressing diverse student needs.

Another limitation is related to the duration of the treatment. The study was conducted over a relatively short period of time, which may not fully capture long-term learning effects. A longer implementation period could provide more comprehensive insights into the effectiveness of the media. Future research is recommended to explore the long-term impact of interactive PowerPoint on language learning. Additionally, further studies could involve larger and more diverse samples. This would improve the generalizability of the findings.

The implications of this study are significant for teachers and educators. The findings suggest that incorporating interactive PowerPoint into Arabic teaching can enhance both learning outcomes and student engagement. Teachers are encouraged to develop creative and interactive presentations to support their instruction. Training programs may also be needed to improve teachers' skills in using educational technology. By doing so, the quality of language teaching can be improved. This study provides practical guidance for implementing multimedia in the classroom.

In conclusion, the discussion highlights that the use of interactive PowerPoint media is an effective approach to improving Arabic learning outcomes. The combination of multimedia elements, interactive features, and engaging activities contributes to better student performance. The findings are supported by both theoretical frameworks and empirical evidence. Although some limitations exist, the overall results are positive and promising. Therefore, interactive PowerPoint can be recommended as a valuable tool in language education. Future research should continue to explore innovative ways to enhance learning through technology.

## **Conclusion (خاتمة)**

Based on the findings of this study, it can be concluded that the use of interactive PowerPoint media has a significant positive effect on students' Arabic learning outcomes. The improvement is clearly reflected in the comparison between pretest and posttest scores, where students demonstrated better mastery of vocabulary, improved sentence construction, and a higher level of overall comprehension after the implementation of the media. The integration of

visual, auditory, and interactive elements in the learning process made the material more accessible and engaging for students. This not only facilitated better understanding but also enhanced retention of the learning content. Furthermore, the interactive features encouraged active participation, allowing students to be more involved in the learning process rather than being passive recipients of information. These findings indicate that interactive PowerPoint is an effective instructional tool that can address common challenges in Arabic language learning, particularly those related to student engagement and comprehension.

In addition, the use of interactive PowerPoint media also contributed to increased student motivation and a more dynamic classroom environment. Students showed greater interest and enthusiasm during the learning process, which played an important role in improving their academic performance. The study also highlights that technology-based instruction, when properly designed and implemented, can significantly enhance the quality of teaching and learning. Although some limitations were identified, such as differences in individual student progress and the relatively short duration of the study, the overall results remain strongly positive. Therefore, it is recommended that educators incorporate interactive PowerPoint media into their teaching practices as a practical and effective strategy for improving Arabic learning outcomes. Future research is encouraged to explore its long-term impact and application in different educational contexts to further strengthen its effectiveness and adaptability.

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