

Developing An Interactive PowerPoint as Supporting Media for Teaching Procedure Text

Aulia Nizar Nursabila, Yuyun Bahtiar, Iin Baroroh Ma`arif, Luluk Choirun Nisak Nur

^{1,2,3}English Department, Universitas KH. A. Wahab Hasbullah

*Email: nizarsabila5@gmail.com

ABSTRACT

This study aimed at developing the learning media named an interactive PowerPoint. It is a supporting media for teaching of Procedure text for Grade VII of Junior High School Private 7 Nganjuk. The media could help students get better understanding about Procedure text and the students did not get bored during the class. The media also led students feel joyful in the learning process. The research method applied at this study was Research and Development (R&D) that adapted ADDIE model that consisted of five procedures. They are 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation. This study involved 32 students of Grade VII A at Junior High School Private 7 Nganjuk. The results of the study are categorized good in term of media validation (score 66), material validation (score 63), and respondent (score 65). It can be summed up that the use of interactive PowerPoint as supporting media for teaching of Procedure text is worth to apply.

Keywords: *Interactive PowerPoint; procedure text; junior high school private*

INTRODUCTION

Undang-Undang or The Law Number 20 of 2003 concerning the National Education System, Article 1 point 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. The education unit or school is a place where the learning process takes place for students. The learning process in educational units is held interactively, inspirationally, fun, challenging, motivates students to participate actively, and provides sufficient space for initiative, creativity, and independence in accordance with talents, interests, and physical and psychological development. Thus, learning is basically a system that involves each component to interact with each other. The components in question are learners, educators, and learning resources in a learning environment. These aspects have a significant role in a teaching and learning process.

The teaching and learning process must be able to be carried out in various conditions. Teaching should be implemented contextually and meaningfully through various strategies that are appropriate to needs and conditions of students, educational units, and regions. One of the teaching strategies which has a significant role in the teaching and learning process is the presence of media. Learning media enhance and promote learning and support the teacher's instruction (Puspitarini & Hanif, 2019). The use of learning media in the teaching and learning process are to stimulate children's 15 thoughts, attention, and feelings, to encourage the learning process (Resti & Rachmijati, 2020). Learning media help both teachers and students learn so that learning process becomes interesting and efficient. Based on Sanaky (2009) said that media refer to humans, materials, or events that build conditions and make students able to acquire knowledge, skills, or attitudes. In the school context teachers, textbooks, and the school environment refer to learning media (Puspitarini & Hanif, 2019). The use of learning media in the teaching and learning process can avoid students' boredom during the class. The classroom boredom makes it difficult to achieve focused learning. Accordingly, to change its boring state, we should try to make them focus on classroom learning (Puspitarini & Hanif, 2019).

There are several ways to prevent boredom in the classroom. For example, teachers can vary the routines, teach different subjects at different times, change the classroom venue, inject a YouTube or educational video into the lesson, and ask students questions regarding things outside of class, or teachers can utilize the learning media. The use of creative learning media is needed by teachers so that students can receive information or messages conveyed through the media used. However, before using learning media the teachers should know in advance how to operate it. It is undeniable there are still many teachers who often make mistakes in using learning media. As a result, it makes difficult for students to understand.

One of the learning media which can be utilized in the teaching and learning process is a computer. Using a computer teacher can save time because those who usually write on the board, now no longer need to write. Using computers connected to LCD projectors, it will certainly be interesting and joyful so that students do not feel bored. Joyful learning becomes an important part of the learning process. Joyful learning is learning process which is designed in such a way that it gives a joyful atmosphere, and the most important point is, it is not boring. Joyful learning is when there is a pattern of good relationships between educators and students in the learning 16 process. Joyful and meaningful learning can arouse participants' desire to learn (Winarto et al., 2020).

Related to the importance of learning media, the teacher must have a creative idea in choosing the media to be used in teaching. There are many media that can be used by teachers during the learning process such as, book, picture, song, and others. Kasbolah as cited in (Resti & Rachmijati, 2020) divided media in three kinds (1) audio media, is media that can only be heard by the ear without being seen, such as CDs, songs and others, (2) visual media is media that can be seen by the eye, such as pictures, books, realia, flashcards, (3) audiovisual media is media that can be seen and can be heard like video. All of these media can be used by the teacher following the needs and learning objectives. According to (Syathroh et al., 2019), the learning media can be presented textual, animation, videos, and picture. The combination of presentation is expected to learners more motivated and not quickly bored.

Studies on English Language Teaching and Learning (ELT), especially the importance of learning media have been conducted by several researchers. Based on (Resti & Rachmijati, 2020) analyzed the use of learning media on teaching English to young learners. They stated that beside course books, video, realia, picture, and video. Teacher uses video to train on students' speaking and listening skills. Picture is to increase children's knowledge about vocabulary. Course books are used to practice student's reading and writing skill, while realia is used to introduce children to real subject. The use of PowerPoint as the learning media in teaching English for young learners was conducted by Dewi and Kareviati (2021). They stated that PowerPoint which is very helpful for teachers to prepare teaching materials and can help attract students' interest and attention so students can learn well. Meanwhile, the research which focused on the strengths of PowerPoint for the teaching procedure text was conducted by Milleni, Ikhsanudin, and Surniyati (2023). Based on the result of the needs analysis showed that the students needed various contents of writing procedure text in the form of PowerPoint. Moreover, the result of 17 the internal evaluation showed that a design of supplementary materials of procedure text in PowerPoint scored high for all the criteria of material (89.8%) and media (83.3%). In conclusion, the design of supplementary materials for writing procedure text in PowerPoint was appropriate to implement.

Considering the strengths PowerPoint as the learning media, it is chosen by the researcher to be used as the learning media. PowerPoint is very helpful for teachers to prepare teaching materials and can help attract students' interest and attention so students can learn well. According to Susskind (2005) cited in (Dewi et al., 2021) PowerPoint helps explain complex illustrations, helps maintain student interest and attention at presentations, and so far enhances student learning. Meanwhile, according to Yusri, et al (2017) cited in (Mulyawati & Ghani, 2019) Microsoft Power Point is the right software to create visual presentations that can interpret various media, such as videos, animations, images, and sounds. In Microsoft Power Point, there is a menu that allows users to create and develop learning media that is more interesting, more interactive, and more enjoyable.

With the findings of the preliminary study and the answers given by the students of grade VII A as well as English teacher of Junior High School Private 7 Nganjuk supported by the results of the analysis, it can be concluded as follow: (1) the use of PowerPoint as learning media made the students did not get bored in the classroom, (2) the students got better understanding through the learning process which was presented using PowerPoint, (3) the students felt joyful when the teacher used PowerPoint as the learning media.

The researcher was interested in conducting the research at grade VII A of Junior High School Private 7 Nganjuk because of the following reasons: (a) Junior High School Private 7 Nganjuk is located In Kacangan Village, District of Berbek, Kabupaten Nganjuk which is not far from the researcher's home address, (b) There are 6 teachers of English at Junior High School Private 7 Nganjuk with the qualification of S1 degree (5 teachers) and S2 degree (1 teacher), (c) Junior High School Private 7 Nganjuk has 777 students with 25 classes, (d) Procedure text is one of the materials which is taught at grade VII, (e) The students do not have textbooks as the main source of learning. The number of textbooks at school library is very limited, (f) The students use 'Students' worksheet' as the supported exercise.

In terms of why the researcher chose PowerPoint to develop as the learning media for the teaching of Procedure text at grade VII of Junior High School Private 7 Nganjuk, here are the reasons: (a) the PowerPoint has many strengths to arouse students' motivation as well as the students understanding towards the materials, (b) the PowerPoint of Procedure text can replace the inavailability of textbooks at the school library, (c) Procedure text is a text which is taught at semester 1 of Grade VII. These conditions were supported by the availability of 9 sets of LCD projector owned by Junior High School Private 7 Nganjuk which support the use of PowerPoint as the learning media. Unfortunately, the availability of 9 sets of LCD projectors is not supported by the seriousness of the teachers in preparing the materials by using LCD projectors.

Considering that PowerPoint has several strengths as learning media for the teaching of English and the conditions at Junior High School Private 7 Nganjuk, the researcher conducted the research by using PowerPoint as the learning media at grade VII of Junior High School Private 7 Nganjuk. The PowerPoint focused on the teaching of Procedure text which is the material at semester 1 of grade VII. Therefore, this final task is entitled "Developing an Interactive PowerPoint as Supporting Media for The Teaching of Procedure Text for Grade VII Students of Junior High School Private 7 Nganjuk". It is an R&D research in which a product becomes the target of the research.

METHOD

The research design applied in this research is Research and Development (R&D). According to Taylor (2004) as cited in (Ma'arif et al., 2021) said Research and Development (R&D) is a research method that is used for development the of learning and designing a learning product. In this case, the researcher uses this research method to test the feasibility of a product developed by the researcher, that is instructional media. Based on Borg and Gill (1989) as cited in (Sumarni, 2019) Research and Development (R&D) is a research process to validate and develop an educational product. In this research method, there are several models can be used. The researcher used the ADDIE model because this developed model has systematic stages. At each phase evaluation and revision are carried out. So, the product developed by the researcher becomes a valid product. This ADDIE model has 5 steps, they are (1) analysis, (2) design, (3) development, (4) implementation, (5) evaluation. Using this research method is to test the feasibility of a product, while the researcher's product is instructional media.

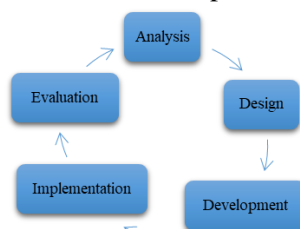


Figure 1. ADDIE's model

This research was conducted at Madrasah Tsanawiyah Negeri 7 Nganjuk which is located in *Desa Kacangan, Kecamatan Berbek, Kabupaten Nganjuk*, East Java. The material contents are adapted from the textbook 'English for Nusantara', a student book for Junior High School or Junior High School Private student in grade VII.

Research Procedures

Analysis

The research was done through procedural steps which began with the interview of the English

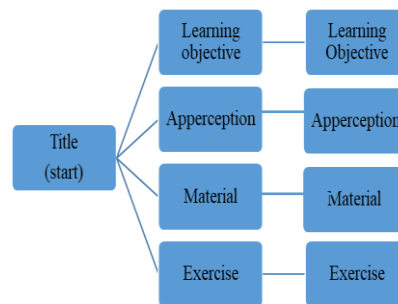
teacher. The researcher conducted an interview on 14 December 2023. The statement expressed by the English teacher when the researcher conducted the interview was that in grade VII, there were no supported textbooks as the main source of learning and students only used 'Students' worksheet' as the supported exercise.

Besides the researcher interviewing the teacher, the researcher interviewed and carried out a preliminary study to analyze the problems. The members of grade VII are 32 students and the researcher interviewed 6 students. the interview and preliminary study were conducted on 12 December 2023. The researcher focused on how to develop an interactive PowerPoint as supporting media for the teaching of procedure text. The material is focused on procedure text for it is the material which is taught in grade VII.

Design

After getting the results from the interview and preliminary study of the teacher and students. In the next stage, the researcher designed an interactive PowerPoint with material content adapted from the textbook 'English for Nusantara', as a student book for Junior High School or Junior High School Private students in grade VII. The products developed by the researcher are a collaboration with Ms. PowerPoint, Canva Application, and YouTube. The product contains materials which relate to the Procedure text. they are presented according to the scenario of the process of learning in three meetings. Each meeting presents an opening or apperception, learning objective, discussion of the materials, exercise, and closing: evaluation and self-reflection. Following are the details of the product:

Figure 2. The flowchart of interactive learning media



Development

In this stage, after designing the flowchart of interactive instructional media. the researcher will carry out due diligence on media and material experts which will later be revised. After going through this stage, the product or interactive instructional media will be tested on students.

Interactive instructional media

At the stage of designing and creating this interactive instructional media, the researcher developed Ms. PowerPoint that can be accessible without an internet connection. The process of creating the display of material presented as attractive as possible. So, this can make the learning atmosphere more joyful and not boring.

Validation

The product or interactive instructional media. has developed and consulted with a supervisor. The product that has been produced will be validated by the validators whether this interactive instructional media is suitable for use in the learning process for the students or not. When the product is validated by the expert's experience incompatibility, the researcher will revise the product in accordance with what is recommended by the experts.

The researcher asked for the validation of experts on December 16, 2023. There are 2 categories of experts, 2 experts who will validate the media these are Mr. Ahmad Jauhari Musyafik, S.Pd.I, S.Kom and Mrs. Siti Zuhaini Farida, S.E. They are Junior High School Private 7 Nganjuk`s teachers and they have expertise in design. And 2 experts who will validate the material. These are Mr. M. Abdul rasyid, M.Pd and Mrs. Umi Farida, S.Pd. They are English teacher in Junior High School Private 7 Nganjuk.

The result of media and material validation by experts that form of statements which will determine the suitability of the product that has been developed by the researcher. For each statement, there are 5

points that assess whether the product developed by the researcher is valid or invalid. The validation sheet that consists of 16 statements in the material validation sheet and 17 statements in the media validation sheet using a Likert scale. Based on Sugiyono (2017) as cited in (Aini et al., 2018) the score obtained is converted into a vale using the Likert scale, as follows:

Table 1. Rating Scale

Rating Score	Category
81-100	Very Good
61-80	Good
41-60	Fair
21-40	Low
0-20	Very Low

Based on Sugiyono (2018) as cited in (Nurhamidah, 2021), the scoring used by the researcher in expert validation assessment is as follows:

Table 2. Scoring analysis of assessment instrument

Score	Meaning
5	Strongly agree/ Very good
4	Agree/Good
3	Neutral/Fair
2	Disagree/Low
1	Strongly disagree/ Very Low

By using the score reference in the table, the researcher will calculate the score obtained on the validation sheet.

According to (Zakaria et al., 2021), the researcher used a rating scale to obtain scores from the experts who validated the media and material, as follows:

Table 3.3 The formula calculate the respondent's sheet

Formula
$p = \frac{\text{score data collection}}{\text{ideal score}} \times 100$

Description:

p = percentage

ideal score = highest score \times number of respondents` \times number of questioners

Implementation

The implementation stage of the research includes implementing the research plan or design that has been prepared previously. The implementation phase focused on carrying out the research plan carefully and documented the result for further analysis. There are 32 students in the class. The focus of the research was the implementation of the interactive PowerPoint as the instructional media for the teaching of Procedure text. The tried out of the media were presented in three meetings with different scenarios of learning. The application of instructional media was carried out in grade VII A at Junior High School Private 7 Nganjuk.

Students would be given a respondent questionnaire sheet after trying out the media. After getting the data obtained from the respondent questioner sheet, the researcher calculated the percentage value that corresponds to the user in the flied. Apart from that, it can also be identified as a weakness that needs to be corrected.

Based on Sugiyono (2018) as cited in (Nurhamidah, 2021). The formula calculated in using the feasibility percentage, that is:

Table 3. Scoring analysis of assessment instrument

Score	Meaning
5	Strongly agree/ Very good
4	Agree/Good
3	Neutral/Fair
2	Disagree/Low
1	Strongly disagree/ Very Low

The researcher used a rating score to obtain scores from the students. According to (Zakaria et al., 2021):

Table 4. The Formula to counting the score

Formula
$p = \frac{\text{score data collection}}{\text{ideal score}} \times 100$

Description:

p = percentage

ideal score = highest score \times number of respondents \times number of questioners

To find out the appropriateness of media quality, according to Sugiyono (2017) as cited in the journal (Nurhamidah, 2021), the researcher followed the following criteria:

Table 5. Rating Scale

Rating Score	Category
81-100	Very Good
61-80	Good
41-60	Fair
21-40	Low
0-20	Very Low

Evaluation

In the evaluation section, the researcher will evaluate and reflect on the result of the development and implementation of instructional media.

RESULT AND DISCUSSION

The Result of Analysis

In this stage, the researcher analyzed the student`s need used interview the teacher and students. The researcher also used preliminary study to analyzed the problem. From the result of interviewed with Mrs. Umi Farida, S.Pd. as English teacher in grade VII A at Junior High School Private 7 Nganjuk, stated that:

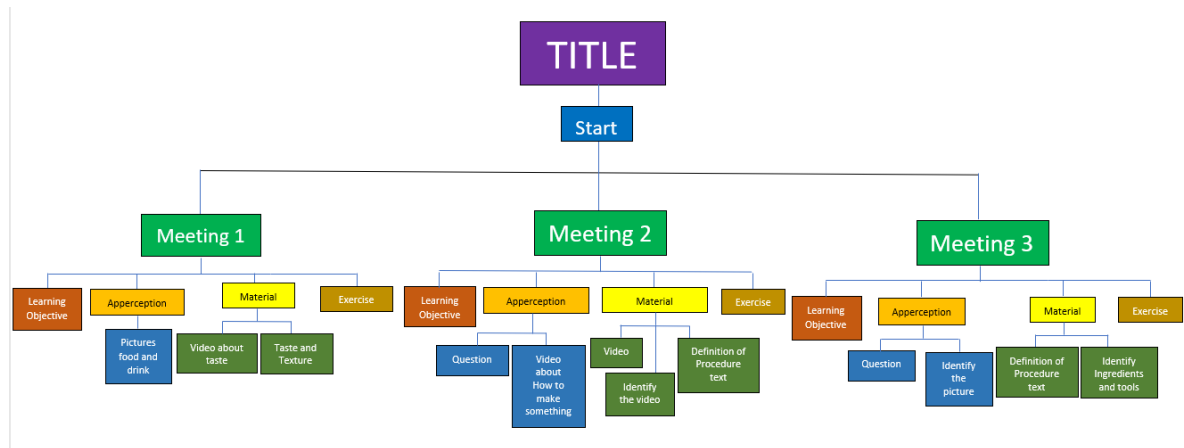
- a. Sometimes the teacher used other people`s PowerPoint, pictures series, or YouTube video, and so on.
- b. The students do not have textbook. But, they may to borrow the textbook from library as the main source of learning
- c. The students use `Students` worksheet` as the supported exercise. And the result of the preliminary study and questioner by the students of grade VII A. stated that:
 - a. The most of grade VII A student state that English is fun lesson.
 - b. The most students feel that the delivery of English learning is less enjoyable.
 - c. Teacher is less in using learning media in the learning process
 - d. In the English learning process, students agree is the teacher use PowerPoint as a tool in delivering the material.
 - e. The use of PowerPoint as learning media made the students did not get bored in the classroom.
 - f. The students got better understanding through the learning process which was presented using PowerPoint
 - g. The teacher uses interactive PowerPoint to make it more interesting
 - h. Using interactive PowerPoint can motivate students to understand the material
 - i. Student understanding increases when teachers use interactive PowerPoint
 - j. The students felt joyful if the teacher used PowerPoint as the media of instructional

From the result of analysis, the researcher developed interactive learning media that is interactive PowerPoint. In Ms. PowerPoint, there is a menu that allows users to created and developed learning media that is more interesting, more interactive, and more enjoyable. The material is procedure text.

The Result of Design

The result of the analyze carried out by researcher have been collected as reference for deigned the flowchart of the learning media. The product that developed by researcher collaboration from Ms. PowerPoint, Canva Application, and YouTube. The material contents adapted from the textbook ‘English for Nusantara’, a student book for Junior High School or Junior High School Private student grade VII. The interactive learning media was as follows:

Figure 3. Flowchart of the Interactive Learning Media



The Result of Development

The result of development of this learning media is based on consultation from experts. There are two validators of media and two validators of material. The validator of media is focus on utilized the interactive PowerPoint to supporting the teaching.

Expert validation

Based on (Zakaria et al., 2021), the researcher used a rating score to obtain scores from the experts.

Table 6. The Formula to counting the score

Formula
$p = \frac{\text{score data collection}}{\text{ideal score}} \times 100$

Description:

p = percentage

ideal score = highest score *x* number of respondents` *x* number of questioners

Based on Sugiyono (2017) as cited in (Nurhamidah, 2021), the researcher use this scoring categories to determine the suitability media or material assessed by the experts as follows:

Table 7. Rating Scale

Rating Score	Category
81-100	Very Good
61-80	Good
41-60	Fair
21-40	Low
0-20	Very Low

Based on Sugiyono (2018) as cited (Aini et al., 2018), the assessments carried out by experts will be scored using a Likert scale, as follows:

Table 8. Scoring analysis of assessment instrument

Score	Meaning
5	Strongly agree/ Very good
4	Agree/Good
3	Neutral/Fair
2	Disagree/Low
1	Strongly disagree/ Very Low

Based on formula above the result of media experts as follows:

Table 9. The Result of Media Validators

The Result
The score from first validator is 56
The score from second validator is 52
The concluded of the result of learning media was "Good" with "63" score validation.

Table 10. The Result of Material Validators

The Result
The score from first validator is 55
The score from second validator is 51
The concluded of the result of material was "Good" with "66" score validation.

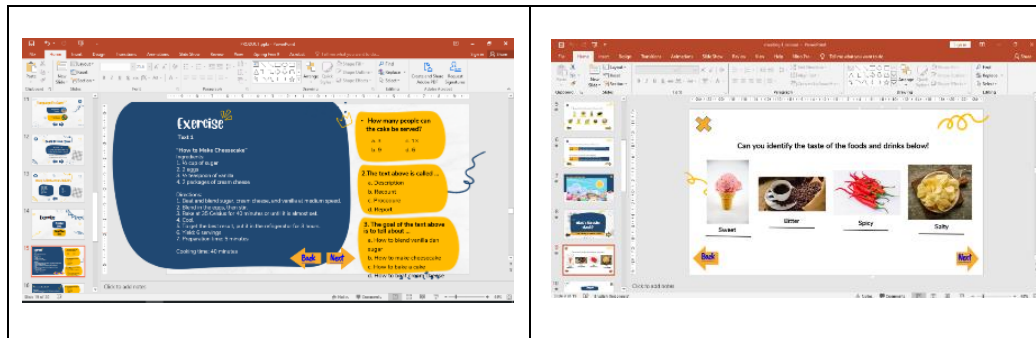
Revision based on experts

This stage shows the result of revision suggestion by media and material experts.

Table 11. Before and after based on material validator



Table 12. Before and after based on media validator



The Result of Implementation

In this stage, the learning media had been implemented and developed in the grade VII A at Junior High School Private 7 Nganjuk. There were 32 students. The researcher used an LCD projector to display the interactive PowerPoint slides transmitted from laptop. Then, the students know the material that shown on LCD projector. After the researcher implemented the media, the researcher given a respondent sheet to all of the students. By used respondent sheet, the researcher know the assessment that given from the students.

The result from respondents` is 65. It can conclude of this learning media is "Good". So, this interactive PowerPoint was helped the teaching process in grade VII A at Junior High School Private 7 Nganjuk.

The Result of Evaluation

The result based on learning media; (1) the students did not get bored in the classroom if the leaning process used learning media, (2) the students got better understanding through the learning process using interactive PowerPoint, (3) the students felt joyful if the teacher used interactive PowerPoint as the media of instructional.

CONCLUSIONS

This study used Research and Development (R&D) method from the development ADDIE model to produces a learning media, that is interactive PowerPoint. This learning media focused on supporting learning media. The object of this study are grade VII A at Junior High School Private 7 Nganjuk.

Based on the result of the study, the researcher concludes that interactive PowerPoint was interesting and improving learning media ability well. The feasibility based on:

- a. The result of the media validation was good category in 66 total score by category is good.
- b. The result of the material validation was good category in 63 total score by category is good.
- c. The result of user respondents in total 65 by category is good.

So, as the result of media, material expert, and respondents means this interactive PowerPoint as supporting teaching process eligible to use.

Suggestion

This interactive PowerPoint as supporting teaching of grade VII A at Junior High School Private 7 Nganjuk. So that, the result of this study can be gave advice from:

- a. For the students

PowerPoint as the learning media make the class atmosphere more interesting, more meaningful, and more joyful.

- b. For the teachers of English

For the teacher of English, it is expected that PowerPoint can facilitate the students and the teacher in teaching and learning process. The materials presented in PowerPoint can replace the inavailability of textbooks at school.

- c. Other researchers

Other researchers can conduct their research at the same field in order to develop the product to be better.

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