

Developing Interactive PowerPoint as A Media To Support Learning Procedure Texts

Aulia Nizar Nursabila¹, Yuyun Batiar^{2*}, Ulfa Wulan Agustina³, Luluk Choirun Nisak Nur⁴

^{1,2,3,4}Pendidikan Bahasa Inggris, Universitas KH. A. Wahab Hasbulloh

Email: yuyunbahtiar@unwaha.ac.id

ABSTRACT

This study aimed to develop the learning media named an interactive PowerPoint as supporting media for teaching Procedure text for Grade VII MTsN 7 Nganjuk that could help the students to get a better understanding and felt joyful in the learning process. This media application is focused on Procedure text. The research method of this study was Research and Development (R&D) which adopted the 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 VII A at MTsN 7 Nganjuk. 1) The result of media validation was 66 (good), 2) the result of material validation was 63 (good), and 3) the result of the respondent was 65 (good). Based on the result of the study, interactive PowerPoint as a supporting teaching process is eligible to use.

Keywords: *Interactive media; PowerPoint; Procedure text.*

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 (Widiningsih & Jhon, 2021). The learning process in educational units is held interactively, inspirationally, fun, and 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 (Albab, 2018). Thus, learning is basically a system that involves each component to interact with each other (Marwiji, 2018). The components in question are learners, educators, and learning resources in a learning environment. These aspects have a significant role in the teaching and learning process (Samsinar, 2019).

The teaching and learning process must be able to be carried out under various conditions (Lubis, 2021). Teaching should be implemented contextually and meaningfully through various strategies that are appropriate to the needs and conditions of students, educational units, and regions (Rahman, 2020). One of the teaching strategies which has a significant role in the teaching and learning process is the presence of media (Wulandari et al., 2023). Instructional media enhance and promote learning and support the teacher's instruction (Anggraini, 2021). The use of instructional media in the teaching and learning process is to stimulate children's thoughts, attention, and feelings, to encourage the learning process (Miftah, 2014). Instructional media help both teachers and students learn so that the learning process becomes interesting and efficient (Sahid, 2007). Gerlach & Ely in Azhar Arsyad (2011: 3) said that media refers to humans, materials, or events that build conditions and make students able to acquire knowledge, skills, or attitudes (Andriani & Suratman, 2021). In the school context teachers, textbooks, and the school environment refer to instructional media.

The use of instructional 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 Xinhua Hu, to change its boring state, we should try to make them focus on classroom learning (Hu,

2020). There are several ways to prevent boredom in the classroom. For example, teachers can vary the routine, 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 instructional media. The use of creative instructional media is needed by teachers so that students can receive information or messages conveyed through the media used. However, before using instructional 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 instructional media. As a result, it makes it difficult for students to understand.

One of the instructional 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 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 a learning process which is designed in such a way that it gives a joyful atmosphere, and the most important point is, that it is not boring (Wicaksono, 2020). A similar idea is stated by Caraka Putra Bhakti, Muhammad Alfarizqi Nizamuddin, and Ghiffari, Khansa Salsabila. They stated that joyful learning is when there is a pattern of good relationships between educators and students in the learning process (Bhakti et al., 2019). Joyful and meaningful learning can arouse participants' desire to learn (Widyawulandari et al., 2019).

Related to the importance of instructional media, the teacher must have a creative idea in choosing the media to be used in teaching (Resti & Rachmijati, 2020). There are many media that can be used by teachers during the learning process such as books, pictures, songs, and others. E Marpanaji, M I Mahali, and R A S Putra divided media into 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 (Marpanaji et al., 2018). All of these media can be used by the teacher following the needs and learning objectives. According to S. Sukardi, D. Puyada, R.E. Wulansari, & D.T.P Yanto, instructional media can be presented in text, animation, videos, and pictures. The combination of presentations is expected to learners more motivated and not quickly bored (Sukardi et al., 2017).

Studies on English Language Teaching and Learning (ELT), especially the importance of instructional media have been conducted by several researchers. Fetin Petina, Iyan Irdiyansyah, and Yanti Suryanti analyzed the use of instructional media in teaching English to young learners (Petina et al., 2023). They stated that besides course books, video, realia, pictures, and video. The teacher uses video to train 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 skills, while realia is used to introduce children to real subjects. The use of PowerPoint as the instructional media in teaching English to young learners was conducted by (Dewi & Kareviati, 2021). They stated that PowerPoint 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 et al., 2023). Based on the results of the needs analysis showed that the students needed various contents of writing procedure text in the form of PowerPoint. Moreover, the result of 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 of PowerPoint as the instructional media, it is chosen by the researcher to be used as the instructional 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 Baker, James P, Goodboy, Alan K, Bowman, Nicholas D and Bowman, Nicholas D PowerPoint helps explain complex illustrations, helps maintain student interest and attention at presentations, and so far enhances student learning (Milleni et al., 2023). Meanwhile, according to Yudi Budianti Rima Rikmasari & Dita Aditya Oktaviani Microsoft PowerPoint is the right software to create visual presentations that can interpret various media, such as videos, animations, images, and sounds (Budianti et al., 2023). In Microsoft PowerPoint, 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 the teacher of English of MTsN 7 Nganjuk supported by the results of the questionnaires, it can be concluded as follow: (1) the use of PowerPoint as

instructional 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 media of instruction.

The researcher was interested in conducting the research at grade VII A of MTsN 7 Nganjuk because of the following reasons: (a) MTsN 7 Nganjuk is located in Desa Kacangan, Kecamatan Berbek, Kabupaten Nganjuk which is not far from the researcher's address, (b) There are 6 teachers of English at MTsN 7 Nganjuk with the qualification of S1 degree (5 teachers) and S2 degree (1 teacher), (c) MTsN 7 Nganjuk has 777 students with 25 classes, (d) There are no supported textbooks as the main source of learning, (e) The students use 'Students' worksheet' as the supported exercise.

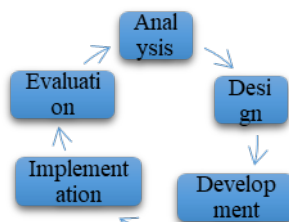
In terms of why the researcher chose PowerPoint to develop as the instructional media for the teaching of Procedure text at grade VII A of MTsN 7 Nganjuk, here are the reasons: (a) the PowerPoint has many strengths to arouse students' motivation as well as the students understanding towards the materials, (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 projectors owned by MTsN 7 Nganjuk which support the use of PowerPoint as the instructional media. Unfortunately, the availability of 9 sets of LCD projectors is not supported by the seriousness of the teachers in preparing the materials by utilizing LCD projectors.

Based on the findings that PowerPoint has several strengths as an instructional media for the teaching of English and the conditions at MTsN 7 Nganjuk, the researcher conducted research about the use of PowerPoint as the instructional media at grade VII A of MTsN 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 MTsN 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) Research and Development (R&D) is a research method that is used for the development of the learning and design of 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 the 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.



Picture 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 SMP/MTs students 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 at grade VII.

- Design

After getting 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 SMP/MTs students in grade VII. The product developed by the researcher is 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, a learning objective, a discussion of the materials, an exercise, closing: evaluation and self-reflection. Following are the details of the product:

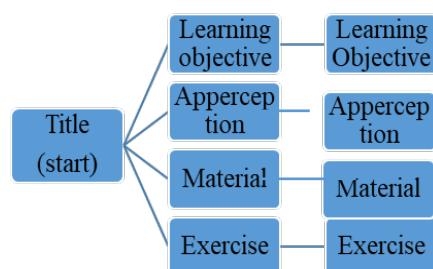


Figure 2. The flowchart of interactive learning media

- 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 MTsN 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 MTsN 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, 5 points assess whether the product developed by the researcher is valid or invalid. The validation sheet 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. The formula calculates 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 documenting 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 by the researcher starting from 19 until 21 December 2023 in grade VII A at MTsN 7 Nganjuk.

Students would be given a respondent questionnaire sheet after trying out the media. After getting the data obtained from the respondent questionnaire sheet, the researcher calculated the percentage value that corresponds to the user in the field. 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 using the feasibility percentage, that is:

Table 4 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 5. The Formula for 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 journal (Nurhamidah, 2021), the researcher followed the following criteria:

Table 6. 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

In this stage, the researcher analyzed the student's needs used to interview the teacher and students. The researcher used a preliminary study to analyze the problem too. The result of the interview with Mrs. Umi Farida, S.Pd. as English teacher in grade VII A at MTsN 7 Nganjuk, stated that:

- Sometimes the teacher utilized other people's PowerPoint, picture series, or YouTube videos, and so on.
- There are no supported textbooks as the main source of learning.
- The students use the 'Students' worksheet' as the supported exercise.

The result of the preliminary study and interviews by the students of grade VII A stated that:

- The students got a better understanding through the learning process which was presented using PowerPoint
- The use of PowerPoint as instructional media made the students not get bored in the classroom
- The students felt joyful if the teacher used PowerPoint as the media instructional

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

• The result of Design

The results of the analysis carried out by the researcher have been collected as a reference for designing the flowchart of the instructional media. The product that developed by researcher collaboration from Ms. PowerPoint, Canva Application, and YouTube. The material contents are adapted from the textbook 'English for Nusantara', a student book for SMP/MTs students in grade VII. The interactive instructional media was as follows:

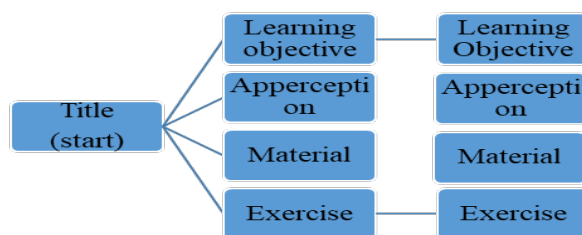


Figure 2 Flowchart of the Interactive Learning Media

After making the flowchart, the researcher developed the interactive instructional media. The stages of designing and developing the product to become interactive instructional media were as follows:

- Background

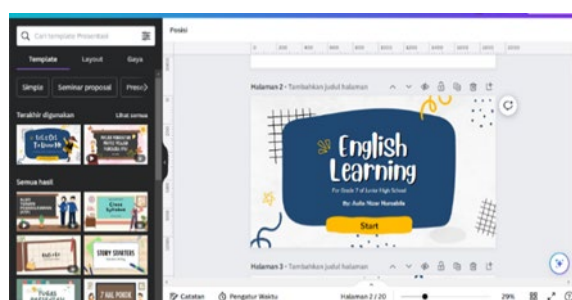


Figure 3. The background

In the background, the researcher developed the instructional media using the Canva Application. Started by choosing the font, color, and shapes.

- The material

The explanation for the material, the researcher adapted from the textbook 'English for Nusantara', a student book for SMP/MTs student in grade VII. The material was focused on the Procedure text.

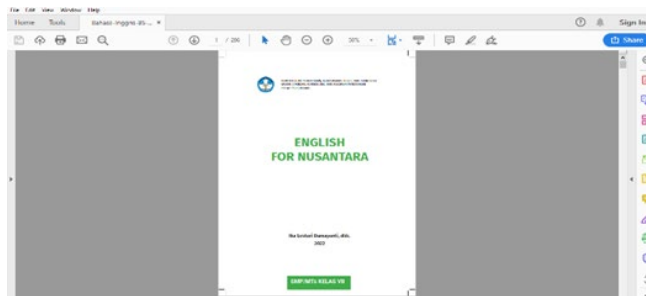


Figure 4 The textbook 'English for Nusantara'

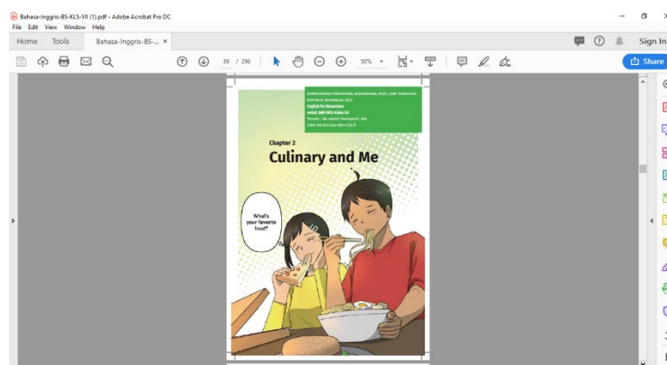


Figure 5. The chapter which explains about Procedure text

And the more explanation about Procedure text from YouTube. The YouTube video content was definition, function, structure, language feature, and examples from procedure text.

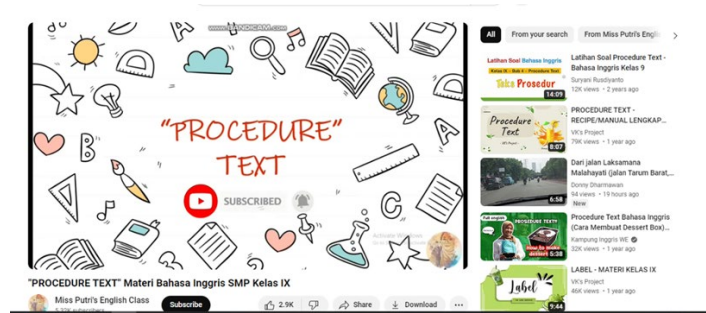


Figure 6. The explanation from YouTube about the Procedure text



Figure 7. The example of material

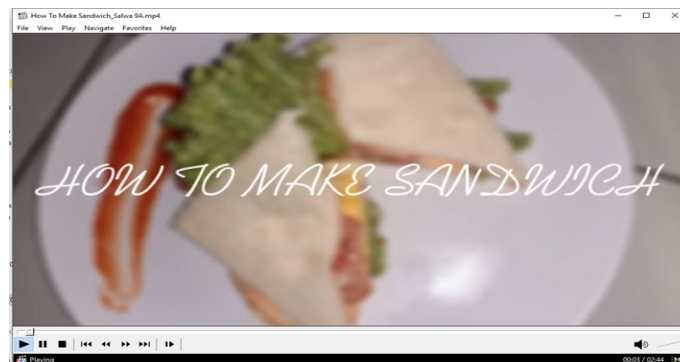


Figure 8. The Example of Procedure Text

The example of procedure text video was produced by school students. The exercise practice or the exercise for the students was adapted from the textbook 'English for Nusantara'.

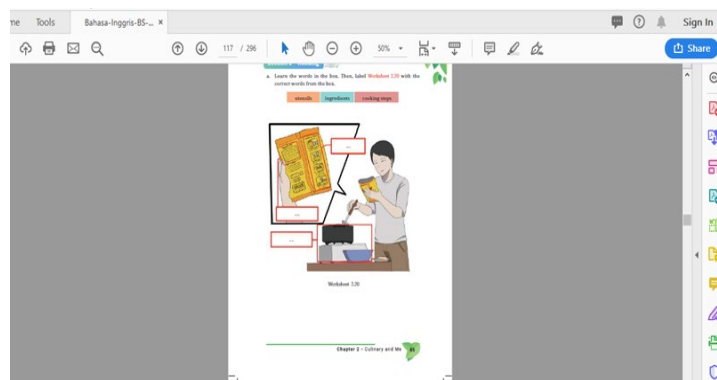


Figure 9. The exercise adapted from the textbook 'English for Nusantara'

The researcher advantage of the menu in PowerPoint which made applying PowerPoint more joyful. So, on the practice slide, the students were given the opportunity to think and then answer according to the questions that appeared on the slide. After the students answered the questions, the researcher brought up the answer key that corresponds to the question. With this, the students know the correct answer.

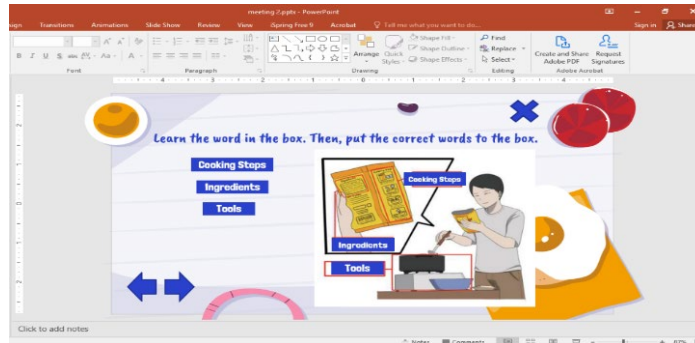


Figure 10. The exercise slide

• The Result of Development

After designing the product, the researcher consulted the product with the material and media experts. There are four experts, two of whom were validators for the media. And the two of them were validators of the materials.

• Media validator

The validator of media was focused on utilizing the interactive PowerPoint to support the teaching. There are two media experts. The first expert is Mr. Hamad Jauhari Musyafik, S.Pd.I., S.Kom. He is teacher in MTsN 7 Nganjuk. Even though he has an educational degree, he was skilled in graphic design. He served as head of the computer laboratory and supervisor of journalism and graphic design extracurriculars. The second expert is Mrs. Siti Zuhaini Farida, S.E. She is an Information and Communication Technology (TIK) teacher in MTsN 7 Nganjuk. She served as supervisor KIR and TIK (graphic design). The researcher used a validation sheet to evaluate and give suggestions for the product. The result of media validation:

Table 7. The result assessment from the media validator

Expert	Number of Aspects																	Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
1	3	3	3	4	3	4	3	4	4	3	3	3	3	3	4	3	3	56
2	3	3	3	2	3	3	2	2	3	3	3	3	4	4	4	4	3	522
Total																		108

The formula to calculate the total score from the media validator:

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

Description:

Ideal score: highest score x number of respondent's x number of questioner

Highest score: 5

Number of respondents: 2

Number of the questioner: 17

$$\begin{aligned}
 p &= \frac{108}{5 \times 2 \times 17} \times 100 \\
 &= \frac{108}{170} \times 100 \\
 &= 63
 \end{aligned}$$

Based on the result of this media validation is 63. So, it can be concluded that the category of this validation is "Good".

• Material validation

The material validation was focused on the material. There are two experts who have validated the material of this product. They are Mr. Mohammad Abdul Rasyid, M.Pd and Mrs. Umi Faridah, S.Pd. They are English teacher in MTsN 7 Nganjuk. The researcher used a validation sheet to validate the material of this product. The result of the assessment of this product:

Table 8. The result assessment from the material validator

Expert	Number of Aspects																Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	3	4	3	4	4	3	3	3	4	4	3	3	4	3	2	2	55
2	3	4	3	3	3	3	3	3	4	4	4	3	3	3	3	2	51
Total																	106

The formula to calculate the total score from the material validator:

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

Description:

Ideal score: highest score x number of respondent's x number of questioner

Highest score: 5

Number of respondents: 2

Number of the questioner: 17

$$p = \frac{106}{5 \times 2 \times 16} \times 100$$

$$= \frac{106}{160} \times 100$$

$$= 66$$

Based on the result of this media validation is 66. So, it can be concluded that the category of this validation is "Good".

• The result of Product Revision

The researcher revised the product according to the suggestions and inputs from the experts after the media and material experts had validated it. The interactive PowerPoint as instructional media could have been implemented for the grade VII students at MTsN 7 Nganjuk. The product revision details were as follows: Revised the material expert

- On the title of the material, it is better not to broadcast the title directly.



Figure 11. Before revised

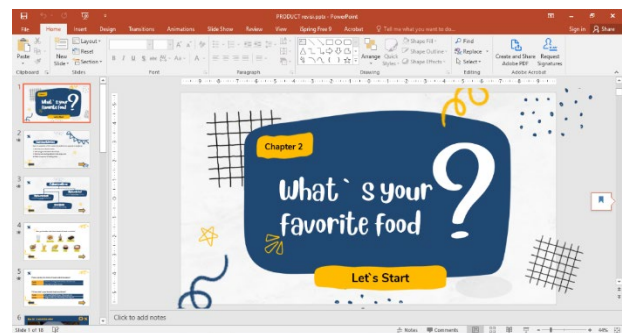


Figure 12. After revised

- Separated procedure text and descriptive text material.

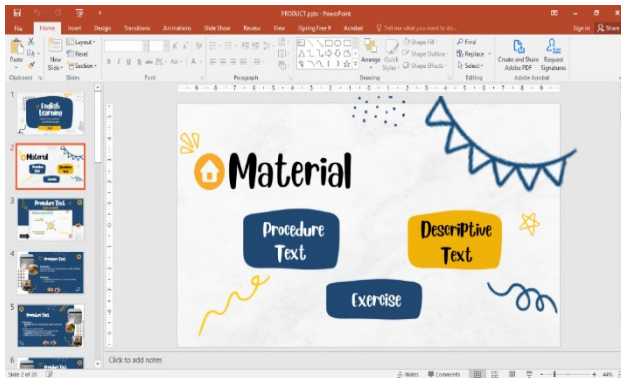


Figure 13. Before revised

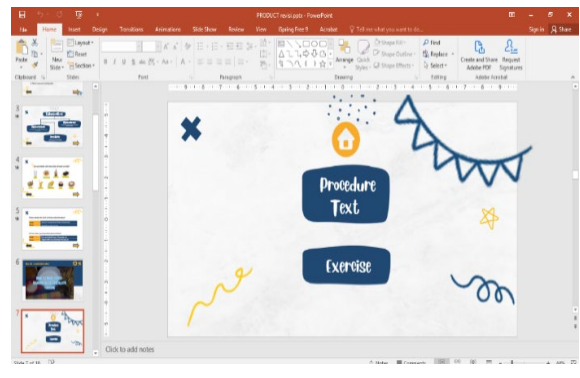


Figure 14. After revised

- Increase the number of exercises with clear instruction.

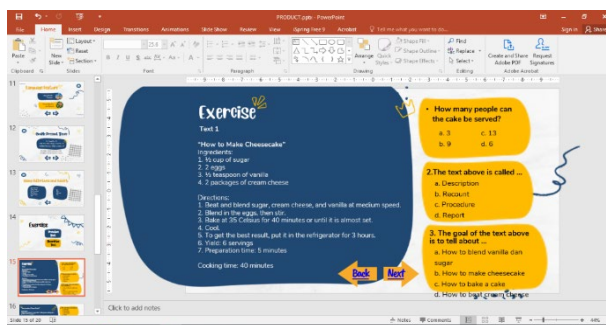


Figure 15. Before revised

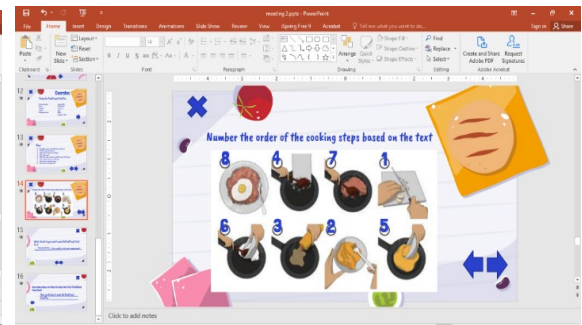


Figure 16. After revised

Add more varied exercise and adjust the order of exercises from easy to difficult.

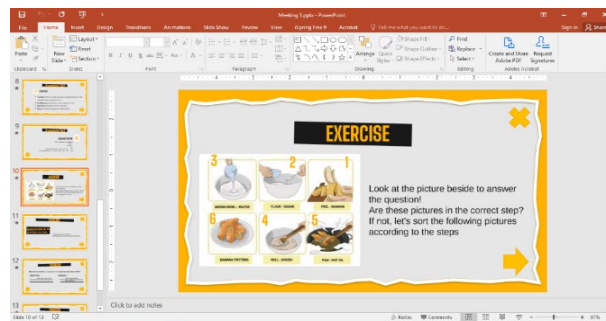


Figure 17. Before revised

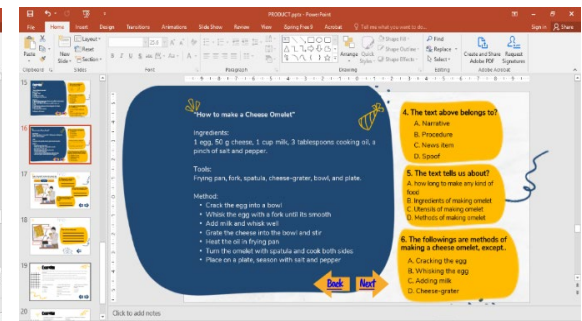


Figure 18. After revised

- Revised the media expert
- Used appropriate fonts.

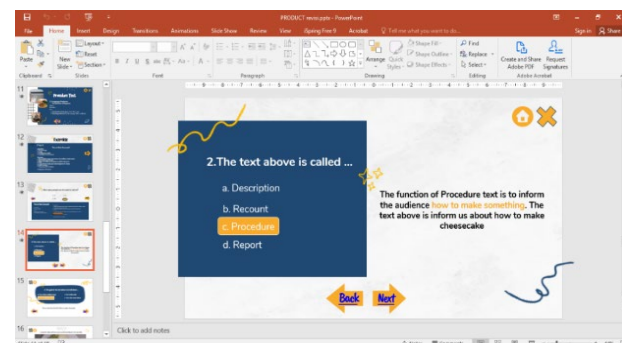


Figure 19. Before revised

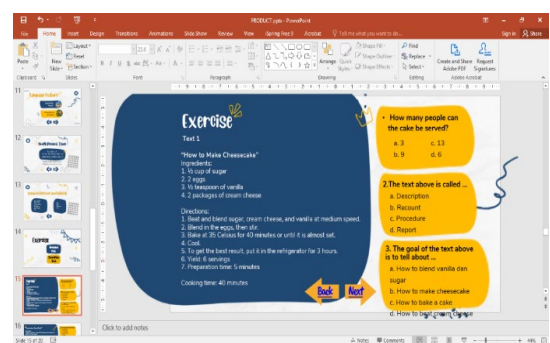


Figure 20. After revised

- Add Figures or moving images.
Before the instructional media, the researcher did add the Figure yet in the media.

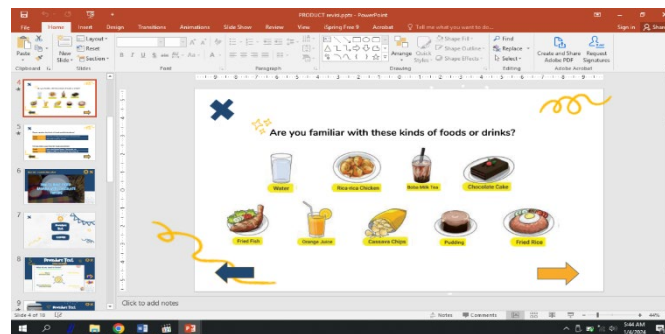


Figure 21. After revised

- Applied animation as a display effect on media.
The media expert gave suggestions for the media to add animation for the Figure because the researcher had not added animation yet for the picture.

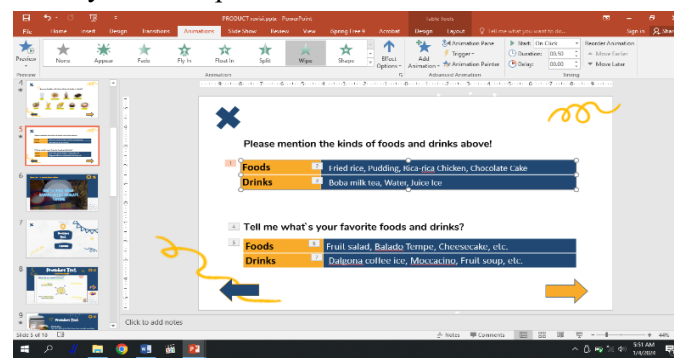


Figure 22. After revised Show the material on one slide.

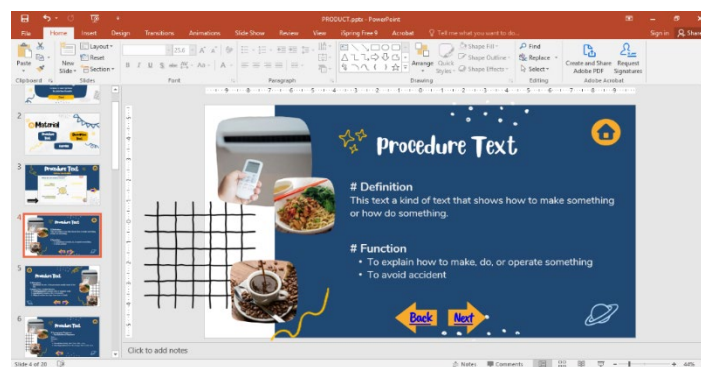


Figure 23. Before revised

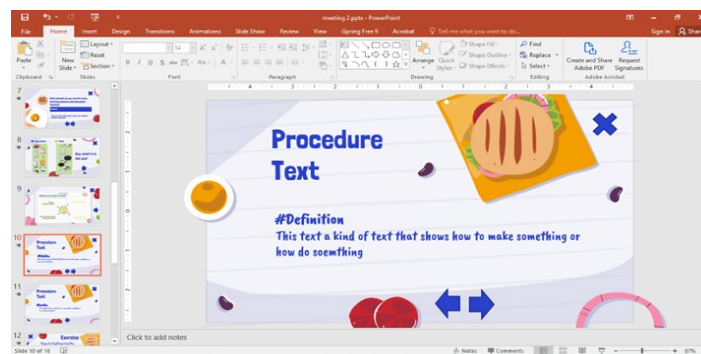


Figure 24. After revised

• The Result of Implementation

In this stage, the learning media had been implemented and developed in grade VII A at MTsN 7 Nganjuk. The tried out of the media were presented in three meetings with different scenarios of learning.

The meeting was held on 19 December 2023 until 21 December 2023. The researcher used an LCD projector to display the interactive PowerPoint slides transmitted from the laptop. Then, the students learn the material shown on the LCD projector. After the researcher implemented the media, the researcher gave a respondent sheet to all of the students. By using the respondent sheet, the researcher knew the assessment that was given to the students. The result of implementation:

Score Obtain by Students	Question									
	1	2	3	4	5	6	7	8	9	10
1	3	3	4	3	2	3	5	3	3	3
2	4	4	3	4	3	2	3	3	2	3
3	3	3	4	3	4	3	2	3	4	3
4	2	3	4	3	4	3	2	3	4	3
5	3	3	3	4	2	3	3	3	2	2
6	3	4	2	3	2	3	4	3	3	2
7	3	4	2	2	3	4	4	3	3	2
8	4	2	4	3	3	2	3	3	3	4
9	4	3	2	4	3	3	2	4	3	3
10	4	2	2	3	3	3	4	4	3	3
11	3	4	3	4	4	3	5	3	4	4
12	4	4	3	3	3	5	3	3	4	3
13	4	5	3	3	4	5	4	4	4	4
14	4	3	4	5	4	4	3	4	4	4
15	4	5	4	3	4	4	4	3	5	4
16	4	4	5	4	5	4	5	5	4	4
17	3	4	4	3	4	4	5	3	3	3
18	4	4	3	3	4	4	4	3	4	4
19	5	4	4	4	3	3	4	3	4	3
20	4	5	4	5	3	4	5	3	4	5
21	4	3	4	5	4	3	4	3	4	3
22	5	3	4	3	4	3	4	5	4	3
23	3	3	2	4	3	3	3	2	3	3
24	3	4	4	3	3	5	3	4	5	3
25	3	4	3	2	3	3	3	2	4	3
26	3	4	2	3	3	4	2	3	3	2
27	3	3	4	2	3	3	4	3	2	3
28	2	3	3	2	3	2	3	3	2	4
29	3	4	2	3	3	2	4	3	2	4
30	3	2	3	3	2	2	3	3	4	2
31	3	4	3	3	4	3	4	2	3	3
32	3	3	3	2	3	3	4	3	3	3
Total	110	113	99	105	97	105	119	101	114	89
Total Score	1.052									

According to the assessment result from the students, the total score was 1.052. Then, the total score was calculated using the formula explained in Chapter 3 to know eligibility for the instructional media. The calculation was as follows:

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

Description:

Ideal score: highest score x number of respondent's x number of questioner

Highest score: 5

Number of respondents: 32

Number of the questioner: 10

$$p = \frac{1052}{5 \times 32 \times 10} \times 100$$

$$= \frac{1052}{1600} \times 100$$

$$= 65$$

Based on the table of implementation above, the result from respondents is 65. It can be concluded that this instructional media is "Good". So, this interactive PowerPoint has helped the teaching process in grade VII A at MTsN 7 Nganjuk.

CONCLUSIONS

• Conclusions

This study used the Research and Development (RND) method from the development ADDIE model to produce a learning media, that is interactive PowerPoint. This learning media focused on supporting learning media. The object of this study is grade VII A at MTsN 7 Nganjuk.

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

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

So, as a result of media, material experts, and respondents this interactive PowerPoint as supporting teaching process eligible to use.

• Suggestion

This interactive PowerPoint supports the teaching of grade VII A at MTsN 7 Nganjuk. So, the result of this study can be given advice from:

• For the students

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

• For the teachers of English

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

• Other researchers

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

REFERENCES

- Aini, E. P., Masykur, R., & Komarudin, K. (2018). Handout Matematika berbantuan Etnomatematika Berbasis Budaya Lokal. *Desimal: Jurnal Matematika*, 1(1), 73. <https://doi.org/10.24042/djm.v1i1.1950>
- Albab, U. (2018). Teori Mutakhir Pembelajaran: Konsep Edutainment Dalam Pembelajaran Pendidikan Agama Islam. *El-Tarbawi*, 11(1), 51–62. <https://doi.org/10.20885/tarbawi.vol11.iss1.art4>
- Andriani, R., & Suratman, A. (2021). Media pembelajaran berbasis andrioid untuk meningkatkan motivasi dan hasil belajar siswa. *Jurnal Analisa*, 7(1), 56–65. <https://doi.org/10.15575/ja.v7i1.10654>
- Anggraini, Y. (2021). Penggunaan Media Pembelajaran Digital Dalam Proses Pembelajaran Bahasa Inggris. *National Conference on Applied Business, Education, & Technology (NCABET)*, 1(1), 673–680. <https://doi.org/10.46306/ncabet.v1i1.54>
- Bhakti, C. P., Ghiffari, M. A. N., & Salsabil, K. (2019). Joyful Learning: Alternative Learning Models to Improving Student's Happiness. *Jurnal VARIDIKA*, 30(2), 30–35. <https://doi.org/10.23917/varidika.v30i2.7572>
- Budianti, Y., Rikmasari, R., & Oktaviani, D. A. (2023). Penggunaan Media Powerpoint Interaktif Untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar. *Jurnal Inovasi Pendidikan Dan Pembelajaran Sekolah Dasar*, 7(1), 127. <https://doi.org/10.24036/jippsd.v7i1.120545>
- Dewi, T., & Kareviati, E. (2021). The Use of Powerpoint As the Instructional Media in Teaching English for Young Learners. *PROJECT (Professional Journal of English Education)*, 4(4), 617. <https://doi.org/10.22460/project.v4i4.p617-621>
- Hu, X. (2020). Coping with University Students' Boredom in Classroom: A Behavioral Perspective. *International Research in Education*, 8(2), 33. <https://doi.org/10.5296/ire.v8i2.17648>

- Lubis, M. S. (2021). Belajar dan Mengajar Sebagai Suatu Proses Pendidikan yang Berkemajuan. *Journal of Business Theory and Practice*, 10(2), 6. http://www.theseus.fi/handle/10024/341553%0Ahttps://jptam.org/index.php/jptam/article/view/1958%0Ahttp://ejurnal.undana.ac.id/index.php/glory/article/view/4816%0Ahttps://dspace.uui.ac.id/bits_tream/handle/123456789/23790/17211077_Tarita_Syavira_Alicia.pdf?
- Ma'arif, I. B., Bahtiar, Y., & Muthoharoh. (2021). Designing LEEF (Learning English Easy and Fun) as Learning Media for the Seventh Grade of Junior High School. *FOSTER: Journal of English Language Teaching*, 2(3), 372–386. <https://doi.org/10.24256/foster-jelt.v2i3.50>
- Marpanaji, E., Mahali, M. I., & Putra, R. A. S. (2018). Survey on How to Select and Develop Learning Media Conducted by Teacher Professional Education Participants. *Journal of Physics: Conference Series*, 1140(1). <https://doi.org/10.1088/1742-6596/1140/1/012014>
- Marwiji, M. H. (2018). Sistem Pembelajaran dan Pendekatan Sistem. *Jurnal Pendidikan Agama Islam*, 3(1), 1–9.
- Miftah, M. (2014). Pemanfaatan Media Pembelajaran Untuk Peningkatan Kualitas Belajar Siswa. *Jurnal Kwangsan*, 2(1), 1. <https://doi.org/10.31800/jurnalkwangsan.v2i1.11>
- Milleni, A., Ikhsanudin, I., & Surmiyati, S. (2023). Creating Engaging Powerpoint Supplementary Materials for Twelfth-Grade Students: Enhancing Procedure Text Learning. *Journal of English Education Program*, 4(2), 52–66. <https://doi.org/10.26418/jeep.v4i2.62478>
- Nurhamidah, D. (2021). Pengembangan Instrumen Penilaian Berbasis Media Nearpod dalam Mata Kuliah Bahasa Indonesia. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 80–90.
- Petina, F., Irdiyansyah, I., & Suryanti, Y. (2023). The Implementation of Instructional Media in Teaching English to Young Learners. *Journal of English Teaching and Linguistics Studies (JET Li)*, 5(1), 145–156. <https://doi.org/10.55215/jetli.v5i1.7144>
- Rahman, W. Y. (2020). Strategi Pembelajaran Kontekstual. *Jurnal Ilmu Pendidikan Muhammadiyah Kramat Jati*, 1(1), 42–47.
- Resti, R., & Rachmijati, C. (2020). Analysis the Use of Instructional Media on Teaching English To Young Learner At Elementary School in Bandung. *PROJECT (Professional Journal of English Education)*, 3(4), 453. <https://doi.org/10.22460/project.v3i4.p453-458>
- Sahid. (2007). Pengembangan Media Pembelajaran Berbasis ICT. *Pendidikan Matematika FMIPA UNY*, 1–16.
- Samsinar, S. (2019). Urgensi Learning Resources (Sumber Belajar). *Jurnal Kependidikan*, 13, 194–205.
- Sukardi, S., Puyada, D., Wulansari, R. E., & Yanto, D. T. P. (2017). The Validity of Interactive Instructional Media on Electrical Circuits at Vocational High School and Technology. *The 2nd INCOTEPD, 2017*(October), 21–22.
- Sumarni, S. (2019). Model penelitian dan pengembangan (RnD) lima tahap (MANTAP). *Jurnal Penelitian Dan Pengembangan*, 1(1), 1–33.
- Wicaksono, S. R. (2020). Joyful Learning in Elementary School. *International Journal of Theory and Application in Elementary and Secondary School Education*, 2(2), 80–90. <https://doi.org/10.31098/ijtaese.v2i2.232>
- Widiningsih, W., & Jhon, A. (2021). *Pembelajaran Menyenangkan dan Bermakna pada Kondisi Khusus* (1st ed., Vol. 1). Direktorat Sekolah Menengah Atas Direktorat Jenderal Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah.
- Widyawulandari, R., -, S., & Indriayu, M. (2019). *Implementation of Joyful Learning Approach in Providing Learning Motivation for Elementary School Student*. 277(Steach 2018), 54–58. <https://doi.org/10.2991/steach-18.2019.12>
- Wulandari, A. P., Salsabila, A. A., Cahyani, K., Nurazizah, T. S., & Ulfiah, Z. (2023). Pentingnya Media Pembelajaran dalam Proses Belajar Mengajar. *Journal on Education*, 5(2), 3928–3936. <https://doi.org/10.31004/joe.v5i2.1074>
- Zakaria, A. A., Bahtiar, Y., & Fikri, A. K. (2021). Designing “Simpresent Game” Application For English Learners. *Application: Applied Science in Learning Research*, 1(1), 50–56.