


Development of Interactive Powerpoint-Based English Learning Media for Grade XI Students MAN 1 East Lampung

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Abstract

This article aims to develop interactive powerpoint-based English learning media for grade XI students of MAN 1 East Lampung. This research method is research and development (R&D) with the ADDIE model. ADDIE research stages include analyze, design, development, implementation, and evaluation. This research instrument is an interview sheet, validation sheet, student and teacher response questionnaire. This research data analysis technique uses qualitative and quantitative descriptive techniques. Qualitative descriptive analysis was conducted on the results of interviews. Quantitative descriptive analysis was carried out on the results of expert validation and student and teacher response questionnaires. Based on the analysis conducted, the percentage of feasibility results from material experts was 92.5% with the criteria "very worthy", the validation results from language experts were 81.25% with the category "very worthy" and the validation results from media experts were 94.73% with the criteria "very worthy". And also evidenced by the results of the trial to students with a percentage of 85.108% with the criteria "very worthy" as well as a teacher response questionnaire which obtained a percentage of 96.66% with the category "very worthy". Based on the results of the data obtained, it shows that interactive powerpoint media is very worthy for use in the learning process.

Keywords: Interactive Powerpoint, Learning Media, English Learning Media

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INTRODUCTION

English is an international language that is used in almost all aspects of global life, one of which is in the field of education, where English has dominated the era of communication to transfer knowledge throughout the world. This provides awareness of the importance of mastering English because it will make it easier for someone to expand relations in the international world (Khairani, 2016). But in reality, many students don't like English lessons. Most of them think English is a difficult subject because in English there are several skills they have to master, namely listening, speaking, reading and writing. Apart from that, boring English learning is also one of the factors causing learning difficulties. Students lose interest in learning so that teaching and learning activities become ineffective and learning goals cannot be achieved.

To overcome this, tools/media are needed to make it easier for teachers to deliver learning material. According to Syaiful Bahari Djamarah and Azwan Zain, learning media is any tool that can be used as a channel for messages to achieve learning goals (Simanjuntak & Parded, 2023). In learning, teachers must use interactive teaching materials so that the media has its own charm (Warkintin & Mulyadi, 2019). The use of innovative learning media is one learning strategy that can be used to raise students' interest in learning. Learning media is one of the factors that can affect the learning process and results. The more unique the media used, the more interested students will be and the classroom will not be boring (Syahputra et al., 2021). Good learning media will provide stimulation to students, activate learning, and also encourage good learning outcomes (Nasution, 2021). Microsoft PowerPoint is one of the computer programs that can be used for teaching (Anggraeni, 2021). Presentation media using PowerPoint is an alternative choice that can be used, which is included in computer-based learning media which can display slides in the form of interesting material points (Alida, 2021). PowerPoint is mostly used as a one-sided, or non-interactive, presentation medium, where students only play the role of spectators or listeners and are not actively involved in the learning process (Octaviana et al., 2022). Even though if optimized, Powerpoint has the ability as an interactive learning media because of its facilities that allow students to interact with learning media ((Dewi & Manuaba, 2021). According to Anyan et al, Microsoft PowerPoint is software that will help in preparing a presentation that is effective, professional and easy (Anyan et al., 2020).

Based on interview pre-survey researchers with Mr. Muhzin Nawawi, M.Pd.I as the XI grade English teacher at Madrasah Aliyah Negeri 1 Lampung Timur the results show that during learning the teacher has used interesting methods but has not used multimedia-based learning media such as interactive PowerPoint. In addition, teachers also said that students have difficulty understanding the material in their printed books because the language used is quite difficult. Therefore, teachers must present the material as simply as possible so that it can be more easily understood by students. The teacher also said that we must find and use interesting media so that students' attention can be focused on learning and cause interaction between teachers and students, because during the learning process there are still students who pay less attention and are even sleepy, they are also more silent when asked by the teacher. In addition, the principal's policy of not bringing cellphones in class also caused limitations in accessing additional materials or other learning resources.

Based on this problem, the researcher had the idea to develop a learning media product, namely interactive PowerPoint, which is expected to help overcome this problem. The researcher's idea is also relevant to previous research, namely research conducted by Yuratin Dewi Anggorowati regarding "Use of Interactive Powerpoint Learning Media to Improve English Learning Achievement Narrative Text Reading Material for MPLB Students at SMK Negeri 3 Linggabuana" the results of the research state that the use of interactive Powerpoint learning media can improve students' active learning and very significant learning achievements. This can be seen based on statistical analysis of all students reaching KKM = 65 or 100% have achieved KKM = 65 with an average class score of 78.28 (Anggorowati, 2023a). Apart from that, the results of Gestiana Ragin, Ina Magdalena, Dayu Retno Puspita's research on "Development of Powerpoint-Based Interactive Media in Elementary School Students' English Language Learning" show the validity level of material experts is 3.7 and the validity level of media experts is 3.9 with criteria are good and suitable for use. The level of practicality assessment from education experts is 3.4 or agree and the level of practicality according to student responses is 3.81 or strongly agree. So it can be said that the interactive media created by researchers is feasible and practical to use (Ragin et al., 2022)

Based on the background explanation above, the use of learning media is very important to help teachers in conveying material, especially material that is difficult for students to learn and to increase their interest in learning. Therefore, researchers want to develop PowerPoint learning media that can be applied in class, especially in English subjects. So the research carried out was entitled "Development of Interactive Powerpoint-Based English Learning Media For Grade XI Students MAN 1 East Lampung".

METHOD

This research uses Research and Development (R&D) research. This type of research is used to produce a product and measure the effectiveness of the resulting product (Sugiyono, 2022). In addition, this model consists of a systematic program of activities aimed at solving learning problems related to learning media (Putra et al., 2014).

The aim of this research is to develop a learning media product, namely interactive PowerPoint. The development model used is the ADDIE model developed by Reiser and Mollenda. Researchers chose this model because it describes a systematic learning development approach (PURNAMASARI, 2019). The subjects of this study were class XI students as many as 27 students. The data collection techniques used were interviews and questionnaires.

In this development model there are 5 stages, namely Analysis, Design, Development, Implementation, Evaluation. The systematic flow of this development can be seen in the following picture 1.

This interactive powerpoint-based English learning media development procedure is as follows: 1) The analysis stage, is the stage of collecting data about the needs of students to find out the problems and find solutions 2) the design stage, is the stage where researchers design the media to be developed, including media design (storyboard), material preparation, quiz, and various supporting instruments such as animated images. 3) development stage, at this stage the researcher realizes all the media designs that have been made into one complete media. At this stage the researchers also validated the experts. 4) implementation stage, at this stage the finished media and validated by experts are then tested on students. 5) evaluation stage, after the trial the researcher evaluates the media developed, whether it is suitable for use or needs revision.



Figure 1.
ADDIE development model

RESULT AND DISCUSSION

Education is the process of transferring knowledge by a teacher to students. The nature of learning is a process of direction to achieve goals to gain knowledge through activities through experiences that have been created (Zahwa & Syafi'i, 2022). In learning, teachers often use learning media as an intermediary to convey information so that students can understand it (Wulandari et al., 2023). The use of learning media not only makes it easier for teachers to deliver lessons to their students, but also encourages students to participate in more interactive learning activities. So that there is feedback between teachers and students (Audie, 2019).

1. Definition of Learning Media

Media in the learning process helps teachers and students interact better, which results in more effective and efficient learning (Karo-Karo & Rohani, 2018). Learning media is any type of communication tool that can be used to convey messages or information from various sources to students with the aim of encouraging students' thoughts, feelings, interests, and focus on learning activities (Asmariansi, 2016). According to Jalinus and Ambiyar in Ika Dewi Sukmawati, learning media is all media involving software and hardware that can be used to convey the content of teaching materials from learning sources to students (individuals or groups), which can stimulate thoughts, feelings, attention and interest. learners in such a way that the learning process (inside/outside the classroom) becomes more effective (Sukmawati, 2022). According to Steffi Adam and Muhammad Taufik Syastra, learning media is everything, both physical and technical, in the learning process that can help teachers to make it easier to deliver lesson material to students, making it easier to achieve the learning objectives that have been formulated (Adam, 2015).

Based on the definition above, it can be concluded that learning media is any media or tool that can assist in the learning process so that learning objectives can be achieved as expected. Learning media also helps increase students' interest and motivation in learning so that learning activities become more enjoyable and not boring.

a. Types of Learning Media

According to Lehsin et al in Ika Dewi Sukmawati, the types of learning media are as follows:

1. Media based on living creatures (both humans, animals and plants). Such as teachers, instructors, tutors, role-playing group activities, field trips, animal observations, plant observations in national parks and so on.
2. Print-based media, such as guidebooks, exercise books, worksheets, modules, bulletins, scientific magazines, comics, diaries, posters and others.
3. Visual-based media, such as charts, graphs, maps, transparencies, slides, and so on.
4. Audio-visual based media, such as videos, films, slide-tape programs, television, YouTube.
5. Computer-based media, such as interactive computer-assisted learning, video, hypertext, web-based learning, learning support applications (such as GeoGebra, Matlab, SPSS, Autograph, and so on) (Sukmawati, 2022).

b. Function of Learning Media

According to Wina Sanjaya in Teni Nurita, the function of learning media is:

- 1) Communicative function, learning media facilitates communication between the sender of the message and the recipient of the message. So you don't experience difficulties in conveying verbal language or misperceptions in conveying messages.
- 2) Motivational function, learning media can make students more motivated to learn. because learning media not only contains artistic elements but also helps them understand the subject matter, so that it can increase students' enthusiasm for learning.
- 3) The meaningful function, the use of learning media can make learning more meaningful. This means that students not

only get more information, but can also learn more about how to analyze and create.

- 4) The function of equalizing perceptions, learning media can help teachers ensure that each student has the same understanding of what is being taught.
- 5) The function of individuality, with different student backgrounds, their experiences, learning styles, and abilities. Learning media can meet the needs of students with different interests and learning styles (Nurrita, 2018).

Based on the experts' explanations above, it can be concluded that the function of learning media is to help teachers convey the material so that it makes it easier for students to understand the material being taught. Apart from that, interesting learning media can also increase students' learning motivation so that predetermined learning goals can be achieved.

c. Interactive Multimedia

There are two types of multimedia, namely linear multimedia and interactive multimedia. Linear multimedia is multimedia that runs sequentially, such as TV and films, and does not have a controller that can be operated by the user. Interactive multimedia is multimedia that has a controller that can be operated by users to choose what they want. Examples of interactive multimedia such as game applications, interactive learning, and others (Manurung, 2020). According to (Arnada & Putra, 2018) Interactive multimedia is a multimedia display designed by designers to perform two functions: inform the message and make the user interactive.

2. PowerPoint

a. Definition of PowerPoint

Powerpoint is a presentation application program that has many features that can be used to attract students to learn (Widiyanti & Nandiyanto, 2021). According to Akbar in Safrinus Gulo et al, Microsoft PowerPoint is a program developed by Microsoft that allows you to create interactive learning media (Gulo & Harefa, 2022). Riyana in Yuratin Dewi Anggoro Wati, said "Microsoft Office Powerpoint has the ability to combine various media elements such as text processing, color, images, animation and sound (Anggorowati, 2023). Meanwhile, interactive PowerPoint is a PowerPoint that contains slides which contain hyperlinks, making them interactive. A slide can be connected to the next slide through the hyperlink feature (Sinaga, 2023). According to Titin and Iin Kurnia, interactive Powerpoint is a slide that can make it easier for users to get information and knowledge from this media. Interactive PowerPoint media is an interactive slide that contains learning material so that it can be used as a medium for learning (Titin & Kurnia, 2022).

Like other learning media, PowerPoint media also has advantages and disadvantages. The following are the advantages and disadvantages of PowerPoint media according to Ika Dewi Sukmawati

Powerpoint advantages:

1. Has a visual display that is easy to understand
2. Has an attractive appearance and is not boring
3. Stimulate students to learn
4. Make it easier for teachers to deliver material
5. Can combine all media elements

6. Can motivate students to learn
7. Can improve student learning outcomes

Disadvantages of PowerPoint:

1. all schools have laptops and projectors
2. Requires more expertise
3. Media creation takes a long time (Sukmawati, 2022).

b. Hyperlink and Section Button Functions

Hyperlink consists of two words, hyper which means many and link which means relationship. Therefore, hyperlinks are multiple relationships. In the Powerpoint application, hyperlinks are a presentation medium that makes it easy to connect various files, so you can display files very quickly without searching for the files one by one (Haerudin et al., 2020).

The function of hyperlinks is as follows:

1. Hyperlinks between files, meaning from powerpoint type files to other files
2. Hyperlink in one file, meaning it connects slides in one file in Powerpoint

Some media that can be used as hyperlink sources:

1. Text
2. Text box
3. picture

Action settings is a feature that allows Microsoft PowerPoint users to make various settings for the slides they have created. With this feature, users can add sound effects, macros, hyperlinks and other features.



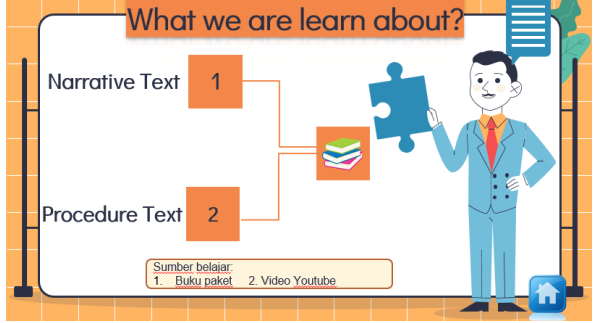
c. Trigger Function

Triggers are a feature that already exists in previous versions of Microsoft PowerPoint, but users of this software usually rarely use this feature. With the trigger feature, users can program a button to give commands to move various animated objects. This feature is usually used to create quizzes on PowerPoint-based learning media. By using the triggers feature, the visual display of the questions and answers in the quiz will look more attractive. The triggers feature will only be active when the object that has been inserted has been given an animation effect. The triggers feature itself is located in the "animation" menu (Arief, 2015).

Interactive Powerpoint Media Storyboard

As for the design of interactive powerpoint media production, namely by collecting and preparing the products that will be needed. In making this interactive powerpoint media, some software is needed that can support the production process of interactive powerpoint media. The software used is:

Table 1.
Interactive powerpoint media storyboard

No	Parts	Description
1	 <p align="center"><i>Figure 1.1</i> <i>Initial view of the media</i></p>	<p>The initial display is an introduction to interactive powerpoint media which includes the title, designation, school name and start button.</p>
2	 <p align="center"><i>Figure 1.2</i> <i>Main menu view</i></p>	<p>The next display is about the main menu in the interactive powerpoint media.</p>
3	 <p align="center"><i>Figure 1.3</i> <i>Material menu display</i></p>	<p>The next display is about the title of the material that will be discussed in the interactive powerpoint.</p>

Description of Development Research Results

This chapter describes the results of the development of interactive powerpoint media for English language learning. This development is intended to be able to help English teachers in learning in the classroom.

In the development process, this research uses development steps according to Reiser and Mollenda. several development steps that produce data in this study:

1) Results of analyzing potential and problems

After analyzing the problems in the field through several methods such as observation and interviews, it was found that students had difficulty in understanding the material, and the atmosphere during class learning was less active. In addition, the teacher has also never used interactive powerpoint media in learning English.

2) Data Collection

After the field analysis shows the problems that occur, some additional data sources are needed to support the existing data. Data on this issue is collected from journals, relevant previous research, and experts' opinions that will be used in the development of interactive powerpoint media.

3) Product Design

This stage is an initial description of the product to be developed, which is composed of various forms of animated images and interesting illustrations.

Trial of Developed Products

In the trial stage to class XI students, it is intended to see whether the media developed is feasible and appropriate to be applied in classroom learning. In this case, students are asked to try using interactive powerpoint media and then students are given the opportunity to fill out an assessment questionnaire on interactive powerpoints. The following is a table of interactive powerpoint trial results with students:

Table 2. Trial result with students

Responden	Jumlah Skor	Persentase	Kriteria
1	48	100%	Very worthy
2	48	100%	Very worthy
3	42	87,5%	Very worthy
4	43	89,58%	Very worthy
5	42	87,5%	Very worthy
6	43	89,58%	Very worthy
7	35	72,92%	worthy
8	35	72,92%	worthy
9	35	72,92%	worthy
10	36	75%	worthy
11	35	72,92%	worthy
12	45	93,75%	Very worthy
13	35	72,92%	worthy
14	44	91,67%	Very worthy
15	36	75%	worthy
16	38	79,17%	worthy
17	35	72,92%	worthy
18	39	81,25%	Very worthy
19	45	93,75%	Very worthy
20	43	89,58%	Very worthy
21	44	91,67%	Very worthy
22	42	87,5%	Very worthy
23	43	89,58%	Very worthy
24	42	87,5%	Very worthy
25	43	89,58%	Very worthy
26	44	91,67%	Very worthy
27	43	89,58%	Very worthy

Total Score	1103
Maximum Score	1296
Percentage	85,108 %
Criteria	Very worthy

Based on response questionnaire given to students as respondents to interactive powerpoint media, the results showed 85.108% which stated that interactive powerpoint media was very feasible to use in the learning process in class.

Revision of Developed Products

At this stage the developed media is no longer revised because field trials and assessments by students and validators have shown that the product is suitable for development.

DISCUSSION

In developing this interactive powerpoint media, researchers used the ADDIE model with 5 stages according to Reiser and Mollenda. This interactive powerpoint development consists of a series of materials, learning videos and quizzes accompanied by cartoon images and illustrations, in addition there are navigation button symbols that are hyperlinked and attractive slide transitions. Before it is compiled into an interactive powerpoint media, there are several stages that are carried out, namely determining the powerpoint template, determining the cartoon animation and other animated images that will be used, as well as the shape and color of the letters that match the background and cartoon animation used.

This interactive powerpoint media is made using the 2019 version of powerpoint software. The first step in making interactive powerpoint media in this study is that we first download a template for the background to make it more attractive on a website called slidesgo. After that, we start editing the template according to the previous design. If we do not use a template then all we have to do is create a new slide by clicking "new" on the left panel, and to add a new slide click "new slide" on the home menu. In the powerpoint display there are various menu options, such as insert to insert images, videos, sounds, shapes, columns and so on, there is also a transition menu to provide visual effects when moving from one slide to another, animation menu to install and set animation on objects. While to insert a hyperlink the step is to select the text, shape or image that you want to use as a hyperlink then select insert > link, then select one of the options, adjust the place then ok. And here is the procedure for developing interactive powerpoint media with the ADDIE model:

1. **Analyze**, which is determining the potential and problems during the pre-survey. After analyzing the problems in the field through several methods such as observation and interviews, it was found that students had difficulty in understanding the material, and the atmosphere during class learning was less active. In addition, teachers have also never used interactive powerpoint media in learning English.
2. **Design**, at this stage the researcher determines the template to be used, determines the cartoon animation images and illustrations that will be included in the interactive powerpoint media. In addition, researchers also determine the material that will be discussed on the media developed.
3. **Development**, at this stage all designs that have been made are realized. The following is an image of the development of interactive powerpoint media



Figure 2.
Initial display of interactive powerpoint media

On the initial display there is a writing of the title of the learning media, the designation of the learning media and the start button.



Figure 3.
Main menu of interactive powerpoint media

The main menu contains 3 menu options, namely the instructions for use menu, material menu and developer profile menu.

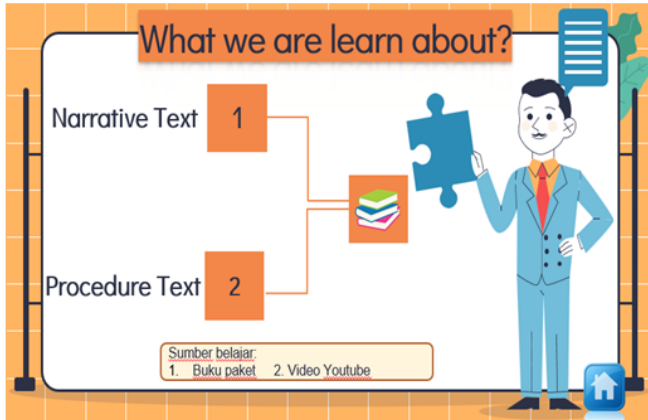


Figure 4.
Interactive powerpoint media usage guide menu

The usage guide slide contains a description of the navigation buttons in the interactive powerpoint media.

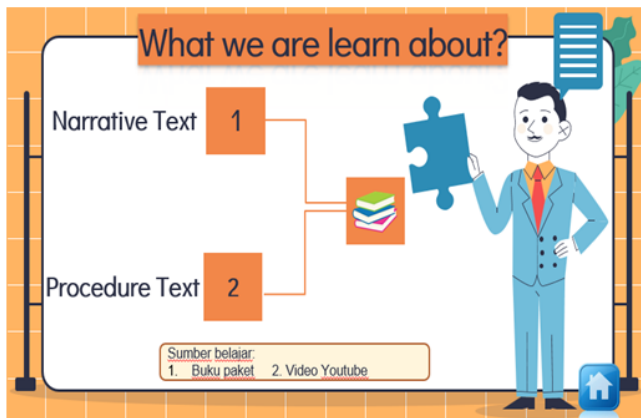


Figure 5.
Developer profile menu



On the material menu there are 2 materials that will be studied in this interactive powerpoint media, namely narrative text and text procedures.

Figure 6.
Material Menu



On the material menu there are 2 materials that will be studied in this interactive powerpoint media, namely narrative text and text procedures.

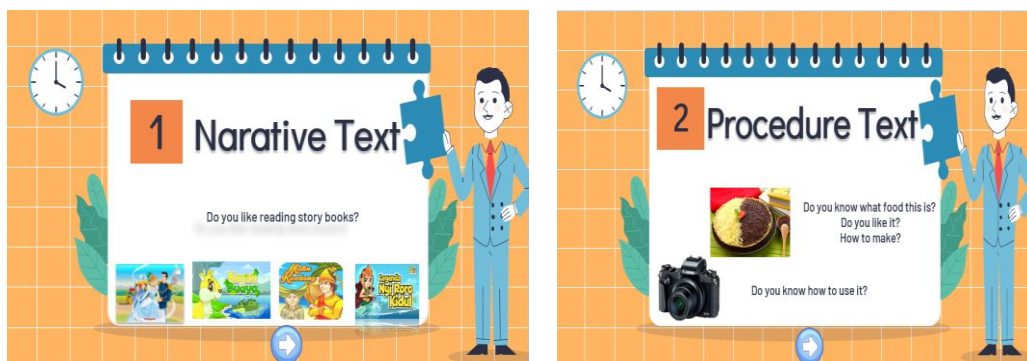


Figure 7. Initial display of material slides

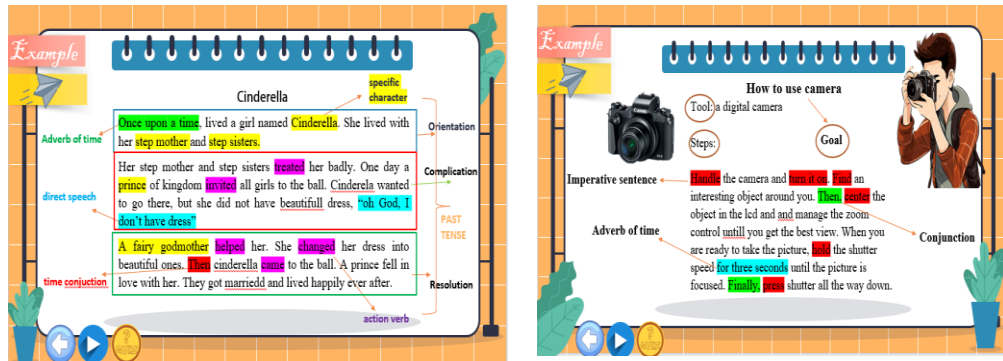


Figure 8. Display of narrative and procedure text examples and discussion

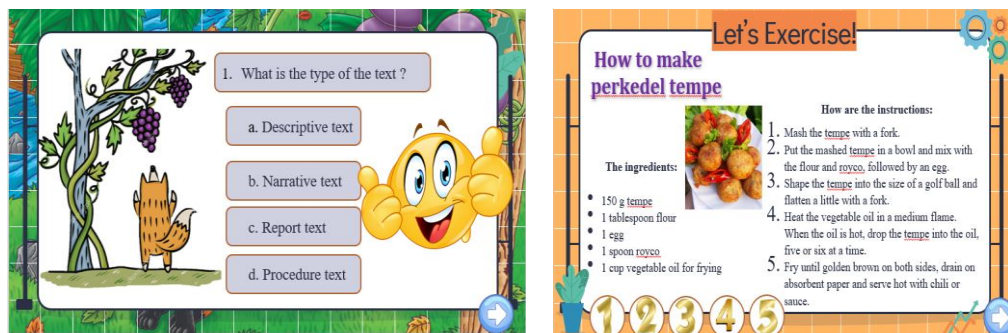


Figure 9. Quiz

In the initial appearance of the narrative text and text procedure material slides, there are titles, triggering questions or brainstorming, and illustrative images of narrative text types and text procedures. On the next slide there are definitions, types of text, objectives, generic structures, linguistic elements, then examples of narrative text and text procedures with discussions, learning videos and ends with a quiz. The learning media that has been completed is then validated by 3 experts, namely material, language and media experts. Validation by experts aims to obtain information, criticism and suggestions so that the interactive powerpoint media for English language learning developed becomes a quality product. The results of validation from 3 experts are as follows:

Material expert validation by Mr. Umar Alfaruq A. Hasyim, M.Pd obtained a percentage of 92.5% with the criteria "very worthy". Language expert validation by Mr. Rizky Hidayatullah, M.Pd obtained a percentage of 81.25% with the criteria "very worthy". Media expert validation by Mr. Irhamudin, M.M obtained a percentage of 94.75% with the criteria "very worthy". Based on the validation results from the experts, the interactive powerpoint media developed is declared feasible for further testing to students.

4. **Implementation**, The next stage is the implementation of interactive powerpoint media to class XI MAN 1 Lampung Timur students totaling 27 students. Students were asked to try using interactive powerpoint media and then given a student response questionnaire to interactive powerpoint media. From the results of data processing, the students' response questionnaire to the interactive powerpoint media developed obtained a total score of 1103 with a maximum score of 1296 with a percentage of 85.108% and with the results of the criteria "very

worthy". In addition to the student response questionnaire, researchers also gave a teacher response questionnaire to the media developed to the English teacher in class XI MAN 1 Lampung Timur with the acquisition of a percentage of 96.66% with the category "very worthy".

5. **Evaluation**, The last stage of the ADDIE model is evaluation. At this stage the researchers did not make any revisions to the interactive powerpoint media developed, this was based on the results of the validation questionnaire from the experts as well as the teacher and student response questionnaires that were suitable for use in the English language learning process.

Product Review

In delivering material to students, there are many media that can be used by teachers such as books, illustrated paper, learning videos, presentation slides and so on. Learning media is a tool used to convey lessons (Kamil, 2018). Interactive learning media is one of the many types of learning media available (Fitra et al., 2023). Interactive learning media is a learning method that utilizes the development of information and communication technology (Rihani et al., 2022). Interactive powerpoint multimedia is one of the media that can be used by teachers (Raspati & Zulfiati, 2020). Powerpoint is a very common learning media used during the learning process (Muharni et al., 2021). In general, development research can increase in positive value from year to year. In 2018, the most R&D research was conducted (Sundari et al., 2023). With this, awareness and interest in research and development (R&D) design, especially on learning media, is increasing.

In this research, the media developed is interactive powerpoint media for English language learning. The interactive powerpoint media developed here is a series of slides containing material, learning videos, along with exercise questions and equipped with instructions for use of the media and developer profiles, where each slide of this powerpoint is hyperlinked to connect between slides. In addition, to add an interesting impression to this media, researchers also use transition animations, add background, and illustrative images. This interactive powerpoint media is made with the aim of helping teachers in delivering material to students in an interesting way so that students do not feel bored

Previous research conducted by Pina Herlina and Erwin Rahayu Saputra also showed that powerpoint media is suitable for use in learning (Herlina & Saputra, 2022). In the previous study, the subjects used were third grade elementary school students while the subject used was Indonesian Language, and the previous powerpoint did not insert a learning video. This is the difference between previous research and this study, where the subjects are grade XI MAN students and the subject used is English, besides that in this study also inserted learning videos.

After going through the validation and trial stages, the powerpoint media developed by this researcher was declared suitable for use in the learning process. this interactive powerpoint media is able to create a new atmosphere in learning. Students become more active and do not feel bored.

CONCLUSION

Based on the results of validation by 3 validators, namely material, language, and media experts. In accordance with the ADDIE development steps according to Reiser and Mollenda, it can be concluded: The results of the material expert validation meet the criteria with a percentage of 92.5% with the criteria "very worthy". The results of language expert validation received 81.25% with the criteria "very worthy". Likewise, the results of media expert validation received a percentage of 94.73% with the criteria "very worthy". Furthermore, based on the results of the field trial with 27 students, the response results to the interactive powerpoint media developed with an overall percentage score of

85.108% with the criteria "very worthy". The results of the teacher's response to interactive powerpoint learning media got 96.66% with the criteria "very worthy" Based on the validation results of 3 experts, then the results of the teacher and student response questionnaire, it can be concluded that interactive powerpoint media for English language learning is very worthy to use.

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