DEVELOPING INTERACTIVE PPT AS LEARNING MEDIA FOR WRITING SKILL IN ELEVENTH GRADE MIA CLASS AT MA BUSTANUL MUTAALIMIN

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Abstract

Computer-based media has been widely known and used as learning media in the classroom, it has proven effective in supporting teachers in conveying learning. One of them is PowerPoint media which is created according to the creativity and needs of the teacher. However, the lack of motivation in the classroom can make students less interested in understanding learning objectives. This can be seen from the lack of enthusiasm of students in learning English so that they are weak in these subjects, especially in writing skills. This project aims to develop an Interactive PPT to facilitate students' continuous learning and train students' activeness, especially in writing skills in class, so that learning English can take place optimally. This study uses the Research and Development (R&D) method with the ADDIE model which is a development of the Dick and Carrey model. In collecting data in research, researchers used questionnaires when observing students, structured interviews with subject teachers, validation questionnaires, and also student response questionnaires.

Keywords: English Language Teaching; Interactive PPT; Learning Media; Writing Skill

INTRODUCTION

Language as a form of verbal communication has its role in the development of students to support their success in every learning activity. In the world of education, language can be used as a communication tool in the era of globalization which is an investment to achieve career success in the future (Himawati, 2018). Language learning can help students to be able to express their thoughts or opinions, enable students to participate in society, and seek information to broaden their horizons. Students who have good language skills will be able to understand learning easily and carefully, one of the language subjects studied by students is English. English is the native language of England which is used as the language of international communication (Hornby, 2005). English is the most widely used international language and is the medium of communication with the widest spread (Brumfit, 2001). This language is universal, meaning that it can be used anywhere, this language is most widely used by the wider community. The advantage of learning English is getting a wide range of insights and making it easier to carry out activities with the international world, ranging from social interaction, trade, industry, business, and activities related to education. There are four key aspects to English namely listening skills, speaking skills, reading skills, and writing abilities. This study will raise problems that often occur in students in writing skills. According to Burhan Nurgianto, writing activities are productive activities that can produce various kinds of written works in various languages (Nurgiantoro, 2001). One of the skills that must be mastered by students from all language skills is writing skills, it is intended that students can express themselves in written form (Saifudin, 2019). Meanwhile, according to McCrimmon, writing activities are activities to explore thoughts and feelings about a subject, determine what will be

written, and determine writing techniques so that people who read the writing can understand it easily (McCrimmon, 1976). Then according to Heaton, writing is a difficult and complex activity carried out to express various kinds of ideas and ideas into written form (Heaton, 1983). Writing in English means that we have to know a lot of vocabulary and language variations so that our writing looks more creative and interesting. In writing, students must also pay attention to sentence patterns that must be adapted to conditions, times, and events according to the circumstances. However, most of the students experienced difficulties in this writing activity, from a large number of foreign vocabulary they encountered, the lack of sentence pattern recognition, and direct translation which made English grammar so stiff and uninteresting, thus making students not interested in writing activities. In this situation, the teacher must be capable of conveying material learned so that students feel motivated and enthused about studying, with the aim that learning is fun and interesting for them so that the preliminary learning goals can be achieved optimally. Teachers should also make two-way learning so that students become active in the classroom. An active class can be indicated by the collaboration of students and teachers so that they can form an interaction. Therefore we need a tool/media that can assist teachers in delivering learning in the classroom. The usage of suitable learning media will be very helpful in the process of delivering learning, and teachers will also be more helpful in terms of delivering learning with the aid of this learning media. All forms of media are facilitators that people use to spread ideas or opinions to their target audience (Arsyad, 2011). Briggs claims that all forms of media are practical tools that can stimulate and help student learning (Briggs, 1977). Media can be defined in learning activities as anything that might provide knowledge and information to the ongoing interactions between teachers and students. Media might be defined in learning activities as anything that can be utilized to convey communication and messages. While learning media is a component of learning resources that contain teaching materials for students that will encourage learning in students (Arsyad, 2016). Students thus become more motivated to pay attention to the lessons that the teacher is delivering, therefore the teacher should use the media when delivering learning. The existence of the media is felt to be very helpful in the method of learning and teaching, this is because the teacher will be easy in teaching activities and can increase students' attention to their learning activities. Along with the times, learning media are not only in the form of physical learning media or traditional learning media, but learning media have also developed to be more modern with the help of technology. The use of computer-based learning media aims to increase the efficiency and effectiveness of the learning process. In addition, computer-based learning media can increase student learning motivation. Arsyad stated that computer-based learning media has the advantage of stimulating students' learning enthusiasm because there are animations, graphics, colors, and audio that can increase the attractiveness of students to learn (Arsyad, 2010). Not all learning media are appropriate or suitable to be applied to all conditions and materials that will be given. The selection of the right media for certain subjects is an important thing to pay attention to. One of the media that is considered quite effective to use is computer-based media, one of which is Interactive PPT, in addition to being easy to make and use, this media is also able to motivate students and make students active according to the teacher's delivery. This Interactive PPT-shaped learning media is easy and quite effective to use because using this media can make it easier for teachers to deliver learning in the classroom.

In this study, MA Bustanul Mutaalimin was chosen as the research site used by the researcher. Based on the results of observations made on 11th-grade students at MA Bustanul Mutaalimin by distributing learning response questionnaires to the English subjects they have studied so far, it is known that 50% of students are less interested in English subjects. This is because English is not their mother tongue so they have difficulty learning it. Even in the classroom, few students bring an English dictionary as a tool for their learning. Their learning source is only the textbook that they use as a learning resource, plus an explanation from the teacher.

Then based on the results of interviews with English teachers, it is known that students have deficiencies in vocabulary mastery and they have difficulty compiling a text. Even in the classroom, only a few students carry a dictionary as a tool for their learning. Through direct observation in schools, it can be seen that this MA Bustanul Mutaalimin has been adequate in terms of internet use, computer laboratories, and equipment such as projectors, TV, and Wi-Fi connections. Based on interviews conducted with teachers, it is known that the use of laboratories must be alternated because there is only one laboratory that is used alternately. Learning is also mostly delivered conventionally because using media means that the teacher must also prepare the media, whether it's making or just preparing it in class, and that is quite time-consuming for learning.

The results of the relevant research are contained in a study compiled by Nur Farida in 2021 in her research, stating that research related to the development of technology-based learning media needs to be carried out so that the learning process takes place effectively. The purpose of this research is to improve students' abilities through Interactive learning media based on PowerPoint. From this study, it was found that as a learning medium, Interactive PPT was considered appropriate to be used as a medium in delivering effective learning (Farida, 2021). Then the research conducted by Risang Yudhistira in 2019, in this study the researcher hopes that using PPT can train students' imagination in learning, thus making it easier for them to understand the learning delivered by the teacher. The results of this study are the use of learning media using PowerPoint is very useful to add insight to students, this media also has many positive effects when applied (Yudhistira, 2019). Based on the two relevant studies to the research conducted by the researcher, it can be concluded that the difference between the researches lies in the application of sub-chapters and also research subjects who have different backgrounds and different problems. In this study, the researcher emphasized the importance of using media that can make students interact actively, the class also feels more varied so that the main learning objectives can be achieved optimally. In this Interactive PPT, the researcher combines audio and visual elements so students can be interested and more focused on the learning process. The researcher also takes advantage of the hyperlink function contained in PPT to increase the efficiency of using media in the classroom, so that teachers do not need to open all slides in PPT during learning and can jump to certain sub-chapters. The researchers' goal is to obtain optimal, effective, and efficient learning quality for teachers and to be able to train student activities. Students are expected to be able to practice their critical nature by asking a lot of things they don't know**.**

METHOD

In this learning media development research, the researcher uses a research and development (R&D) type of research. This research and development (R&D) process is used to create a certain product and evaluate its efficacy (Sugiyono, 2013). To create a product, research is needed that can analyze the needs and test the effectiveness of the product so that it can be used in the wider community. According to Nana Syaodih Sukmadinata, research and development is a process where new products are developed or perfected for old products that already exist and can be accounted for (Sukmadinata, 2006). In another sense, this research aims to improve existing research products and refine them so that they can be reused. The purpose of this research and development is to produce new products through development. The form of research and development products can be in the form of learning models, learning media, modules, books, evaluation tools, and other learning tools. This ADDIE model is one of the learning system design models that show the basic learning system that is easy to do. As the

name suggests, ADDIE stands for analyzing, design, development, implementation, and evaluation, which can be described as follows:
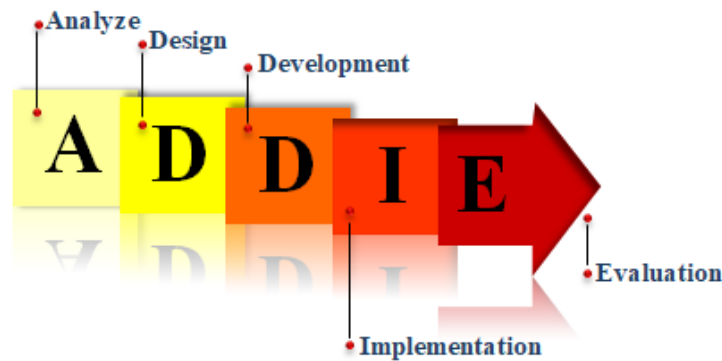

Figure 1. ADDIE method flowchart

This development research adopts the ADDIE model which stands for Analysis, Design, Development, Implementation, and Evaluations which was developed by Dick and Carry in 1996 (Mulyatiningsih, 2011). The steps in this development are: analyzing the problems that occur in the subject, designing products to deal with these problems, developing existing media to be more interesting and attractive to students, then applying them to students and taking student responses as an evaluation in development.

This development research was carried out at MA Bustanul Mutaalimin in the even semester of 2021/2022. The researcher conducted literature studies and also field studies by distributing observation questionnaires and structured interviews conducted to English teachers. In this study, the researcher collected various data related to learning activities as a source of additional information. This data was obtained through the population and samples. The population is all research subjects (Arikunto, 2002). In this study, the population determined was all students of class XI MA Bustanul Mutaalimin, and then after the population was known, the researcher determined the data sample. The sample is a part of the population's number and features; if the population is large, sampling must be done since it would take too much time and effort to employ the complete population. Non-probability sampling with purposive sampling, where the sampling process utilizes specific considerations, is the sampling method employed in this study (Sugiyono, 2013). The sample selected for this study was students of 11th-grade natural sciences (MIA) at MA Bustanul Mutaalimin, totaling 20 students. The data that has been collected will be used by the researcher as a guide in preparing the development of learning products. The data collected by the researcher in the form of learning observation data in the form of field notes and also questionnaire data given to 11th-grade students. The following information comes from data collected during interviews with English teacher, then supporting research data, such as media, material, and data instrument validation. The final set of data comes from student responses to product development trials. These data are primary data, meaning that the respondents voluntarily gave the data.

Based on the data that has been obtained and also the results of observations, the researcher can perform data analysis techniques. Data analysis is closely related to the creation of a careful, tough, and independent attitude in treading life. The demands to mark, identify, connect, compare, classify, calculate, recheck, interpret, or other activities to lead to the correct conclusion are inseparable parts. from data analysis or processing (Dr.Suwartono, 2010). Data analysis is the collection of data based on variables and types of respondents, presenting data for each studied variable, performing calculations to address the problem formulation, and performing calculations on the proposed hypothesis test (Sugiyono, 2013). In this study, the researcher used two data analysis methods, including learning analysis. To conduct this

analysis, learning objectives that have been customized to key competencies and fundamental skills that are utilized to assemble the contents of learning media created by the researcher are generated. The analysis results are then put to use as guidelines for creating Interactive PPT learning materials for writing skills. The next form of analysis is descriptive analysis. The data analyzed included media expert feasibility data, materials, and student responses, where researchers distributed questionnaires after product trials to provide their responses to the product. This descriptive analysis uses an assessment questionnaire to provide criticism, suggestions, and improvements to the researcher. The results of this descriptive analysis are descriptive quantitative data. Technical analysis of descriptive quantitative data is a technique for analyzing data by summarizing or describing the data that has been collected as it is, without aiming to draw any conclusions. The data was processed from an assessment questionnaire using a Likert scale. The Likert scale is a tool that can be used to gauge a person's or a group's attitudes, views, and perceptions of a symptom or educational occurrence (Djaali, 2008). This scale is the most generally used psychometric scale in several studies and surveys, and it is frequently used in questionnaires.

RESULTS AND DISCUSSION

Results

All findings contained in this study were calculated based on the scores of instrument validation, media validation, material validation, media trial validity, and reliability. Validation was carried out to test the truth or endorsement of the instruments, media, and materials in this study. In instrument validation, a check is carried out on the questionnaire that will be distributed to respondents (students) and also validator experts (media validation and material validation). In this validation, the validator provides suggestions for improving questionnaires to reduce ambiguity and also errors in the meaning of statements. The final decision of the validator stated that the questionnaire was declared valid with several revisions following the advice of the instrument expert validator.

The next stage is conducting media validation, at this stage the English lecturer becomes an expert validator for media validation. The purpose is to test the feasibility of the product as a learning media, with the following criteria:

Table 1. likert scale

Percentage %	Validity Level	Description
76%-100%	Valid	No revision
51%-75%	Valid	No revision
26%-50%	Quite valid	Revision
0%-25%	Not valid	Revision

After the media validation process was carried out by an expert validator, the results obtained can be calculated as follows:

$$P = \frac{\sum x}{\sum xi} \text{ x } 100\%$$
$$= \frac{62}{80} \text{ x } 100\%$$
$$= 77,5\%$$

Description:
P   = Percentage amount
$\sum x$ = Total number of responses
$\sum xi$ = Total number of highest answer scores

The percentage of the calculation results obtained is 77.5%, it can be stated that the media validation is valid. The media expert validator suggests adding audio or video to the Interactive PPT to make it attractive. Moreover, the validator suggests using a plain background and making the students focus are not distracted while studying.

The next stage is material validation by expert validators, at this stage the English teacher becomes an expert validator for material validation. using the same scoring criteria as the previous validation, the following results can be obtained:

$$P = \frac{\sum x}{\sum xi} \times 100\%$$
$$= \frac{50}{76} \times 100\%$$
$$= 66\%$$

Description:
P   = Percentage amount
$\sum x$ = Total number of responses
$\sum xi$ = Total number of highest answer scores

After calculating the validation of the material, it can be calculated that the percentage obtained is 66%, it can be stated that the validation of the material expert is also valid. Media expert validators provide suggestions for shortening Interactive PPT material to make it easier for students to understand the prepared material. Then, material expert validators also suggest adding audio and video or moving animations to make students more interested and motivated to learn.

After the product trial has been completed and the student response questionnaire to the product has been obtained, and then proceed to the next stage is to test the validity and reliability of the trial product. This product effectiveness test is carried out to see whether or not a product is feasible to be applied in the classroom. The validity test was then conducted using Pearson's product, this helped determine the suitability or validity of the questionnaire that the researcher had used to measure and collect research data from the respondents. Comparing the obtained r-value with the r-table forms the basis for the Pearson validity test:
1. If the value of r-count > r-table then it is considered valid
2. If the value of r-count < r-table then it is considered invalid.

The value of r-table with N = 20 at 5% significance in the distribution of the statistical table r-value, the r-table value will be 0.444. The basis for taking the Pearson validity test by Seeing Significance (Sig.):
1. If the significance value is < 0.05 then it is considered valid
2. If the significance value is > 0.05 then it is considered invalid

Table 2. Validation Test Results

No.	Pearson Correlation R Count	R Table (N 20)	Significance	Information
1.	0,653	**0, 444**	0,002	Valid
2.	0,826	**0, 444**	0,00	Valid

3.	0,724	**0, 444**	0,00	Valid
4.	0,752	**0, 444**	0,00	Valid
5.	0,587	**0, 444**	0,006	Valid

Based on the table above, it can be concluded that the questionnaire statement obtained the results of the Pearson correlation r-count are above 0.444, with a significance value of less than 0.05, which means that these statements can be declared valid. This shows that this educational media tool is effective and can be used to motivate and engage students in the classroom.

Using Cronbach Alpha, a researcher conducted a reliability test to determine whether the questionnaire would remain consistent if measurements were repeated using the questionnaire. The basis for Taking Cronbach Alpha Reliability Test According to Wiratna S (Sujarweni, 2014). If the Cronbach alpha score is more than 0.60, the questionnaire is regarded to be reliable. The results of the reliability test on the respondent's questionnaire are as follows:

Table 3. Reliability Test Results
Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.784	5

Based on the table, it can be seen that the results of the reliability calculation for the trial product show the number 0.784 where the number is more than > 0.60. the results of the reliability test following the Cronbach alpha test can be declared valid.

Discussion

Learning English may be quite tough and unattractive topic for some students. One of the factors that lead students to think that an English lesson is difficult to understand is the foreign language that is rarely spoken in daily life. The findings of observations indicated that the majority of the students in this class were uninterested in English subjects, It was observed that just a few of the students brought an English dictionary as a learning tool. The results of the needs analysis conducted during the observation revealed that students struggled to understand learning materials that were only offered in conventional form. The majority of English lessons given by teachers in the previous lesson used conventional methods where the teacher only explained in front of the instructional methods. This leads to one-way communication and reduces student participation. The results of structured interviews with 11th-grade English teachers show that students have difficulty learning English. Their weakness lies in the lack of English vocabulary, and difficulty comprehending grammar, which affects their writing abilities. To overcome these problems, we need media which can encourage students to be more involved in the classroom, thus increasing their interest in English lessons. The results of this needs analysis are then used as guidelines by the researcher to develop appropriate media.

Microsoft PowerPoint is software that is often used to create learning media, this program is considered easy and effective to use as learning media. Some menus in PowerPoint allow users to build and construct learning materials that are more fascinating, interactive, and enjoyable. Interactive PPT are media that are often used by teachers to convey their learning, but most teachers do not have time to compose PPT that can make students active in class, so many teachers only deliver conventional learning or only use simple media. In previous research, PPT media have been used and proven to be feasible as learning media, but this PPT only presents the material visually. Therefore, the researcher is interested in developing PPT to be more interactive by adding audio elements. It aims to attract students' interest in learning and make them to be more focused during the learning process. This Interactive PPT contains material about Exposition Text, linguistic structure and explanations along with evaluations related to the material.

The stages of developing English learning media compiled by the researcher using Interactive PPT by the ADDIE research method, include several stages, namely: 1). Planning for making media containing material, 2). Perform initial product development, 3). Conduct product validation tests for media and material experts, 4). Revise the product following the suggestions of the validators, 5). Running trials into the field, and 6). Make improvements based on suggestions from the questionnaire that was distributed at the time the trial was carried out.

In the preparation of the Interactive PPT, material development and explanations are carried out. In this step the researcher compiles material related to the exposition text along with its explanation and evaluation. Exposition text material is obtained from textbooks and additional explanations from the internet which are adapted and arranged to be easily understood by students. In the next step, the process of making PPT is determined by compiling the initial design, adding audio and animation according to the material, transitions and developing hyperlinks and making PPT more effectively used when teaching in class. This hyperlink aims to make it easier for teachers to move slides to one another or skip slides according to their learning objectives. Audio and animation are used to make students more interested in PPT so that they will focus while studying.

The hardware that supports the use of this Interactive PPT is an active speaker to bring out the sound contained in the PPT. On the first slide, there is an Interactive PPT cover that includes the title of the material contained in the PPT, then on the second slide there is a menu that is equipped with a hyperlink so that in its use the teacher skips slides according to the sub material he teaches, this aims to simplify and It also streamlines the time teachers use to deliver learning. The next slide contains the material to be delivered in class, in the slide there is audio about the explanation of the material so that the teacher only needs to replace the slide and add material that is lacking. Then there is a quiz consisting of 5 questions accompanied by text according to the material, that is exposition text. On the quiz slide there are four answer choices, if the answer chosen by the student shows the symbol (✓) it means that the student's answer is correct, and if the selected answer shows the symbol (✗), it means that the answer chosen by the student is wrong. On the quiz question slide there is also a shortcut key to return to the text and a back button to the slide containing the main menu. The next slide contains an evaluation of making exposition text, then the following slide contains a glossary of difficult words contained in the PPT, and the last slide contains a closing slide.

The subjects in the product trial were students of 11th-grade natural sciences (MIA) at MA Bustanul Mutaalimin, totaling 20 students. The results showed that the development of Interactive PPT products for English subjects was good and feasible to be used as learning media. This product trial was carried out based on core and basic competencies. Learning begins by giving direction to the students on the learning flow of that day, the purpose is for students to know what they will be learning and what they should do in class. Then displays the Interactive PPT slide by slide, where students are encouraged to listen to the audio that has been

contained in the Interactive PPT. After that the students were asked to re-explain what they learned by throwing questions, the students actively answered what they understood by their language. From the initial process, the students seemed enthusiastic about receiving the learning material, and it could even be considered quite active.

At the end of the lesson, students are given discussion questions in the form of a quiz in the form of multiple choice questions with 4 choice options. Students work on it quickly so that it will provoke a pattern of critical thinking that is responsive. After working on the quiz questions, students were given an evaluation task, namely making an exposition text according to the predetermined theme. From the results of the evaluation of each process, it can be concluded that this media product can be applied and is feasible as a supporting medium for students' English learning.

As the results of previous studies that represent the learning media developed using Interactive PPT and showing the results that the media is effectively used in the classroom with different characteristics of learning materials from the research assembled by researchers. The addition of audio elements contained in the PPT created by researchers improves it, it is making the PPT more fascinating for students. The results of the overall calculation of the validation and reliability of the researcher's research show that this media is valid and may be used as a learning medium in the classroom.

CONCLUSION

After the trial was carried out on students of class XI MA Bustanul Mutaalimin, it could be seen that if students were so enthusiastic and able to take part in learning English using Interactive PPT media well, students were also quite active in class, whether they were actively asking or answering. At the end of the lesson, students are also able to work on the evaluation given. The results showed that the results of the media validation test showed a score of 77% where the media was considered valid by media experts, then the material validation test results showed a score of 66% where the material could be judged valid by material experts, there were several revisions suggested by the validator to add audio into Interactive PPT to make Interactive PPT more interesting and Interactive. And finally, through the validity and reliability test using the SPSS program, it showed that the result value was more than 0.444 (r table value) or less than 0.05 (significance) with a reliability test result of 0.784. The study's conclusion indicates that the media may be feasible as a learning medium. To assist teachers in conveying their learning in class and students are quite active when learning media is applied.

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