

Developing Powerpoint Interactive Media to Teach Speaking Skill For 7th Grade Students

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Abstract

This research and development aims to describe the process and results of the development of Power Point Interactive media for teaching speaking on greeting, leave taking, and introduction materials. The subjects of the study were 30 students of 7th grade MTs Sunan Kalijogo. The development procedure refers to the Borg and Gall model. The information collection techniques in the preliminary study were interview and questionnaire. Meanwhile, to determine the feasibility of the Interactive Power Point product, the researcher used a questionnaire instrument given to material expert and media expert. Then, students were given a pre-test and post-test. In addition, the distribution of student response questionnaires to determine the level of student satisfaction with the media. According to the assessment of material expert, a score of 97.5% was obtained with a very valid category. From media experts, a score of 100% was obtained with a very valid category. Furthermore, the results of the pre-test and post-test with the calculation of the N-Gain formula obtained results of 0.8 with high qualifications. The student response questionnaire also obtained a score of 94% with a very feasible category. The last, Power Point Interactive was declared very suitable for use in teaching speaking skill.

Keywords: Power Point; Interactive Media; Speaking Skill

INTRODUCTION

English is one of the most widely used international languages in the world (Rahmawati et al., 2023). The use of English in Indonesia is increasingly widespread along with globalization and the development of information technology. In the context of education in Indonesia, English has a very important and strategic role. Since elementary school level, English begins to be taught as a mandatory foreign language. In the information era marked by advances in technology and communication, mastery of English is the key for students to understand scientific literature, follow the latest developments in various fields, and participate in international discussions. Based on Saputri et al., (2023) Learning English as a foreign language is an integrated process that requires students to learn four basic skills: listening, speaking, reading, and writing. Moreover, these four skills are impossible to separate because they are interdependent (Suyitno et al., 2021). The success of learning English as a foreign language is greatly influenced by students' interests and motivation (Mubarak, 2019). According to Yulyani (2022) Students who have a high interest in learning can carry out various learning activities more quickly. The higher the student's learning motivation, the higher the learning outcomes achieved. Vice versa, if students' learning motivation is low then the learning outcomes they achieve tend to be low (Hardianti & Marpaung, 2021). To learn English as a foreign language, speaking practice is very necessary. Mastering a foreign language will not be successful if there is no direct speaking practice (Lubis et al., 2024). Speaking practice can help students learn new vocabulary and grammar more quickly and effectively. In fact, speaking skills are currently still considered difficult to learn, even though speaking is a very important skill. By speaking someone can express arguments, information and ideas. Through speaking we can

communicate and interact with other people (Namaziandost & Nasri, 2019). Speaking can be a tool to communicate and interact with other people. A person usually faces several problems in social interactions such as not being able to convey their arguments, information and ideas communicatively. This happens due to lack of practice, motivation, and low level of confidence in speaking. In this case, researcher conducted a preliminary study which was carried out at MTs Sunan Kalijogo. Researcher collected data using quantitative methods by distributing questionnaires using a Likert scale to 30 students in 7th grade. Among the 4 basic English language skills, namely listening, speaking, reading and writing skills, researcher found that the highest presentation of problems experienced by students was speaking skills. As many as (70%) students stated that they felt less confident when speaking English. Moreover, researcher also found that (80%) students stated that they rarely practiced speaking English in the learning process. Therefore, researcher focused on students' speaking skills. This shows that 7th grade students at MTs Sunan Kalijogo have difficulty speaking English. These problems can become obstacles in students' English learning, and of course can have an impact on students' ability to speak English. Meanwhile (65%) students stated that they did not agree that English language teacher often used interesting and interactive learning media during learning. Furthermore, the researcher also conducted unstructured interviews with the 7th grade English teacher at MTs Sunan Kalijogo to support the data obtained from the questionnaire. In the interview, it was revealed that students experienced difficulties in speaking English. The teacher explained that although students have a basic understanding of grammar and vocabulary, they often lack the confidence to speak English. This is caused by several factors, such as a lack of speaking practice in class, discomfort in communicating in front of friends, and a lack of opportunities to use English in everyday life. The teacher also emphasize the importance of creating a supportive environment to improve students' speaking skills, so that they can be more active and confident in using English. From the data above, it can be concluded that the problems experienced by 7th grade students at MTs Sunan Kalijogo are 1) lack of self-confidence when speaking English, 2) students rarely practice speaking English in the learning process, 3) Lack of use of interesting and interactive learning media. Based on the results of the questionnaire distribution, researcher also found that (70%) students agreed and were interested in learning English using technology-based interactive learning media that contained picture, audio and video elements. Based on the problems that exist in 7th grade students at MTs Sunan Kalijogo, one of the researcher's efforts to overcome this is by using learning media in the form of interactive PowerPoint (PPT). This interactive PowerPoint media display is designed to be as attractive as possible so that students can easily understand the supporting material provided and understand the urgency of their English language skills. According to Wulandari (2022), PowerPoint as a learning medium has a practical, attractive presentation design, can display images, animations, sounds and videos that are attractive to students and can be used for repeated learning activities. This is in accordance with research which aims to improve students' English speaking skills. Learning media has a very important role in the English language learning process. Based on Wulandari et al., (2023) Educational media serves as a resource that assists educators in delivering lesson content in a way that captures students' attention and enthusiasm for the subjects being taught. By using varied media, such as video, audio, images and interactive applications, students can more easily understand the material being taught. Learning media can also increase student motivation because they can learn in a more interesting and enjoyable way. The use of learning tools in teaching activities must be able to stimulate student attention and make students more motivated and enthusiastic to take part in learning activities (Afrilia et al., 2022). Learning media in the form of printed books can make students feel bored quickly (Rofi'ah et al., 2021). Learning media is needed that can attract students' interest so that they do not feel bored quickly in the learning process. PowerPoint is a presentation application program which is one of the computer application programs under

Microsoft Office. This application program is a program for creating presentations that can be used as learning media. Microsoft PowerPoint media is a Microsoft program that makes it easier for teachers to deliver material through presentations supported by slides, in which components in the form of text, graphics and images, photos, sound and films can be inserted through a display design that is designed in such a way that it can do as it should. its function is as a learning medium (مگر دچیان et al., 2011). Presentation tools like Microsoft PowerPoint integrate different forms of media. Teachers utilize a range of learning media, including interactive PowerPoint presentations. By implementing the use of interactive PowerPoint learning media, it is hoped that students' learning activities will increase, and they will also be more enthusiastic about following the lessons carried out in the classroom (Anggorowati, 2023). PowerPoint interactive media can attract students' interest in the learning process, because of its attractive visual design and use of multimedia elements which can make the material more lively and interesting. PowerPoint also allows teachers to present information interactively, so that students feel more involved in learning, which in turn can increase their motivation and desire to learn. Researcher can support this statement because Anindya (2023) stated in his research that Microsoft PowerPoint-based interactive learning media can make it easier for teachers to convey information more quickly, and can make it easier for students to obtain effective information and attract students' interest in the learning process. Other research was published by Endang (2021) which states that as a teacher, you are required to take the initiative and be innovative in teaching so as to encourage students to increase their understanding as well as their enthusiasm and interest in the learning process. Thus, the statement of Anindya (2023) is relevant to the statement Endang (2021) regarding interactive PowerPoint learning media which can increase students' interest in the learning process. Other research conducted by Nugroho, Trisniawati, Rhosyida et al., (2022) states that using interactive PowerPoint media has many advantages, including learning that becomes more innovative and interactive, teachers will do it more creatively and innovatively in delivering material, combining several aspects such as text, audio, video and animation in one unit they support each other to achieve learning goals, can increase student motivation during the learning process, and interactive media can visualize learning material that is difficult to convey using conventional media. Research conducted by (Role-play et al., n.d.) states that the English speaking ability of class VII students at SMP Negeri Helibauk from year to year is still low. This happens because of the lack of time to practice speaking English and the students' lack of courage to speak English. This is relevant to the problems that researcher found in 7th grade students at MTs Sunan Kalijogo. Namely the lack of students' confidence in speaking English, apart from that the lack of interesting learning media is also a factor causing the decline in students' interest in the learning process. The use of interactive PowerPoint media is closely related to students' English speaking abilities because it can create a more interesting and involved learning environment. Researcher used greeting, leave taking, and introduction materials in an effort to improve students' speaking skills because these elements are basic skills that are very important in everyday communication. Mastering how to greet, say goodbye, and introduce yourself not only helps students interact with others, but also builds their confidence in speaking English. Other research conducted by Atin et al., (2022) also states that one example of English material that applies the essence of speaking is greetings. Greeting is a text that functions to tell someone how to greet or give greetings to people in everyday life, especially verbally or using speaking skills. However, there is a prominent research gap in the development of students' learning of English speaking skills. Although there is some research on teaching speaking skills, there is still a lack in developing interactive and engaging media for junior high school students. This research aims to bridge this gap by developing and evaluating customized interactive PowerPoint media to help 7th grade students at MTs Sunan Kalijogo improve their speaking skills. The background information above leads to the conclusion that it is necessary to use

interesting media to teach speaking skills to 7th grade students. Researcher can engage as active participants in the learning journey by utilizing interactive PowerPoint resources that assist students in enhancing their speaking abilities. In this way, it is hoped that students will become more fluent in the Greeting, leave taking, and Introductions material with research entitled "Developing PowerPoint Interactive Media to Teach Speaking Skills for 7th Grade Students".

METHOD

This study employed Research and Development research as the research design. This model of development is based on the version of Borg and Gall that was adjusted from (Sugiyono, 2022), however, in this study, the researcher utilized only eight steps due to the limited scale of the research, which did not encompass wider investigations.

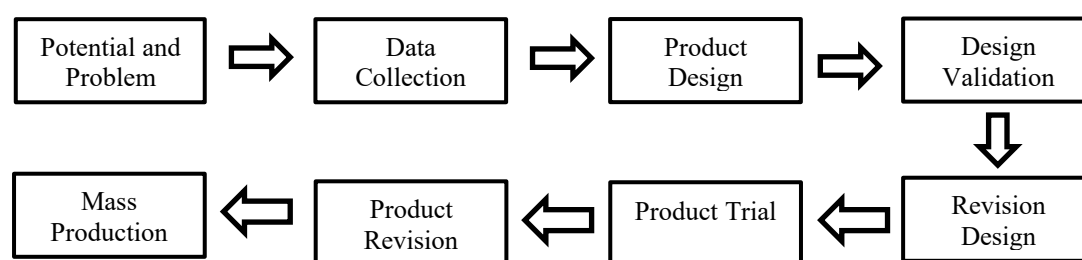


Figure 1. RnD Steps by Borg and Gall

Data collection begins with a needs analysis, consisting of interviews and questionnaire distribution. The results of the needs analysis are a reference for product development. (1) English teacher in 7th grade of MTS Sunan Klijogo, (2) 30 students at 7th grade MTS Sunan Klijogo, (3) 2 Validators are lecturers who are experts in learning media and 7th grade teacher of MTs Sunan Klijogo who are experts in learning materials. Rephrase The data is analyzed and presented in a descriptive quantitative analysis. In this study, the product validation process is explained as follows: material validation and media validation. This study uses Arikunto's formula to measure whether a product is feasible or not (Arikunto, 2013). Arikunto explains how to measure instrument validity, as follows:

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

Information :

P : Score Percentage

$\sum x$: Total score obtained

$\sum xi$: Maximum score

Table 1. Eligibility Criteria For Percentage Analysis

Average Score	Category
0-49 %	Invalid
50-59 %	Less Valid
60-79 %	Valid
80-100%	Very Valid

In this study, the researcher has given tests to students in the form of pre-test and post-test. The calculation of scores for each answer in both the pre-test and post-test uses the N-Gain formula.

$$N\text{-Gain (g)} = \frac{Skor\ posttest - Skor\ pretest}{Skor\ Ideal - Skor\ Pretest}$$

Table 2. N-Gain Score

N-Gain score division	
N-Gain Score	Category
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Currently
$g < 0,3$	Low

Furthermore, the questionnaire is also used to assess students' reactions to the product being developed. Students' responses are categorized as follows (Arikunto, 2019):

Table 3. Eligibility Category (Arikunto, 2019)

Average Score	Category
0-49 %	Very Infeasible
50-59 %	Infeasible
60-79 %	Feasible
80-100%	Very Feasible

RESULTS AND DISCUSSION

Results

Results of the Product

Based on product design, it is divided into 2 stages, namely: 1) Prepared learning materials in the form of Greeting, Leave Taking, and Introduction which were specifically designed for 7th grade students at MTs Sunan Kalijogo. These materials are selected according to students' learning needs and to improve their speaking skills in English. 2) Design of the Interactive PowerPoint will be explained as follows: a) PowerPoint consists of 39 slides, b) slide sizes in PowerPoint use the 16:9 format, c) using the Open Sans Bold font, with font sizes ranging from 35-109, d) using a color palette that is harmonious and in accordance with the presentation theme, namely the school environment, e) Each expression text and conversation example is equipped with audio to provide accurate pronunciation examples for students, f) equipped with conversation examples in the form of animated videos, g) At the end of the slide a quiz is given for student practice.

Result of Validity

This product is assessed by material experts and media experts to obtain product validity. The data in the table below shows the results of expert validation of the product.

Table 4. Material Validation Results

No	Indicator	Score	Max. Score
1	Suitability of material to learning outcomes	4	4
2	Appropriateness of examples of expressions to everyday situations	4	4

3	Clarity of material is easy to understand	4	4
4	The material includes a variety of expressions in greeting, leave taking, and introduction	3	4
5	The text in the material is easy to read and understand	4	4
6	The use of Language in the material is appropriate to the students' abilities	4	4
7	The material encourages students to practice speaking actively	4	4
8	The material encourages students to understand greetings, leave taking, and introductions	4	4
9	The material helps teachers in teaching speaking skills	4	4
10	Media is easy to access and use by teacher	4	4
Total Score		39	40
Feasibility Percentage		97,5%	Very Valid

The final validation score is 39. Therefore the calculation can be done using the formula below:

$$Total\ score = \frac{Total\ Score\ Obtained}{Maximum\ Score} \times 100\%$$

$$Total\ score = \frac{39}{40} \times 100\%$$

$$Total\ score = 97,5\%\%$$

Based on the description above, it can be concluded that the category criteria produced in the material validation test reach an interval of 80%-100%, with test decisions adjusted to the calculation results which state that the instrument very valid.

Table 5. Media Validation Results

No	Indikator	Score	Max. Score
1	Suitability of media to learning objectives	4	4
2	Suitability of content in the media with the topic being taught	4	4
3	The interest and clarity of the design (colors, images and animation) of the media	4	4
4	Suitability of media design to student age	4	4
5	Use fonts that are clear and can be read well	4	4
6	Harmonious contrast between text and slide background	4	4
7	Media can attract students' attention when studying	4	4
8	Media allows students to actively participate in learning	4	4
9	Media is easy to operate and understand by users	4	4
10	Time efficiency in preparing media	4	4
Total Score		40	40
Feasibility Percentage		100%	Very Valid

The final validation score is 40. Therefore the calculation can be done using the formula below:

$$Total\ score = \frac{Total\ Score\ Obtained}{Maximum\ Score} \times 100\%$$

$$Total\ score = \frac{40}{40} \times 100\%$$

Total score = 100%

Based on the description above, it can be concluded that the category criteria produced in the media validation test achieved intervals 80% - 100%, with test decisions adjusted to the results calculations state that the instrument very valid.

Result of Students Test

Results of improving the English speaking skills of 7th grade students at MTs Sunan Kalijogo after utilizing PowerPoint Interactive Media, a score was determined from the outcomes of the N Gain calculation as detailed below:

Table 6. The Calculation Results N-Gain

Students	Result		N-Gain Score
	Pre-test	Post-test	
S1	8	18	0.833333333
S2	13	20	1
S3	8	19	0.916666667
S4	7	20	1
S5	9	19	0.909090909
S6	7	19	0.923076923
S7	8	19	0.916666667
S8	7	19	0.923076923
S9	9	18	0.818181818
S10	7	19	0.923076923
S11	9	18	0.818181818
S12	7	19	0.923076923
S13	6	14	0.571428571
S14	8	18	0.833333333
S15	7	20	1
S16	8	18	0.833333333
S17	7	19	0.923076923
S18	7	18	0.846153846
S19	7	18	0.846153846
S20	9	19	0.909090909
S21	8	19	0.916666667
S22	7	19	0.923076923
S23	8	18	0.833333333
S24	10	20	1
S25	7	18	0.846153846
S26	7	19	0.923076923
S27	8	17	0.75
S28	9	18	0.818181818
S29	8	18	0.833333333
S30	10	20	1
			0.883694084

From the table above it is known that the N-Gain Score results are > 0.7, namely in the High category.

Result of of Student Satisfaction

Next, data collection related to student responses to the product was carried out through distributing questionnaires. The questionnaire consists of 10 questions with answers using a 1-4 Likert scale. Following are the results questionnaire that has been filled out by students:

Table 7. Students Response Quistionnaire Result

Students	Questions										Total Score
	1	2	3	4	5	6	7	8	9	10	
1	4	3	4	4	4	3	4	4	3	4	37
2	4	4	4	4	3	4	4	4	4	4	39
3	4	4	3	3	4	4	4	3	3	4	36
4	3	3	3	4	3	4	4	4	3	4	35
5	4	4	3	4	3	3	4	4	4	4	37
6	4	4	4	3	4	4	4	4	4	4	39
7	4	4	4	3	4	4	4	4	4	4	39
8	4	3	3	4	3	4	3	4	4	4	36
9	4	3	4	4	3	3	4	4	4	4	37
10	4	3	4	4	4	3	4	3	3	3	35
11	3	4	4	4	3	3	4	4	4	4	37
12	4	4	4	4	4	4	4	4	4	4	40
13	4	4	4	4	4	4	4	4	4	4	40
14	4	4	4	4	4	4	4	4	3	4	39
15	4	3	4	4	4	3	4	3	3	3	35
16	3	3	3	4	4	4	4	3	3	3	34
17	4	4	4	4	4	4	3	4	3	4	38
18	4	4	4	4	4	4	4	4	4	4	40
19	4	4	4	4	4	4	4	4	4	4	40
20	4	3	4	4	3	3	4	4	3	3	35
21	4	3	4	3	3	4	4	4	3	3	35
22	4	3	4	4	4	4	4	4	4	4	39
23	4	4	4	4	4	4	4	4	4	4	40
24	4	3	4	3	4	4	4	4	4	4	38
25	4	4	4	4	4	3	4	4	4	3	38
26	3	4	4	4	4	3	4	4	4	4	38
27	4	4	4	4	3	3	4	4	4	4	38
28	4	4	4	4	4	4	4	4	4	4	40
29	3	4	3	3	3	3	4	4	4	4	35
30	4	4	4	3	4	3	3	4	3	4	36
Total Score											1125
Precentage											

The final validation score was 1125, as shown. Therefore, the calculation can be done using the formula below:

$$\text{Total score} = \frac{\text{Total Score Obtained}}{\text{Maximum Score}} \times 100\%$$

$$\text{Total score} = \frac{1125}{1200} \times 100\%$$

$$\text{Total score} = 94\%$$

Based on the calculation results of the student questionnaire data collection after the product trial in table 4.8, the final result was a score of 1125 with a percentage of 94% included in the "Very Feasible" category. Therefore, the Interactive Power Point media for students' speaking skills can be said to have received a positive response from 7th grade students of MTs Sunan Kalijogo.

Discussion

The development of this interactive PowerPoint is centered around a presentation tool from Microsoft focusing on English topics related to Greetings, Leave Taking, and Introductions for 7th grade learners at MTs Sunan Kalijogo. Based on the existing problems, namely 1) lack of self-confidence when speaking English, 2) students rarely practice speaking English in the learning process, 3) Lack of use of interesting and interactive learning media. As part of an initiative to enhance their speaking abilities, the researcher aimed to create Interactive Power Point media designed to assist 7th grade students at MTs Sunan Kalijogo in improving their speaking skills. In the development of the Interactive Power Point media, the researcher employed the Borg & Gall research model. This development design consists of (1) *Potential and Problem*, (2) *Data Collection*, (3) *Product Design*, (4) *Design Validation*, (5) *Revision Design*, (6) *Product Trial*, (7) *Product Revision*, (8) *Mass Production*.

The first stage of Potential & Problems began with interviews with English teachers and the distribution of questionnaires to grade 7 students of MTs Sunan Kalijogo which was conducted on October 22, 2024 which identified several problems during the learning process. The following phase of data gathering involves conducting interviews with teachers to understand the challenges and difficulties faced by grade 7 students at MTs Sunan Kalijogo during their learning experiences. The third phase involves Product Design, which is the process of creating Interactive PowerPoint media, one of Microsoft's applications. It includes designing various slides based on menus and content to facilitate the delivery of information by incorporating images and audio that enhance the visual appeal of the PowerPoint slides. The inclusion of videos is also intended to offer engaging variations. In this presentation software, an LCD projector screen is used to ensure that the display of the presentation slides is clear and expansive.

The fourth stage is product validation, as an effort to train students' English speaking skills. At this stage it is divided into 3 parts, namely instrument expert validation, material expert validation, and media expert validation with the following results. 1) Based on the material expert Validator, the validator's assessment of the learning material was based on 5 aspects and 10 questions, and the results of the material validity calculation by the material expert reached 97.5% which was declared very valid with revision. 2) Based on media expert validator, the validator's assessment of the learning material was based on 5 aspects and 10 questions, and the results of the media validity calculation by media experts reached 100% which was declared very valid without revision. The fifth stage is design revision. After obtaining an assessment from the expert validator of the material and media experts which aims to assess the shortcomings and weaknesses of the Interactive Power Point Media. then the researcher revises the shortcomings or weaknesses of the Interactive Power Point Media with suggestions and input from the expert validators in order to create a good product that is worthy to be given to students. The sixth stage is a trial product on 7th grade students of MTs Sunan Kalijogo. The researcher conducted a pre-test before implementing the product, with a score of 240. After implementing the product, the researcher conducted a post-test on the students and obtained a score of 557. The enhancement of students' English speaking skills can be assessed using the N-gain formula. Among the 30 students who achieved outstanding qualifications, the feedback

regarding the use of Interactive Power Point media, as evidenced by their oral test results, indicated an improvement of 0.8 from the pre-test to the post-test, which falls under High qualifications. This demonstrates that the Interactive Power Point media is highly effective in enhancing the English speaking abilities of 7th grade students at MTs Sunan Kalijogo. The seventh stage is product revision. Where after conducting a product trial, the Interactive Power Point Media will be assessed by the research object, namely students. The researcher distributed a questionnaire on student satisfaction with the Interactive Power Point media consisting of 10 questions. and the percentage result was 94% which was stated as very feasible. In the eighth stage, namely mass production. After the product is revised, the Interactive PowerPoint media will be distributed to grade 7 students of MTs Sunan Kalijogo. This includes the distribution of teaching materials to English teachers and students, as well as training for teachers to use PowerPoint effectively in the learning process.

There are several researchers who have conducted research on the development of Interactive Powerpoint media for English learning. Based on research Rahayu et al., (2023) entitled Developing Interactive PPT as Learning Media for Writing Skill, the reliability test results were 0.784. The conclusion of this study shows that the media is suitable for use as a learning medium. To help teachers in delivering learning in class, and students are quite active when learning media is applied. In research Munir et al., (2023) entitled Developing PPT Interactive to Teach Speaking Skill in Recount Text Material, the results of media validation showed a value of 100% without revision. These results state that the product is very practical and appropriate for use in learning recount text. Furthermore, research conducted by Angkarini (2022) entitled Utilizing Interactive Powerpoint To Develop Students' Speaking Skills In New Normal, the findings of the study indicated that students scored higher on the Post-test compared to their Pre-test scores. Consequently, it can be concluded that the implementation of interactive PowerPoint positively influences students' speaking abilities. In a study conducted by Nikmah et al., (2022) entitled Developing Interactive Powerpoint Media to Teach Reading for 8th Grade students, based on the findings from the validation questionnaire completed by media experts and material experts, along with the responses from students, it can be concluded that the interactive PowerPoint media is classified as highly valid and suitable for use. In a study conducted by Nursabila et al., (2024) titled Developing an Interactive PowerPoint as Supporting Media for Teaching Procedure Text, based on the validation scores for media (66), material (63), and respondents (65). It can be concluded that employing interactive PowerPoint as supplementary media for teaching procedure text is appropriate for implementation. Based on the five previous studies that have been presented, this study is supported by evidence stating that from the five developments of PowerPoint Interactive media, all show that the media is feasible and appropriate for use in learning English. In addition, the results of this study indicate that the percentage of validation values from material expert and media expert is 97.5% and 100%. Meanwhile, the results of product satisfaction from students as users obtained a score of 94%. Thus, it can be proven that PowerPoint Interactive media is very suitable for use as a learning medium for greeting, leave taking, and introduction materials.

CONCLUSION

Based on the results and discussion of the development research conducted by researcher at MTs Sunan Kalijogo with the title “Developing Power Point Interactive Media to Teach Speaking Skill For 7th Grade Students” as a supporting media in the learning process on the Greeting, Leave Taking, and Introduction materials. Therefore, the conclusions in the results and discussion of the development research are as follows. 1)The process of developing Interactive Power Point media, researcher used the Borg & Gall research model. This

development design consists of a) Potential and Problem, b) Data Collection, c) Product Design, d) Design Validation, e) Revision Design, f) Product Trial, g) Product Revision, h) Mass Production. 2) At the validity test stage, it is measured through a product assessment instrument questionnaire, with the following presentation of the assessment results: a) the assessment of the material validator on the learning material reached 97.5% which was stated as very valid. b) the validator's assessment of the learning media reached 100% which was stated as very valid. 3) At the product trial stage, it is known that the results of the pre-test and post-test using the N-gain formula are 0.8 with high qualifications. In addition, it is also known that the results of the distribution of student satisfaction questionnaires on the Interactive Power Point media are 94% with very feasible qualifications.

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