DEVELOPING PPT INTERACTIVE TO TEACH SPEAKING SKILL IN RECOUNT TEXT MATERIAL

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Abstract

This research aims to develop PPT interactive English for recount text material at MA Ma'arif Udanawu. This product was developed in response to the dearth of teaching resources available to educators. Since textbooks and ebooks are typically the only learning tools used, the offered information is less engaging. Students also lack self-assurance when speaking. They fear making grammatical or pronunciation errors. The aim of this research is to create an ADDIE-based PPT interactive. Interviews and questionnaires were used to gather data. At MA Ma'arif Udanawu, 38 students in MIPA 5 received questionnaires. In the meantime, the English teacher and several students were interviewed. The validity of PPT interactive learning media on English material with recount text material has been tested with the results of instrument validity of 88%, media (design) validity of 100% and material validity (content) of 97% with very valid criteria and feasible to use. The practicality of interactive PPT learning media on recount text material obtained a questionnaire result from student responses of 82% with very practical and appropriate criteria for use.

Keywords: PPT Interactive; Speaking; Recount Text

INTRODUCTION

English has a very important role in the era of globalization and becomes a priority in learning, considering that English is the most widely used international language in the world. Having a good command of English can open many opportunities for example in the world of education and the world of work, especially in dealing with economic developments in Europe. English has a key role as a foreign language and an international language to support oral and written communication (Makrifah & Widiarini, 2019). In education in Indonesia, English has become a compulsory subject in all schools. Students are required to learn English from the basic level to the highest level. According to (Rahayu, 2020), Learning English requires four skills: speaking, reading, and writing. The most crucial of the four abilities in learning English is speaking. Speaking is a complex oral communication process that requires many skills, including listening, vocabulary, grammar, and pronunciation. One of the activities to support the development of students' speaking skills is by direct practice. Activities in practicing speaking skills can be done in various ways, such as talking to tourists directly, talking to tourists through applications, and doing dubbing. The activity aims to improve students' English skills, prepare students to face the development of English in the era of globalization and train students' confidence when speaking English. The researcher did observation on January 26, 2023 in MA Ma'arif Udanawu. It is one of the schools in Blitar Regency. This school learns 3 languages, namely Indonesian, Arabic and English. MA Ma'arif Udanawu is an advanced school, so many students study here. According to the data obtained from observations, the researcher found that even though there were many students in the learning process used was less varied. Many teachers in their teaching process use methods that are less varied. So that

students in learning feel bored and uninteresting. As a result, there are many students who are lacking in English lessons, especially in speaking skills. Most students are still afraid when they want to speak English because they don't know how to pronounce it properly. Another reason they are afraid is because they don't know the use of vocabulary correctly and how to arrange sentences in grammar correctly. So researcher need an interesting learning media and can increase confidence in speaking English. The researcher uses a more attractive learning method to advance English education. The use of the chosen learning method is to use PPT (Power Point) Interactive. Students can be more enthusiastic in learning English by using this method because teachers rarely use PPT. Things that are considered in choosing the development of interactive PowerPoint media are because this media has various advantages which include: practical, can provide the possibility for recipients to take notes, have a variety of presentation techniques that are interesting and not boring, can be used repeatedly, healthier. Such as a whiteboard, it enables presentations with a variety of color schemes, photos, videos, animations, and graphics (Dahlan et al., 2020). The advantage of this media in increasing self-confidence is that there are several sentences that have been structured correctly so that students do not have to worry about using vocabulary and grammar. On previous research conducted by Syafaatul Khusna and colleagues at IAIN Pekalongan. The title of their research is "Interactive Learning Media Innovation PPT Video Animation in Improving Critical Thinking MI/SD Students in The 21st Century Era". According to the findings of this study, animated video-based power point presentations are one intriguing sort of media that teachers utilize in the classroom to help students understand the material and to more easily express it to them. The animated PPT learning films are engaging as well as interactive, allowing students to take an active part in their education. Students can develop their critical thinking abilities by becoming more engaged in their studies (Khusna et al., 2022). This research just only focused on elementary school. It is different from the researcher that the PPT used is a complex interactive PPT and is used for high school students.

In a previous study entitled" The Influence of Using Multimedia Power Point Towards Students' Speaking Fluency at The First Semester of Tenth Grade of MA Mathla'ul Anwar Napal Tanggamus in The Academic Year of 2021/2022" by Aji Wahyudi. In that study, the researcher examined how the pupils' speaking fluency was affected using multimedia Power Point. Multimedia Power Point presentations are an efficient pedagogical tool that can be used in the classroom for the first lesson, student projects, drills and practice, games, reviews, and assessments. Students can enhance their speaking skills, particularly their fluency, by using multimedia Power Point. The researcher is certain that utilizing multimedia in power point will increase one's English speaking proficiency. It can encourage pupils to talk more actively (Wahyudi, 2022). In this research what was developed was a way of teaching, however the PPT itself was still used in a very basic manner and this is different from researcher who are more focused on learning media. Based on data obtained by researcher, it can be seen that the use of learning methods using interactive PPT is very efficient. The use of this media is not only interesting but also very helpful for the teacher in explaining the material. In addition, the advantages of using this media are: practical, can provide the possibility for recipients to take notes, have a variety of presentation techniques that are interesting and not boring, can be used repeatedly, healthier. when compared to a whiteboard and allows presentation with various color combinations, images, videos, animations, and graphics (Dahlan et al., 2020). However, the weakness of this media is that it must use an LCD projector to maximize its effectiveness. From fact above the researcher took the title "Developing PPT Interactive to Teach Speaking Skill in Recount Text Material".

METHOD

According to (Sukmadinata, 2010), suggests research and development is a research approach to produce new products or improve existing products. The end result can take the shape of hardware like books, modules, packages, learning programs, or teaching aids or it can take the form of software. The model is a narrative account of the actions that must be taken in order to accomplish a particular goal, and these steps can be used to determine if those goals were successfully attained or not. The ADDIE Model, one of the systematic learning design frameworks, was employed in the development of this instructional content. In order this model, there are five steps: analysis, design, development, implementation, and evaluation.(Yang et al., 2005).
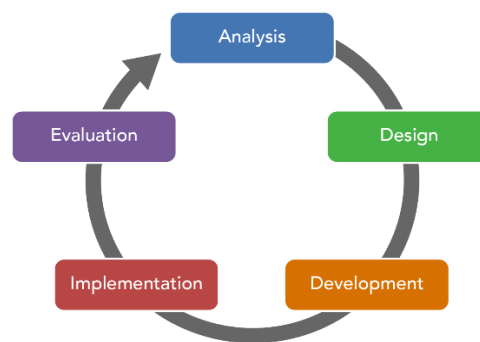

Figure 1. ADDIE Research(Yang et al., 2005)

The first is **Analysis** phase: During this phase, the researcher analyzes the demands of class X students in order to determine the needs of the students. The researcher conducts interviews with the English teacher and a number of students from class X as well as a study of the curriculum materials as part of this needs analysis. The second phase is **design**, in this stage the researcher designs the subject matter, assessment tools, learning activities, and the PPT media model used. Based on the findings of observations, interviews, and material analysis, this design process was carried out. The researcher next moves on to the **development** phase, when they create the media that were defined during the design phase. Based on comments, this project is evaluated and revised. And at this point, the instruments, media, and material used by the researcher will all be validated. In addition, at the **implementation** stage, the developed interactive PPT was implemented to 38 class X students. Finally, an **evaluation** is carried out by collecting information about the use of interactive PPT generated through a student satisfaction questionnaire.

The data both qualitative and quantitative used at this research where the data source of qualitative data was from interview and observation at preliminary study. Meanwhile quantitative data was from questionnaire at post study. Total sampling is the sample method used in this research. Total sampling is a sampling method in which the population's total number of samples is used. due to there are less than one hundred people overall, comprehensive sampling is necessary. The entire population is represented in research samples. (Sugiyono, 2015). The data sources were gained from MA Ma'arif Udanawu students class X Mipa 5 which consist of 38 students, English teacher, and validators.

Technique for Data Analysis

Qualitative data analysis techniques is data obtained directly from sources using various techniques (Sugiyono (2011:188), 2015). The researcher is the main tool used in qualitative

research, data is collected through triangulation (combined) approaches, data analysis is inductive, and the emphasis of the findings is on meaning rather than meaning. Positive psychology underpins qualitative research techniques, which are used to examine actual situations of natural objects. generalization. The researcher themselves serves as the data gathering tool in qualitative research (Sugiyono, 2013). This technique for analyzing qualitative data was applied in a qualitative descriptive manner, describing the quality of interactive Power Point media created to enhance students' speaking abilities in English-language courses as well as the outcomes of the use of media development.

Quantitative data analysis is clearly utilized for data analysis, which is intended to address the formulation of the problem or test the hypothesis that has been proposed (Sugiyono (2011:188), 2015). The analysis technique used in this study is as follows:

1) Validity analysis

Validity analysis is used to find out the scoring value of lead media and material developed using a likert scale. To be able to calculate validity by experts, calculations are carried out using the following formula (Akbar, S., & Anwar, 2013) :

$$\text{Vah} = \frac{Total\ Score\ Obtained}{Total\ Maximum\ Score} \text{ x } 100\%$$

Information:
Vah = Expert Validity

Table 1. Benchmark Assessment Guidelines (Akbar, S., & Anwar, 2013)

No.	Achievement level	Criteria	Explanation
1.	81% - 100%	Very Worth it	Very decent, no revision needed.
2.	61% - 80%	Worthy	Very decent, no revision needed.
3.	41% - 60%	Decent Enough	Not feasible, needs to be revised.
4.	21% - 40%	Less Eligible	Not feasible, needs to be revised.
5.	0% - 20%	Not feasible	Not feasible, needs to be revised.

2) Practicality Analysis

Practical analysis is used to find out the teacher's and student's response to interactive PPT media using packet sheets. According to (Akbar & Anwar, 2013) the formula used to calculate each criterion and developed by researcher is as follows :

$$\text{X} = \frac{Total\ Score\ Obtained}{Total\ Maximum\ Score} \text{ x } 100\%$$

Description:
X = Number of Teacher or Student Responses
Then conclude the results obtained using the percentage table.

Table 2. Benchmark Assessment Guidelines

No.	Achievement level	Criteria
1.	81% - 100%	Very Practical
2.	61% - 80%	Practical
3.	41% - 60%	Practical Enough
4.	21% - 40%	Less Practical
5.	0% - 20%	Impractical

RESULTS AND DISCUSSION

Results

In this development research produced PPT Interactive products with recount text material in class X semester II. The subject matter provided in the development of PPT Interactive consists: definition, generic structure, language features, examples and practice. In each slide there is an animation to make it more interesting for students. And in the example and practice there is sound accompanied by text lyrics. Below are some of the results obtained by the researcher.

Result of Validation Learning Media

Table 3. Result of Validation Learning Media

NO.	Validator	Score
1.	Instrument Expert	88%
2.	Media Expert	100%
3.	Material Expert	97 %
Average		**95%**
Criteria		**Very Worth it**

Based on table 3, It is evident that the learning resources created for the recount text material are stated to be very valid and feasible in terms of instruments, media and materials with an average percentage of validity of 95%. These results were obtained from processing the value of the validation questionnaire given to the validator.

Result of Practicality Learning Media

Table 4. Result of Practicality Learning Media by Students

Aspect	Value
Total Respondents	38
Total score	1487
Percentage	82%
Criteria	Very Practical

Based on table 4, it can be seen that from the results of the student response questionnaire the learning media that had been developed on recount text material were stated to be very practical with a practicality percentage of 82%. These results were obtained from processing the value of the practicality questionnaire given to students.

Discussion

In this study, researcher used the ADDIE model. The first phase is analysis, in this phase the researcher determines the problem, preliminary study, curriculum analysis. Furthermore, the design phase includes determining and compiling instruments, compiling media. After that the development phase, in this phase the researcher makes media and performs validation. The next stage of implementation is that the researcher tests the product on students. Finally, an evaluation is carried out by collecting information about the use of interactive PPT generated through a student satisfaction questionnaire. The outcomes of this research will be used to explain some statistics regarding students response and teacher assessments of the use of interactive PPT media. The first is that this interactive PPT was created to assist students in understanding recount text content as well as to boost confidence and provide speaking practice. Students also noted that the material supplied was straightforward and easy to understand, which contributed to the interactive PPT's ease of comprehension. They added that the tools created by researcher could improve pupils' speaking abilities and self-confidence. this is due to the fact that this interactive PPT contains slides with audio dubbing and text designed to resemble karaoke lyrics. The use of PPT media makes learning more varied, this is in line with (Santuri et al., 2022) which states that Not all forms of media that promote learning are restricted to textbooks; they can also take the shape of audio, video, audio video, or other types of media that help learning. Anything that may be utilized to transmit messages from the sender to the recipient qualifies as learning medium. Testing of the validity of PPT interactive learning media on English content with recall text material yielded instrument validity of 88%, media (design) validity of 100%, and material validity (content) of 97% with very valid criteria and practicable to use. An 82% response rate from students on a questionnaire about the usefulness of interactive PPT learning media on recall text material had highly useful and appropriate use requirements. Some students mentioned how much they like the visuals in this interactive PPT. They claimed that the PPT the researcher created was unique compared to other PPTs they had previously seen. They believe this media to be highly interesting because this interactive PPT incorporates animation on each slide. Additionally, there are texts that are created to feel like karaoke lyrics. However, a few learners struggled to understand the primary theme of the researcher's PPT. This suggests that the themes addressed by researcher is less complex, necessitating a stronger focus on them. In addition to text, animation, and other elements, themes play a significant role in visuals. This is in line with (Dahlan et al., 2020), who claims that the benefits of using this medium include: being practical, allowing audience members to take notes, having a variety of presentation techniques that are interesting and entertaining, being more reusable than blackboards, and allowing the presentation of different color schemes, images, videos, animations, and graphics.

CONCLUSION

In this development research produced PPT Interactive products with recount text material. The subject matter provided in the development of PPT Interactive consists, 1) Definition of recount text, 2) Generic structure of recount text, 3) Language features of recount text, 4) Examples and practice. In each slide there is an animation to make it more interesting for students. And in the example and practice there is sound accompanied by text lyrics. The validity of PPT interactive learning media on English material with recount text material has been tested with the results of instrument validity of 88%, media (design) validity of 100% and material validity (content) of 97% with very valid criteria and feasible to use. The practicality of interactive PPT learning media on recount text material obtained a questionnaire result from student responses of 82% with very practical and appropriate criteria for use.

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