

DEVELOPING INTERACTIVE POWERPOINT TO TEACH WRITING RECOUNT TEXTS FOR THE TENTH GRADERS AT SMK YASMU MANYAR

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Abstract

This research focused on the development of interactive PowerPoint as a media to teach writing recount texts for the tenth graders students at SMK Yasmu Manyar. It aimed to provide an appropriate teaching and learning media that was suited to the curriculum used at the school and the need of the English teachers and the students. ADDIE model proposed by Mcgriff (2000) was used as the procedure for developing the product. It consisted of five basic phases which were analysis, design, development, implementation, and evaluation. The subjects of this research were the tenth graders students of Office Management Department 1 and its English teacher. The instruments for collecting data were questionnaire, interview, observation checklist and field note. The data gathered was analyzed using descriptive qualitative method. Based on the result of evaluation, the interactive PowerPoint developed could increase students' learning interest and help them to learn better. The teacher stated that using the media could make the teaching process easier, presenting the material became more practical and effective. Therefore, it can be concluded that the interactive PowerPoint developed is suitable and appropriate to be used as teaching and learning media at the school to enhance an engaging learning environment in the classroom. The final product is in the application format which has 28 slides and can only be used in an Android device. The size of the application is 16.64 MB.

Keywords: *PowerPoint, Developing, Interactive Media, Writing, Recount Text*

I INTRODUCTION

In terms of communicating English effectively, students need to learn four basic language skills: listening, speaking, reading, and writing. While all these skills are interrelated and equally important, writing is often regarded as the most critical (Novia et al., 2024). Writing is a foundational skill that encourages students to focus on accurate language use, promotes language development, and facilitates learning across various activities (Harmer, 2004). Furthermore, research by Graham & Hebert (2010) indicates that improved writing practices positively impact on students' reading comprehension skills. Writing is a versatile tool that facilitates connections and allows for expressing ideas and experiences (Graham, 2006).

However, many students struggle with writing due to various challenges such as grammatical errors, limited vocabulary, and improper use of pronouns and prepositions (Wardani, 2011). They also face issues of lacking confidence and motivation when it comes to writing (Abrar, 2016). These problems occur because the teacher rarely utilizes an interesting media in classroom (Khofifa et al., 2024). Teachers should overcome these challenges as they significantly impact on students' interest in learning. They need practical approaches to guide their students, with media playing a key role in supporting the learning process and shaping teacher-designed learning environments, ultimately encouraging student engagement (Sari et al., 2024). Media incorporating information and technology is increasingly recognized as essential for supporting students and teachers in learning (Alimin, 2021). Therefore, teachers must keep up with the current developments to create an engaging learning atmosphere, such as by utilizing Information and Communication Technology (ICT).

Despite the potential benefits of ICT integration in education, many teachers still rely on traditional methods due to insufficient infrastructure and training (Aminullah et al., 2019; Champa et al., 2019; Dewi & Izzati, 2019; Maqbulin, 2020; Pham et al., 2019). From the researcher's experience while doing Pengenalan Lingkungan Persekolahan (PLP), an internship program for students of education study program in Qomaruddin University, at SMK Yasmu Manyar for two months last year, the researcher found out that most of the teachers, especially English teachers, lacked the utilization of Information and Communication Technology tools in the classroom. The researcher did not find that the English teachers once used a projector while teaching. According to the explanation given by some teachers, it could be stated that it was due to the lack of motivation and the facilities provided. The school has no more than five projectors. Meanwhile, the total number of classes in the school is 31. English teacher at SMK Yasmu Manyar have predominantly used conventional teaching methods that failed to engage students effectively. Therefore, Falach (2020) conducted research in this institution to

develop video as a media that could support the learning process, provide motivation, and reduced the boring learning atmosphere.

Based on the problems above, interactive PowerPoint as a teaching and learning media is suggested. PowerPoint is a kind of multimedia presentation that consists of text, graphics, pictures, sound and video which can be used to convey the material in teaching and learning process (Asyhar, 2011). Meanwhile, an interactive media is a method of delivering lessons with visual, audio, and video material that allows students to not only hear sounds and see images but also respond actively (Nugraha, 2015). In other words, interactive PowerPoint as a teaching and learning media means a method of delivering lessons using PowerPoint in which the students can respond actively.

Relevant previous research regarding developing interactive PowerPoint shows that it can make teaching and learning process more enjoyable. Research conducted by Purboyo (2018) revealed that the product designed was feasible to be used since it received positive feedback from the validators. This research was conducted to design and develop PowerPoint-based learning multimedia for teaching recount texts. The media was not implemented in classroom. The final product in the research was in the form of Compact Disk (CD). Moreover, another research as to developing interactive PowerPoint as a teaching media had been done by Nikmah et al., (2022). The aim of the research was to know the process and result in developing interactive PowerPoint media to teach reading. The findings showed that the media was feasible to be used since it was concluded that the media could add to the attractiveness. The final product in the research also was in the form of Compact Disk (CD). Furthermore, the previous research on developing interactive PowerPoint as a teaching media was done by Sayekti et al., (2023), entitled "Development of Interactive PowerPoint Learning Media to Teach Asking and Giving Opinion Material." The research findings revealed that the media developed received positive feedback from both the teacher and students. The product developed in the research was in the form of PowerPoint presentation.

The review of the related research above shows an agreement among the researchers regarding the feasibility of interactive PowerPoint as a teaching and learning media as shown by its high percentage of validity from the experts and students' responses. However, none of the research above focuses on developing an interactive PowerPoint in the form of Android application and to teach writing recount text. In this case, the research gap is filled. The researcher is motivated to develop interactive PowerPoint as a teaching and learning media, specifically in writing recount text since it is easier to be utilized. Moreover, the product is made in the form of an application which is intended to solve the problem of the lack of projectors at the school. The results of this research are expected to help the English teacher in utilizing ICT efficiently to enhance an engaging learning environment.

II MATERIALS AND METHOD

Since the objective of this research was to describe how to develop a product, the design of this research was Research and Development (R & D). According to Sugiyono (2013), Research and Development (R & D) is a kind of research method used to produce a certain product and test the effectiveness of the product. In this research, the researcher merely focused on developing a teaching and learning media, specifically an interactive PowerPoint to teach writing recount texts for the tenth graders at SMK Yasmu Manyar. The tenth graders at SMK Yasmu Manyar in 2024/2025 academic year consists of 10 classes, and 291 students. The researcher chose the class of Office Management Department 1, which has 27 students, and its English teacher as the subjects of the research due to the suggestion from the English teacher in which the class was considered as the most appropriate class to conduct this research. In this case, purposive sampling was used as the sampling technique. According to Etikan et al., (2016), purposive sampling technique is the deliberate choice of a participant due to the qualities the participant possesses in which it does not need underlying theories or a set of number participants.

The researcher developed the product using ADDIE model proposed by Mcgriff (2000). This model was selected since it was considered as the appropriate model to be used by the researcher to conduct this research. The ADDIE model consists of five basic stages which are analysis, design, development, implementation, and evaluation. To collect the need analysis data, two instrument were used, which were questionnaire and interview. Questionnaire was addressed to the teacher and the students, while interview was only addressed to the teacher. The need analysis data gathered was partly used to design the product. In designing the product, determining lesson plan, content of the material and design of the media was conducted. After the product had been designed, the development phase was conducted which was covering in making the prototype model. The media then was validated by an

IT expert, an English expert and an English teacher. Validation was conducted since it was for formative evaluation so that the product could be developed and implemented in an appropriate way. The IT expert, who validated the design of the product, was an Informatics Engineering lecturer at Qomaruddin University. The English expert, who validated the materials, was an English lecturer at Qomaruddin University. And the English teacher, who also validated the materials, was an English teacher of the tenth graders at SMK Yasmu Manyar. The result of the validation then was used to revise the product based on the recommendation from the validators. After conducting revision, the product was implemented in the classroom. In evaluation phase, the researcher determined whether the product was appropriate or not using questionnaire filled by the students and the teacher. Evaluation data from the teacher was used to revise the media which was leading to the final product.

There were three categories of data in this research which were data from need analysis, data from validation and data from evaluation. The data gathered was used to develop, improve and determine the appropriateness of the product for the teaching and learning media. After distributing all of the instruments, all of the data was analyzed using descriptive qualitative method.

III FINDINGS AND DISCUSSION

3.1 NEED ANALYSIS

The need analysis data was collected from the teacher and the students. Based on the result of the need analysis from the students, it was found that most of the students' interest in learning English were neutral. They stated that they still had difficulties in learning English, especially in understanding grammar and lacking of vocabularies. They also stated that those were the main obstacles when it came to writing in English. Besides that, many students preferred to learn English by listening to the teacher's explanation along with utilizing technology. They told that it was considered as the most effective way. Therefore, it could be concluded that the students needed an interactive media that could help and motivate them to learn English better in the classroom. In addition, many students agreed with the development of PowerPoint as a learning media.

Based on the result of the need analysis from the teacher, it was found that an interactive media as a teaching tool was needed to be used to enhance the teaching and learning process. The teacher stated that it was due to the difficulties to engage the students' attention when they were in the classroom. The students tended to be busy with their smartphone during the teaching and learning process. According to the teacher, by utilizing an interactive media as a teaching tool, it could affect the students' success in learning English, especially in writing. Besides that, the teacher stated that he had never used PowerPoint as an interactive media in the teaching process due to the lack of projectors provided in the school.

Moreover, according to the teacher, students' ability in writing were relatively low. They usually had difficulties in making a sentence due to the lack of their vocabularies. The teacher stated that the students' low ability in writing was probably because of their lack of interest in learning English. Therefore, the teacher agreed with the development of interactive PowerPoint as a teaching media. He stated that it could help to create an engaging learning environment.

Furthermore, the teacher agreed that the activities of writing needed to be taught were imitative, intensive and responsive writing. And, the teaching techniques that were suitable for the students' ability and need were guided and free writing. The teacher also approved that the theme used was "Writing Students' Personal Experience". In addition, according to the teacher and the students, language used in the media was preferably using Bahasa and English to make it easier to be understood.

3.2 DESIGN

In designing the product, the researcher not only looked out the data from need analysis, but also sought as many sources as possible which were relevant with teaching writing recount text for the tenth graders. Firstly, the researcher learned about what the needs of the teacher and the students were based on the need analysis data. After that, the researcher designed the lesson plan. The learning objectives was that the students were able to write recount text containing orientation and series of event and using past tense. Therefore, the writing activity was intensive writing, while the teaching technique used guided writing. The design of the lesson plan can be seen in the following figure:

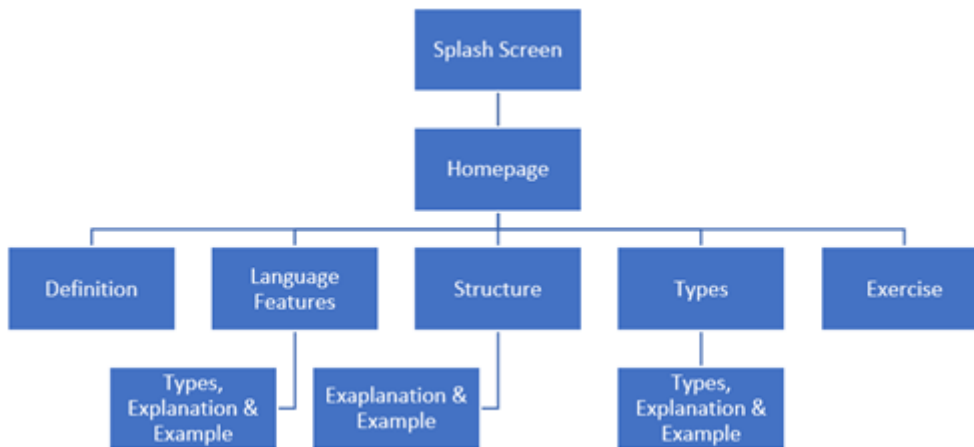


Figure 1. Design of the Lesson Plan

After the lesson plan had been designed, the researcher searched for the content of the material via Google. Online resources that were used were Ruangguru, Zenius, and EF Blog. The content of the material was determined based on the curriculum used for the tenth graders at SMK Yasnu Manyar. After that, the researcher determined the design of the PowerPoint presentation. To design the PowerPoint, the researcher searched for the template in a website called SlidesGo. The template was edited then a little bit to suit the need of learning material that was used in the media and to make it interesting for the students.

3.3 DEVELOPMENT

What was meant by development phase in this research was that the researcher generated the design of the product into a prototype model until it was appropriate to be implemented in the classroom. The researcher used Microsoft PowerPoint 2013 to develop the product. In order for the presentation to be able to be used in an interactive way, some features such as hyperlink, trigger, animation, and transition were used. Some voices were also inserted in showing pronunciation and clicking a button. In making the voice of pronunciation, the researcher used text-to-speech AI generator to make the articulation clearer. The researcher also added list of vocabulary in the part of language feature and exercise. After editing the presentation was finished, it was turned into an application format using iSpring Suite and Web to APK Builder. The application could only be used in an Android device.

The media then was given to the validators. The validators gave a judgement to some aspects whether the media was “Poor, Fair, or Good”. Firstly, the media was validated by the English expert in three different aspects, including content, language usage and teaching technique. All of the aspects were judged as “Good”. Secondly, the media was validated by the IT expert in four different aspects, which were the design of the media, the color gradient, the audio, and the typography. All of the aspects were judged as “Good”. Finally, the media was given to the English teacher to be validated in two different aspects, which were the suitability of the material with the curriculum and the needs and abilities of the students. All of the aspects were judged as “Good”.

In addition, based on the results of the validation, the validators, except the English teacher, gave some comments and suggestions to improve the media. The comments and suggestions were used by the researcher to revise the media. The detail revisions can be seen in the following table:

Table 1. Revision of the Media

Validator	Comments	Revision
English expert	Add English usage more	English usage was added in parts of the material.
	Add voice over	Voice over was added in some parts of the material.
	Add closing	Closing was added at the end of the exercise part inscribing, “It is your turn to write your

		personal experience.”
IT expert	Adjust some buttons	Some triggers were added in some buttons. Some buttons were enlarged. A button showing off-background was added

3.4 IMPLEMENTATION

The product was implemented once during the English class in February 11th 2025. There were 27 students in the class. During the implementation, the researcher acted as an observer to determine the practicality of the product. The data gathered from this phase was observation checklist and field notes. The researcher observed the teaching and learning process and wrote some certain conditions that were outside the observation checklist.

Based on the data gathered during the implementation, it was found that (1) most of the students seemed enthusiastic in the learning process; (2) The teaching process also seemed to be easy for the teacher; (3) At the beginning of the lesson, the teacher needed about 10 minutes to prepare the media; (4) All of the students could use the media using their smartphone without any problem; (5) At some moments, the students were crowded while using the media, especially when the media was showing a sound.

After the teacher explained the materials, the teacher asked the students to write their valuable experience. The learning objectives was that the student was able to write their personal experience with a structure of orientation and series of events and using past tense. From the 27 students, there were 20 students that were in the line with the learning objectives. The students that did not achieve the learning objectives were because they used present tense and did not write the series of events in their writing.

3.5 EVALUATION

At the end of the implementation phase, the students and the teacher were asked to fill out questionnaires. It was carried out to obtain data for evaluation. There were 10 questions for the teacher which divided into three aspects. Those were the usage of the media, the suitability of the media with the curriculum used in the school and the design of the media. Each question had three judgements, namely poor, fair and good. All of the questions were judged by the teacher as “Good”. It could be concluded that the teacher was much helped by using the media since presenting the material became more practical and effective. In addition, the teacher gave a recommendation to add more English usage in the media.

For the students, there were 8 questions which divided into two aspects. Those are the usage of the media and the design of the media. Each question had three judgements, namely poor, fair and good. The results of the students’ responses toward the media can be seen in the following table:

Table 2. Students’ Responses toward the Media

Aspect	Indicator	Judgments	Total	Percentage
The usage of the media	The media can help to learn easier	Poor	1	3,7%
		Fair	9	33,3%
		Good	17	63%
	The media can increase learning interest	Poor	1	3,7%
		Fair	10	37%
		Good	16	59,3%
	The media can enhance in learning writing	Poor	0	0%
		Fair	10	37%
		Good	17	63%

	The media is appropriate to be used in learning process in the classroom	Poor	1	3,7%
		Fair	8	29,6%
		Good	18	66,7%
The design of the media	Texts used in the media is easy to read	Poor	0	0%
		Fair	9	33,3%
		Good	18	66,7%
	The material used in the media is easy to understand	Poor	0	0%
		Fair	10	37%
		Good	17	63%
	The language used in the media is easy to understand	Poor	1	3,7%
		Fair	4	14,8%
		Good	22	81,5%
	The audio used in the media is clear	Poor	3	11,1%
		Fair	13	48,1%
		Good	11	40,7%
	The pictures used in the media is interesting	Poor	0	0%
		Fair	6	22,2%
		Good	21	77,8%

3.6 DISCUSSION

The aim of this research was to develop an appropriate interactive PowerPoint to teach writing recount texts. The results above showed utilizing ICT was considered as necessary to enhance the teaching and learning process. This finding was in line with research conducted by Falach (2020) in SMK Yasmu Manyar which revealed that students need to utilize ICT as learning media to reduce boring learning atmosphere. In terms of interactive PowerPoint, however, there was a problem faced by the teacher regarding the lack of projectors at the school. Therefore, in this research, the PowerPoint was converted into an application format so that it could be used without using a projector. In this case, there would be a new problem if the students did not have Android phone since the device was needed to run the application. However, in this research, there was no problem regarding the usage of the application.

In addition, the researcher found some obstacles in developing the media. Since the researcher used Microsoft PowerPoint 2013, some features that made the presentation more interesting could not be used. The animation also could not be looping after the slide had been opened. And, since the iSpring Suite used was free trial, there was a watermark in the application on the top right corner. This reduced the space that could actually be used. The display of the final product can be seen in the following figure:

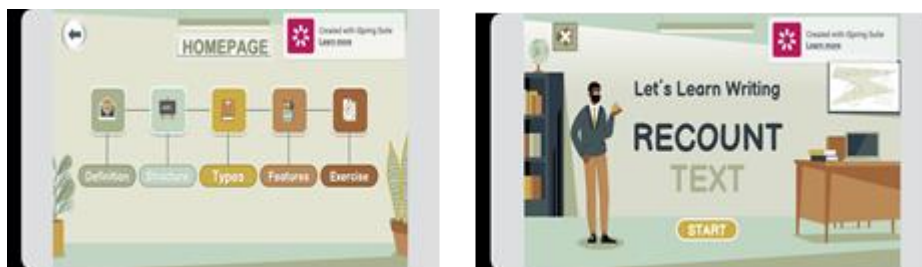


Figure 2. Homepage & Splash Screen Display of the final Product

Moreover, based on the results of evaluation, the findings showed its compatibility with the three related previous studies. According to Purboyo (2018), the interactive PowerPoint developed was suitable to be used for teaching recount texts in junior high school as the evaluation result showed that the multimedia was classified as very good with score 85.71% by the expert. Meanwhile, according to Nikmah et al., (2022), the interactive PowerPoint developed was appropriate to be used as learning media since the students' satisfaction response obtained 93%. Moreover, research conducted by Sayekti et al., (2023) also revealed that the interactive PowerPoint developed was feasible since the validity of the media experts was 87.5%, and the result of students' response toward the media was 62.10%.

The integration of interactive elements in PowerPoint presentations significantly enhanced student engagement and cognitive benefits by transforming passive learning into an active experience. This is proven by the questionnaire results in this research showing that 63% students stated the media developed helped them learn more easily and 59,3% stated it could increase their learning interest. During implementation, most students also seemed enthusiastic in the learning process, indicating that they actively followed the activities and responded positively when using the media. Moreover, studies indicate that when students actively participate in learning, they develop a deeper connection to the material and perform better in assessments (Mayer, 2009). It is also in line with this research in which 74% students achieved the learning objectives in the writing assignment. Features such as animations, quizzes, embedded videos, and interesting designs maintain students' attention and cater to different learning styles, fostering higher participation and focus. From a cognitive perspective, interactive presentations align with cognitive load theory, ensuring that textual, auditory, and visual elements are meaningfully integrated for better knowledge retention (Skulmowski & Xu, 2022). By reducing extraneous cognitive load and supporting engaging learning, interactive PowerPoint can help students process complex topics more effectively, leading to higher student satisfaction and academic performance.

IV CONCLUSION

The finding of this research reveals that the interactive PowerPoint developed in this research as a teaching and learning media of writing recount text for the tenth graders at SMK Yasmu Manyar is suitable and appropriate to be used in the classroom. This result can be seen in the teacher's and students' response toward the media. Moreover, based on the implementation, the students showed their enthusiasm to learn writing recount texts by using the media. It means that the aim of this research is fulfilled since the media is expected to help the teacher in utilizing ICT easily to enhance an engaging learning environment. The final product is in the application format which has 28 slides and can only be used in an Android device. The size of the application is 16.64 MB.

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