Developing Interactive Powerpoint Media to Teach Reading for 8th Grade students at MTs Ma'arif NU Gandusari

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Abstract: This study aims to know the process and result in developing interactive PowerPoint media to teach reading. The problems of this study are that the teacher has difficulty identifying students' weaknesses, sometimes still lacks ideas, and does not have enough time to develop interactive learning media. Then students are quickly bored in learning. Therefore, the researcher concluded that interactive PowerPoint media could attract students' learning interest in reading. The researcher developed it and offered it as a learning medium at MTs Ma'arif NU Gandusari. The subjects were class VIII[a] students consisting of 23 students. This study was research and development, and the method used the R&D method developed by Borg and Gall, and there are ten steps. However, due to the pandemic, limited time, and opportunities from school, it was only a one-time trial; the researcher simplified it to eight-step. Validation result: The validator media expert obtained 82.5%, and the material expert obtained a percentage of 90%. Assessment by student satisfaction response obtained a percentage of 93%. From the results of the media and material expert validation questionnaire and student response questionnaires, interactive PowerPoint media has a validity that is included in the very decent category for use.

INTRODUCTION

Language has an important position (Rahardjo, 2011). A language is a communication tool in everyday life (Rahayu & Riska, 2018). According to Rusdiarti (2003) cited in (Rahardjo, 2011), communication, in essence, is the process of delivering messages from sender to receiver, which is built based on compiling code or language symbols by the sender and decoding language codes or symbols by the recipient. In society, language can be different because of the diverse backgrounds of people. Languages that are often encountered are regional languages, national languages, and foreign languages. English, have a significant position as a foreign language and an international language to facilitate communication both oral and written (Makrifah & Widiarini, 2017). It is essential to be studied in various aspects of life, especially in the science and social fields. According to (Saifudin, 2019) one of the teaching materials in Indonesia is

English. In learning English, there are four skills that must be mastered, one of which is reading.

According to (Winarti & Suryana, 2020) reading is an activity or effort to obtain a lot of knowledge and information. From a lot of reading can also get a lot of broad knowledge. According to (Fatih, 2020) reading is a fundamental skill that students must master to participate in all activities in the learning process at school. Reading is also beneficial for students to learn a second language. That more reading, the better to understand the learning. In addition, (Harmer, 2010) suggests that reading also positively affects vocabulary knowledge, on students' spelling and writing, and reading texts also provides a good model for writing English. From reading, students can also learn vocabulary, grammar, and punctuation marks found in reading material. Reading can motivate students to discuss and understand what has been read with the thinking ability of each student.

In this modern era, teachers are more and more required to create attractive media for students so that students do nott get bored, especially learning English. One of the media to attract students' interest is PowerPoint interactive media. Interactive PowerPoint media can make it easier for teachers to explain the material so that students can easily understand learning (Dewi & Kurniawan, 2020). Interactive PowerPoint media can help teachers excitingly deliver material to help students receive material efficiently. Therefore, interactive PowerPoint media are needed as a medium for the preparation for the teaching and learning process in the classroom.

Interactive media is a tool or media in learning that is designed as efficiently as possible and attractive for learners to learn the material that has been delivered. According to Heinich (1996) cited in (Tarigan & Siagian, 2015) media, means communication such as film, television, radio, audio, recording, photos, projected, and the like are communication media. Sadiman (2011) cited in (Tarigan & Siagian, 2015) expressed that the media are various types of components in the environment, students who can stimulate them to learn. According to (Tarigan & Siagian, 2015)), interactive media is classified as constructive media, consisting of learning, students, and the learning process. Interactive media is a computer-based learning media that can include text, graphics, photos, videos, animation, and even music. Interactive media learning is designed to offer interactive learning in the form of 3D, graphics, sound, video, animation, and creating interactions.

Based on an interview with an English teacher at MTs Ma'arif NU Gandusari, it is known that the teacher uses several learning media in the teaching and learning process during this pandemic. These include downloading lessons from YouTube, using Google Classroom as a classroom between the teacher and students, using Whatsapp group media for the teacher to monitor students, and students' worksheets as a reference for the material to be studied. Moreover, during this Covid pandemic, the teacher has difficulty giving online assignments as a substitute for face-to-face learning and makes it difficult for the teacher in teaching and learning activities, because the teacher cannot monitor students directly. The teacher also has difficulty identifying students' weaknesses in learning English because of online learning (Rofi'ah & Mubarok, 2019). The

teacher sometimes still lacks ideas in making interactive learning media for students.

The teacher can develop their own exciting and interactive media in learning English. The teacher can also adopt appropriate English learning materials from various sources and then make an interactive media. There are many ways to make suitable English teaching materials into interactive learning media. However, the teacher does not have enough time to develop the material into interactive learning media. In this case, the researcher wants to introduce interactive media that can attract student learning interest, namely PowerPoint interactive media.

Based on research conducted by (Haryani et al., 2009), the title is Development of Multimedia For Fast Reading Skills In English Learning For Class VIII Students. The research results show that the media developed for learning English in reading skills in class VIII MTs Sirajul Ulum Pontianak has succeeded in creating a learning atmosphere that can increase students' interest in learning, especially in fast reading skills. The results of the media trial, students get potential effects, and students enjoy and actively participate in learning English by using multimedia. The researcher also has taken reference by (Hikmat et al., 2020) with the title Using Powerpoint 2016 Multimedia Presentations To Improve Learning Outcomes In Learning Reading Comprehension Text Procedure English. The research results show that using PowerPoint as learning media increases students' reading comprehension learning outcomes in English subjects in class IX of SMP Negeri 1 Cisompet. The increase in learning outcomes is included in the medium category.

Based on the above background, reading is one of the four English skills to be mastered. Reading is an activity to obtain or reproduce knowledge and information. Reading is also a skill that students in teaching and learning activities must learn. The more reading, can the better the learning comprehension. From reading, students will get a lot of knowledge and can motivate students to discuss and learn what has been read with the thinking ability of each student.

For this reason, so that students are motivated and interested in reading, it is necessary to have media that can attract students, and the media needed is interactive media. One of the interactive media is interactive PowerPoint media. Therefore, the researcher concludes that interactive PowerPoint media could attract students' interest in learning to read. So the researcher chose to develop interactive PowerPoint media as a medium in learning to read and offer it as a learning medium at MTs Ma'arif NU Gandusari. This study aims to know how the process and result in developing interactive PowerPoint media to teach reading. The researcher focuses on the basic competencies 3.10, 4.11, and 4.12 to developing interactive PowerPoint media to teach reading at MTs NU Maarif NU Gandusari.

METHOD

Borg and Gall state that "research and development is a process used to develop and validate educational products" (Sugiyono, 2019). Based on the research purpose of developing interactive PowerPoint learning media to teach

reading, this study will use research and development (R&D). The chosen development design uses the R&D method developed by Borg and Gall; there are ten steps to research and development (R&D). However, due to the pandemic, limited time, and opportunities from school, it was only a one-time trial. The researcher simplified it as follows: (1) Need analysis (2) Planning (3) Developing product (4) Validation (5) Revision (6) Testing (7) Revision (8) Implementation.
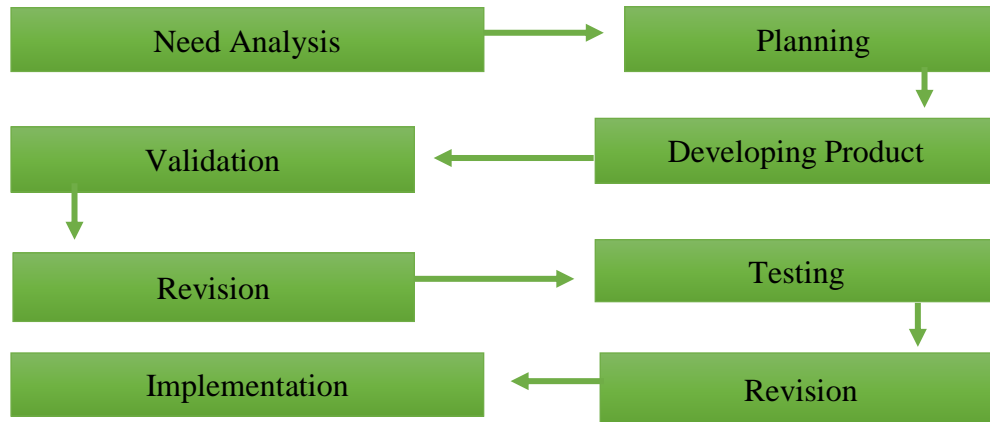
Figure 1. The Step of Developing Interactive Powerpoint Media

The first step is needed analysis. Observations include unstructured teacher interviews and analyzing student needs. The result of need analysis is that the teacher has not used the PowerPoint interactive as learning media, and students quickly bored with the learning media commonly used. The researcher also reviewed similar literature as a comparison. The second step is planning. The researcher analyzed the syllabus and took the basic competencies 3.10, 4.11, and 4.12 as the material. The material is descriptive text. Then planning the product designs to be developed; namely, PowerPoint interactive media made like a game.

The third step is developing the product. In this step, product development, preparation materials, preparation instruments, and evaluation were carried out. The product being developed is PowerPoint media as an interactive learning medium in learning to read descriptive texts. The fourth step is validation, the product products are validated by experts, and there are three validators. The first is the instrument validator, namely the instrument validator assessing the research instrument before submitting it to the material and media validator, here as the instrument validator, namely Mrs. Winda Khoirun Nisak. The second validation is a material validator. It assesses the material in the developed product, here as a material validator, namely Mrs. Siti Rofi'ah. The third validation is the media validator. The PowerPoint media assessment developed as an interactive learning media, a media validator, namely Mr. Abd. Charis Fauzan.

The Fifth step is revision, the researcher makes product revisions to improve the product before conducting field testing. The sixth step is testing, the researcher conducted a field test. The researcher tried the product that had been revised by presenting the product as a learning medium to teach the descriptive reading text. Then the researcher did micro-teaching to the studentsand explained the material related to the descriptive text. The researcher asked the students to work in groups to do the quiz. After that, the researcher distributed a questionnaire to students

containing satisfaction with the product that has developed. Then the resultswere collected and analyzed by the researcher. The seventh step is revision. The researcher makes product revisions in an effort to improve the final product. The last step is implementation. The product is implemented as the final product developing interactive PowerPoint media in reading learning for eighth-grade students of MTs Ma'arif NU Gandusari.

According to (Sugiyono, 2019)the sampling technique is grouped into two, namely probability sampling and non-probability sampling. There are four kinds of probability sampling, one of which is simple random sampling. Simple random sampling is a random sampling of members of the population. Based on the data collection technique, the researcher used simple random sampling included in probability sampling because this sampling technique is suitable for taking the sample of this research. Therefore, the researcher needs the data of this study. The data were obtained from class VIII MTs Ma'arif NU Gandusari. The class that became the subject of the research was class VIIIa, which consisted of 23 students. The researcher used observation techniques in this study, namely unstructured interviews with the teacher and distributing questionnaires to students. There are two questionnaires in this study. The first, a questionnaire as a tool to obtain needs analysis data. The second, a questionnaire as a tool to assess the media that the researcher has developed. This research data was also obtained from a media and material expert validation questionnaire.

In this study, the product developed was also validated. Product validation is carried out to assess whether the learning media products developed have suitable or not, both in terms of appearance and content. The product is validated by experts consisting of instrument experts, material experts, and media experts. The instrument expert selected was a lecturer at Nahdlatul Ulama University Blitar, namely Mrs. Winda Khoirun Nisak, M.Pd, who teaches in the English education department. Material experts test whether the content components in the interactive PowerPoint learning media follow the quality values set by the curriculum, namely the suitability of the content, the suitability of the language components, and the suitability of the quality of the material presented. The material expert validator selected was Mrs. Siti Rofi'ah, M.Pd, a lecturer in English Education at UNU Blitar who is competent in English language materials, especially reading. While media experts assess the interactive PowerPoint media design in the form of the suitability of the display and media elements on each overall slide. Media expert validator, namely Mr. Abd. Charis Fauzan, M. Kom. This validation is carried out by a media design expert, a competent Computer Science lecturer in Technology Science.

Techniques Data analysis was carried out with qualitative and quantitative techniques. The data were analyzed qualitatively, namely based on the results of unstructured interviews which were represented by words. Quantitative analysis is based on a questionnaire instrument which is an analysis by rating. The eligibility category is based on the criteria of theory (Arikunto & Jabar, 2009). The calculation of the questionnaire sample data is to determine the final ranking. The calculation applies to the criteria of media expert validator and material expert validator for calculation items using the following formula:

$$\sum = \frac{x}{N} \chi \ 100 \ \%$$

Note:

$\sum$ = Eligibility
x   = Total Score Obtained

Category	Score Precentage (%)
Very Decent	81%-100%
Feasible	61%-80%
Decent Enough	41%-60%
Less Feasible	21%-40%
Very Improrer	0%-21%

N   = Maximum Score

Table 1. Precentage The Eligibility Category

RESULT AND DISCUSSION

Need Analysis

The researcher conducted unstructured interviews with the teacher and distributed questionnaires to students about the problems of learning English. Based on the result of needs analysis, interviews with the teacher, and the distribution of student questionnaires, the researcher found problems with student learning media. Many students think that English lessons are difficult lessons. Besides that, the difficulty factor in student learning is the learning media that makes students sometimes feel bored. Moreover, in terms of reading, students often feel bored just reading the text. The researcher must take steps to overcome student learning problems to find suitable media for student learning. Media made interactive and interesting for student learning so that students do not feel bored in learning English, especially reading. One that can be made interactive and interesting is interactive PowerPoint media. Based on the above problems, the researcher uses this as information in planning to develop products, and the researcher hopes to overcome these problems.

Development Process

The development process is to develop interactive PowerPoint media to teach reading. First, the researcher determines the appropriate reading material to be used in interactive PowerPoint media. The researcher chose basic competencies 3.10, 4.11, and 4.12 with descriptive text material as reading material in the development of interactive PowerPoint media.

Table 2. Basic Competencies

3.10	Menerapkan struktur teks dan unsure kebahasaan untuk melaksanakan fungsi social teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, dengan kalimat pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.11	Menangkap makna dalam teks deskriptif lisan dan tulis, dengan kalimat pendek dan sederhana.
4.12	Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai dengan konteks.

Then the planning of media development is carried out by determining the design, selecting images, and writing reading texts, which are attractive and neat for reading learning and making PowerPoint media into interactive PowerPoint.

Validation Process

After the development process, the media was validated by media and material experts and tested on students. Before that, the instrument was validated by an instrument expert. After the instrument is valid, the next step is media and material validation.The media is validated to media experts, and the material is validated to material experts. The existence of media and material validation determines the feasibility of the developed media and the material contained in the media. Based on the validation result by the media expert, this interactive PowerPoint was stated decently by a validator media expert with a percentage of 82.5%. Then based on material expert, it was also stated that the material contained in interactive PowerPoint media was very decent by validator material expert with a percentage of 90%. It can be interpreted that this interactive PowerPoint media is very suitable to be used to teach reading. Students' response assessment interactive PowerPoint media was also carried out. From the assessment results of the responses ofVIIIa grade students at MTs Ma'arif NUGandusari, it can be concluded that interactive PowerPoint media to teach reading is categorized as very decent, with a percentage of 93%. The results of all the above percentages are based on (Arikunto & Jabar, 2009).The following are designs of an interactive powerpoint media to teach reading:
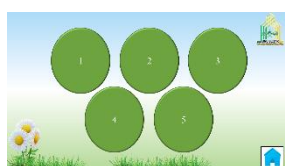

Picture 1. Opening Slide

Picture 2. Menu/ Home Slide

Picture 3. Material Slide
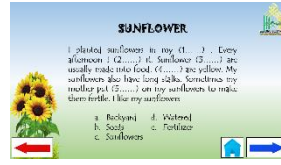

Picture 4. Quiz Slide

Picture 5. Example Descriptive Text Slide
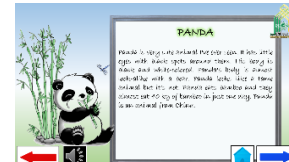

Picture 6. Fruit Quiz Slide

Picture 7. Tourist Attraction Quiz Slide

Picture 8. Flower Quiz Slide

Picture 9. Favorite Item Quiz Slide

Picture 10. Animal Quiz Slide

Discussion

The above discussion concludes that the eighth-grade students of MTs Ma'arif NU Gandusari have problems learning English, especially reading. According to them, the usual media makes them quickly bored in learning. (Harmer, 2010) suggests that reading also positively affects vocabulary knowledge on students' spelling and writing, and reading texts also provides a good model for writing English. Based on this statement, it can be interpreted that learning to read English is very important. Then to overcome the problems of media in learning, researchers developed interactive PowerPoint media as learning media.

The development of learning media aims to produce interesting learning media. The learning media was packaged in the CD (Compact Disk) or Flash drive for the support of teachers in running the media. Media expert validators and material experts revised the product before being tested on students. After being validated and revised according to suggestions from media experts and material experts, the product was tested on students. After testing the product, students were given a satisfaction questionnaire with the product that had been developed. The product development process is based on research and development (R&D) steps by Borg and Gall in (Sugiyono, 2019). Due to limited time, the researcher simplified the steps into eight steps (Mubarok et al., 2020).

In these eight steps in step four, there is product validation to media and material experts. Media expert validators validate media with two aspects of assessment, namely display and media. The display aspect is based on the image's appearance, the layout of the image and text, and the color combination. The media aspect is based on media elements, namely, the animation used, the font size, and the type of font used.

The assessment by media expert validator, material expert validator, and assessment by student satisfaction responseare described in the table below.

Table 3. The Asssesment by Expert Validator

1.	Media expert validator	The media expertvaidator suggests revising the PowerPoint media to make it better and more interesting. Like the color combination used and also the text background image to make it more appropriate. The assessment of the media validation questionnaire obtained an average good value with a percentage of 82.5%.
2.	Material expert validator	The material expert validator validates the material with three aspects, namely the suitability of the material, language, and the appearance of the material. The material validator is advised to revise the material, namely adding sound for pronunciation in each text to attract more students' interest. Assessment by material experts obtained an average good score with a percentage of 90%.
3.	Assessment by student satisfaction response	The assessment of student satisfaction questionnaires, covered the material and display of the media that has been presented obtained a percentage of 93%.

From the overall score, Interactive PowerPoint Media is declared very valid based on (Arikunto & Jabar, 2009). It can be concluded that interactive PowerPoint media can be used in learning English as learning media, especially reading. The presence of learning media can motivate students in learning (Mubarok, 2019). It is related to (Anwar et al., 2020) that PowerPoint is specifically designed to present multimedia programs in an attractive, simple to create, simple to use, and generally inexpensive way. And then, with reading, students can also learn vocabulary, grammar, and punctuation marks found in reading material. It is related to (Do, 2017) that reading is an activity that can extend a person's understanding of current events and introduce new vocabulary and grammatical patterns. For this reason, the need for interactive media in teaching and learning activities is a distraction. So that students and teachers interact with each other, and students also do not get bored quickly.

CONCLUSION

Interactive PowerPoint media is a learning media that contains learning to read the descriptive text as the material. The development of interactive PowerPoint media uses the Borg and Gall method, which consists of ten steps that are simplified into eight steps, namely: (1) need analysis, (2) planning, (3) product development, (4) validation, (5) revision, (6) testing, (7) revision, (8) implementation. The results of validation by media experts are 82.5%, and material experts are 90%. And the results of the student response questionnaire when field trials obtained 93%. From the results of these percentages, that can be concluded that interactive PowerPoint media to teach reading has a very feasible level of validity to be used. Therefore, interactive PowerPoint media has a positive impact on teaching and learning activities.

SUGGESTION

For English teacher, developing interactive PowerPoint media to teach reading that can be used by teacher based on material or basic competencies that already exist in the learning syllabus.Then for students, aninteractive learning media to teach reading learning using PowerPoint media that can make students learn attractive and happily. Equip students with fun and interesting learning so that learning is easy to understand. And for other researcher also to develop interactive media similar to teaching reading in English using power point as the basis for its development.

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