



Developing Interactive PowerPoint Media to Teach Speaking Skill for 11th Grade Students

Nurohmat¹, Istina Atul Makrifah², Ahmad Saifudin³

{nur.nurohmat65@gmail.com¹, istina.atulmakrifah@gmail.com², saif.ahmad123coretandinding@gmail.com³}

Media Production, Akademi Televisi Indonesia Jakarta, Indonesia¹
English Education Program, Universitas Nahdlatul Ulama Blitar, Indonesia^{2,3}

DOI: 10.37729/scripta.v10i1.3229

Abstract. English is the most widely spoken language worldwide. According to the Ministry of Education and Culture in 1981, the Indonesian government has determined that English is the first foreign language spoken in Indonesia since it is crucial for the advancement of science, technology, and culture as well as for fostering international cooperation. This research development model uses Research and Development (R&D). Research results in the implementation of media development that has been carried out by class XI SMK Bina Karya, Jakarta, Indonesia has eight stages in product development according to needs. At the development stage, Observation of potential problems, data collection, product design, design validation, design revision, design trial, product revision, and trial use are carried out. This is done so that PowerPoint Interactive media used is suitable for the medium.

Keywords: PowerPoint, Media, Speaking, Skill

1. Introduction

Indonesian government has determined that English is the first foreign language spoken in Indonesia since it is crucial for the advancement of science, technology, and culture as well as for fostering international cooperation. English is solely utilized and has a place as a learning activity at educational institutions, both official and informal, and is not used as a language in social contacts or day-to-day interactions. This is known as English being a foreign language. Basis in a country [1] English in Indonesia includes 4 skills namely; writing, listening, reading, and speaking. Additionally, it is impossible to separate these four skills because of their interdependence[2]–[4].

Speaking is the skill researcher are focusing on here. Speaking is defined as a technique of issuing or expressing ideas and words that you wish to express, although speaking generally has a lot of applications in our daily life [5]–[7]. It is clear that the goal of learning speaking is to study the science of accurate pronunciation and speaking so that we may engage with others in a larger community and convey our thoughts. It's as if we are translating by speaking in another language, which causes our brains to work twice as hard. Yet if researcher quickly conjure up sentences in English, things will be different. The teaching and learning process of students is very much influenced by students' interests, if students feel compelled to participate in a lesson, they will find it difficult to accept lessons. Learning English, especially speaking, is not just memorizing sentence structures or grammar but what is English if after learning there is a desire to practice it by speaking English, if the reason is vocabulary, then vocabulary can be improved through written language because by writing it will appear several repetitions of the same word, with this repetition you will know and memorize new or difficult word [8]–[10]

As an effort to improve students' speaking skills, media that is interesting and easy for students to grasp is needed. having the ability to speak English one can easily access and obtain information because most of the information is in English [11]. This happens because English functions as the language of science, technology and commerce [6], [12], [13]. In addition, the ability to speak English is also able to prepare and equip students to study, continue their education to a higher level or help them enter the world of work according to their respective fields. So from here it is very important to develop learning media that can improve students' English speaking skills[14]–[16].

English as a foreign language may seem more familiar, because this language has been introduced since elementary school, maybe earlier, namely since the child entered Kindergarten. Therefore what then hinders students from speaking English fluently, on observations of class XI students on students of SMK Bina Karya Speaking English (speaking). This is because children rarely read or even speak English. In addition to the fact that they are not interested in the class and the lack of interesting teaching tools from the teacher causes them to rarely use English, especially when speaking in front of the class. In addition, the ability to speak English is very important for students to master, considering that in this department you have to master the programming language and its functions. This problem arises because of the lack of interesting media when learning takes place. In learning English to make it more interesting, learning media is needed.

Learning media itself has an important role in the learning process to generate motivation, interest, activeness of students and is also able to present objects or material that is difficult for students to see directly so that learning becomes easy to understand. In reality in the field not all students can understand English lessons [17]–[19]. The difficulties of students are based on a lack of interest in learning and the use of learning media that still uses printed books, so that students feel bored quickly [20]–[22]. Therefore, the need for learning media in reading English. Learning media is an important factor in improving the quality of learning. [23] Stated that the word media in "learning media" literally means an intermediary, or introduction, while the word learning is defined as a condition that is created to make someone do a learning activity [24], [25]. With these problems, this research develops PowerPoint Interactive (PPT) media. This media began to be used in conveying educational messages and how to speak good English.

Based on the problems that exist in SMK Bina Karya, Jakarta, one of the efforts of researcher to be able to improve students' speaking skills in English is to create new innovations in the form of interactive power point learning media. The appearance of this interactive power point media is made attractive and as beautiful as possible so that students can really easily understand the offering help material so that they can understand the urgency of students' ability to speak English. According to Sanaky, PowerPoint as a learning medium has several technical advantages, including that this media is practical, has an attractive presentation design, can display images, animations, sounds, and also videos that make students more interested in observing them, and can be used for learning activities repeatedly [22], [26], [27]. This is in line with the research objective, which is to improve students' English speaking ability.

Power point media is a program from Microsoft that is used as software to present material to students in the learning process and is expected to help achieve learning objectives and increase student learning motivation [28]. Media power point is an application program designed to display multimedia programs. Multimedia has been widely used by teachers/educators to convey teaching materials to students. It is believed that the use of multimedia in a learning activity can improve the results of learning activities. Presentation software such as Microsoft PowerPoint combines various types of media. Various kinds of learning media are used by teachers. Including interactive power point media. Media power point is an application program designed to display multimedia programs. Multimedia has been widely used by teachers/educators to convey teaching materials to students. It is believed that the use of multimedia in a learning activity can improve the results of learning activities. Presentation software such as Microsoft PowerPoint combines various types of media into an attractive presentation package, which will attract attention and increase student motivation [29], [30].

The results of research conducted the title "Penerapan Media Power Point Interaktif Untuk Meningkatkan Keterampilan Berbicara Siswa Kelas I Sdn Genukwatu Iv Ngoro Jombang" reveals that humans can absorb material as much as 70% of what is done, 50% of what is heard and seen (audio visual), and only 10% of what is read. It can be deduced how learning outcomes will be affected if a teacher simply uses lectures and exercises for learning activities. Many times, timid pupils refuse to even be asked to tell stories or respond to inquiries from the teacher. The students' speaking inadequacies are influenced by a variety of factors, such as aspects from professors who are less imaginative and engaging in their teaching methods and from the students themselves who lack confidence in public speaking. This study uses the same media and methods as the title of the researcher, but the difference is the location of the model, the time of the research, and the subject being studied [31].

The background information above leads to the conclusion that study on speaking abilities in first-grade pupils using engaging media is required. Researcher can actively participate in the learning process by using interactive power point materials to help students improve their speaking skills. Thus, it is hoped that students will become more fluent speakers with research entitled Developing of Power Point Interactive (PPT) Materi Offering Help to Teach Speaking Skills for 11th Grade Students of SMK Bina Karya, Jakarta.

2. Method

This research development model uses Research and Development (R&D). The R&D method is research used to produce certain products and test the effectiveness of these products [32]. To be able to produce products that are effectively used in research, research that is needs analysis is needed and to test the effectiveness of these products so that they can function in the wider community, it is necessary to test the effectiveness of these products.

This development model refers to the Borg and Gall development model [33]. However, in this study the researcher only used 8 steps because this research was conducted on a limited scale and did not cover a wider range of research. As a result, researchers employ the subsequent development stages:

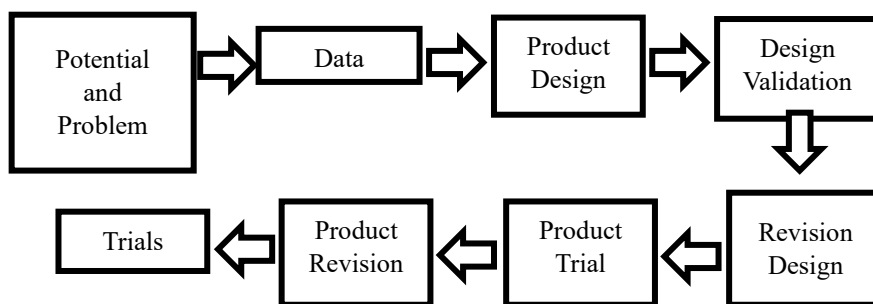


Figure 1. Steps for the development of Borg and Gall

Analysis of the development process can be seen from the value of each validator so that it is calculated again using the formula to get the conclusions from each validator. The formula is as follows:

$$Pi = \frac{\sum x}{n} \times 100\%$$

Pi = Percentage of scores for each validator

$\sum x$ = Number of answers of all validators

n = Maximum score

The evaluation criteria of the formula are as follows:

Table 1. Achievement and qualification levels [34]

No.	Level	Qualification	Information
1.	$82\% < skor \leq 100\%$	Very valid	Very decent, no revision needed
2.	$63\% < skor \leq 81\%$	Valid	Decent, no need to revise
3.	$44\% < skor \leq 62\%$	Valid enough	Not feasible, needs to be revised
4.	$25\% < skor \leq 43\%$	Invalid	Not feasible, needs to be revised

A learning model or a product that is developed will be said to be suitable for use as a learning model if the preset results obtained from the validation process are at least 63%. Data analysis to find out the results of research in improving students' speaking skill in English is to give scores on the oral test to students and the N-Gain value to determine the extent to which interactive power point media influences the research. Data processing techniques on students' speaking ability in English are carried out as follows:

1. Scoring Rubric

Because the test used is a performance test, scoring will be carried out through the rating scale listed on the instrument. The final score of the student's score by converting the raw score to a scale of 1-20.

2. Calculate Score

Calculate the score of each answer both on the pretest and on the posttest and calculate the N-Gain.

$$G = \frac{\text{Nilai posttest} - \text{nilai pretest}}{\text{nilai maksimum} - \text{nilai pretest}}$$

The results of these calculations can be categorized as follows:

Table 2. N-gain Value (Irfan, 2022)

<i>N-Gain Value</i>	<i>Categori</i>
$G > 0,7$	<i>High</i>
$0,3 \leq g \leq 0,7$	<i>Currently</i>
$G < 0,3$	<i>Low</i>

The development steps are modified based on the existing theory, because based on the existing problem formulation, namely measuring the effectiveness of the product being developed, it can be measured using the Borg & Gall model. This model is used to design products and procedures which are then carried out systematically in field tests, evaluated, perfected to meet certain criteria of effectiveness, quality and standard [35].

Test the validity of the data in this study using the validity test and reliability test. The validity test and reliability test in this study serve to maximize the quality of the measuring instrument and minimize research errors.

3. Findings

Based on the results of the interviews, it can be seen that the students' ability to speak especially in English is still not quite right. This is evident from the way students speak English especially in the accuracy of reading each word. Then from the results of field observations it was found that the teacher had not used learning media as a student facility in solving English learning problems, especially in students' speaking abilities.

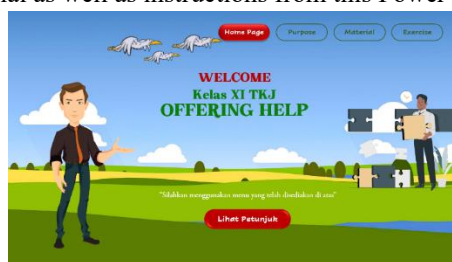
The existence of Interactive Power Point is to facilitate and assist teachers in improving English speaking. This PowerPoint Interactive is an application from Microsoft, by making several animated slides to make it easier to convey material, by adding videos and images that function to make and beautify slide shows. Adding audio and video that aims to make it easier for students to listen to PowerPoint slides. As a presentation application to prepare an attractive display, we use a projector to display this Interactive Power Point so that it is displayed more effectively for students.

- a) The menu font in PowerPoint Interactive uses the "Avolini" font, which is 14 in size. This font is used for writing the menu that appears above.
- b) The contents of each slide include hyperlinks

The results of the PowerPoint Interactive that has been designed will be described as follows:

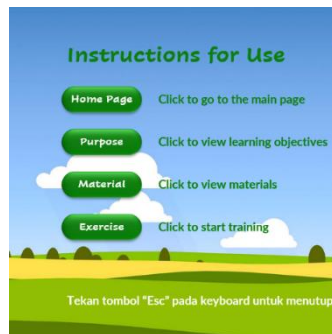
1. PPT Interactive initial slide show

This initial slide show illustrates the opening display, homepage, and menus - instruction menus in the material as well as instructions from this Power Point Interactive.



2. Display the instruction menu

There are 4 instruction menus namely Home Page, Purpose, Material, Exercise



3. Display learning purpose on the slide

Here we present several objectives that will be achieved in learning the Offering Help material.



4. Material on PPT Interactive

In this Interactive PPT presents Offering Help material



Details of the material explanation on PPT Interactive are as follows:

a. Definition of Offering Help



b. The Function of Offering Help



c. Structure Offering Help



d. Example Offering Help



e. Exercise of Offering help

At Power Point Interactive this includes an exercise in the form of an animated video about Offering Help, where students are asked to define from the video. And in the next slide exercise students are asked to fill in Blank Offering Help sentences.



Product Trial

The next stage is product trials for class XI students of SMK Bina Karya. The following are the results of the oral test responses to students before and after using Power Point Interactive media:

a. Before Using the Media

Table 3. Pre Test Result

No.	ASPECT					TOTAL PRETEST RESULT
	1	2	3	4	5	
1.	1	2	1	2	1	7
2.	1	2	2	1	2	8
3.	1	2	1	2	1	7
4.	1	2	2	2	1	8
5.	2	1	1	2	2	8
6.	2	3	2	1	3	11
7.	1	2	1	2	1	7
8.	2	1	2	1	1	7
9.	2	1	2	2	1	8
10.	2	1	2	1	1	7
11.	2	1	2	2	1	8
12.	2	1	1	2	1	7
13.	3	2	1	1	1	8
14.	1	2	1	2	1	7
15.	1	2	2	1	1	7

16.	1	2	1	1	2	7
17.	1	2	3	1	2	9
18.	2	1	1	2	2	8
19.	2	1	1	2	1	7
20.	1	2	1	2	2	8
21.	1	1	2	1	1	6
22.	1	2	2	1	1	7
23.	2	1	1	2	1	7
24.	2	1	1	1	2	7
TOTAL						181

b. After Using the Media

Table 4. Post Test Result

No.	ASPECT					TOTAL VALUE
	1	2	3	4	5	
1.	3	4	3	3	4	17
2.	4	3	3	4	3	17
3.	3	4	4	3	3	17
4.	3	4	3	3	3	16
5.	4	4	4	3	4	19
6.	4	3	4	4	4	19
7.	3	4	3	4	4	18
8.	4	3	4	3	3	17
9.	4	3	4	3	3	17
10.	1	4	3	4	3	15
11.	3	4	3	4	3	17
12.	4	3	3	4	3	17
13.	4	3	4	3	3	17
14.	3	4	4	3	3	17
15.	3	4	3	4	4	18
16.	3	2	4	3	4	16
17.	3	4	3	4	4	18
18.	4	3	4	3	4	18
19.	4	3	4	3	3	17
20.	4	3	4	4	4	19
21.	3	3	4	3	4	17
22.	4	3	4	3	3	17
23.	4	3	3	4	4	18
24.	4	3	4	3	3	17
TOTAL						415

Based on the table above, the results of improving English speaking class XI students at SMK Bina Karya, Jakarta after using Power Point Interactive media obtained a score based on the results of the N-Gain calculation as follows:

Table 5. The Calculation Results N-Gain

NO	RESULT		N-GAIN SCORE
	PRETEST	POST TEST	
1	7	13	0.461538462
2	8	15	0.583333333
3	7	13	0.461538462
4	8	15	0.583333333
5	8	14	0.5
6	11	20	1
7	7	13	0.461538462
8	7	12	0.384615385
9	8	14	0.5
10	7	12	0.384615385
11	8	14	0.5
12	7	12	0.384615385
13	8	13	0.416666667
14	7	13	0.461538462
15	7	13	0.461538462
16	7	13	0.461538462
17	9	17	0.727272727
18	8	14	0.5
19	7	12	0.384615385
20	8	15	0.583333333
21	6	11	0.357142857
22	7	13	0.461538462
23	7	12	0.384615385
24	7	12	0.384615385
			0.491230991

The result data before and after being given treatment can be seen in the diagram below:

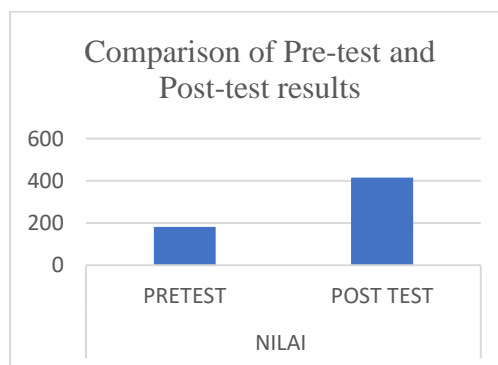


Diagram 1. Comparison Results of Pre test and Post test

4. Discussion

The process of developing Interactive Power Point media to train students' speaking skills

The development of this interactive Power point is based on a presentation application from Microsoft with the English subject on Offering Help material for class XI Tstudents. Based on the problems we got students who were less interested in learning English because the reading books were colorless and photocopied and the majority of students were male. So that found a problem that students

are less able to speak in English. Therefore, as an effort to help train their speaking skills, researchers are trying to present Interactive Power Point media that can be used as a means to train students' speaking skills in class XI.

The process of developing Interactive Power Point media, researchers used the Borg & Gall research model. This development design consists of (1) *Potential & Problems*, (2) *Data Collection*, (3) *Product Design*, (4) *Product Validation*, (5) *Design Revision*, (6) *Product Testing*, (7) *Product Revision*, (8) *Usage Trial*.

The first stage of Potentials & Problems begins with an interview that we conducted on the day after December 19, 2022 which identified several problems when learning took place. Almost all students are less able to speak English. This makes the teacher also have a little difficulty in explaining the material to students.

The second stage of data collection, at this stage we used interviews with class teachers to find out what problems and what obstacles were encountered during learning in class XI students. The third stage is Product Design, the process of developing Interactive PowerPoint media, one of the applications from Microsoft, by making several slides based on menus and material to make it easier to present material, by adding images and audio which functions to beautify the slide show in PowerPoint. Adding videos also aims to provide interesting variations. In this presentation application, it is assisted by using an LCD projector screen so that the presentation slide shows are really good and wide.

The fourth step of Product Validation, as an effort to train students' English speaking skills, this research is reviewed from the validator research.

1. Based on the Learning Media Material Expert Validator

The validator assessment for learning media is based on 12 aspects and the calculation of the validity of the media by material experts reaches 94% which is in the very good category and is declared valid without revision.

2. Based on Learning Media Expert Validator

The Validator Assessment for Learning Media is based on 11 aspects and the calculation of the validity of the media by material experts reaches 93% if matched with the eligibility criteria, so this achievement score is included in the very valid criteria not revised.

3. Based on Learning Media Language Expert Validator

The validator assessment for this learning media is based on 8 aspects and the calculation of language validity by language experts overall reaches 78% if matched with the eligibility criteria, then this percentage is included in the valid criteria, with revisions.

The results of the Development of Interactive Power Point Media in the Speaking Ability of Class XI students

The results of the assessment carried out by testing the responses of class XI students showed a very good level of validity with a percentage of 93% so there was no need to make improvements. This means that the Interactive PowerPoint media presented is feasible and can be tested.

The improvement of students' English speaking ability is known through SPSS with the N-gain formula. There were 24 students who got very good qualifications, the results of the response to the Interactive Power Point media from the results of the students' oral tests got an increase from the pre test and post test of 0.49 with moderate qualifications. This shows that the Interactive Power Point media is effective in helping to train the English speaking skills of class XI students at SMK Bina Karya Jakarta.

5. Conclusion

Based on the results of the analysis and discussion of the data, the researchers obtained the conclusions that can be drawn from the results of the research conducted by the researchers as follows:

The implementation of media development that has been carried out by class XI SMK Bina Karya Jakarta has eight stages in product development according to needs. At the development stage, Observation of potential problems, data collection, product design, design validation, design revision, design trial, product revision and trial use are carried out. This is done so that the Power Point Interactive media used is suitable for use. The results of the feasibility assessment of Power Point Interactive media

were carried out in three stages. The first stage was carried out by material experts, media experts, and linguists through product validity instruments. After the substance of the media has been assessed by a team of experts and received a score, the Power Point Interactive media can proceed to the second phase of the assessment. In the second stage carried out with product trials. This product trial was carried out through a pre test post test in the form of an oral test to find out students' English speaking. The results of the assessment carried out by testing through an oral test showed a low level of validity with a qualification of 181, so it was necessary to make improvements using the media. This means that the PowerPoint Interactive media presented is feasible and can be used for the learning process.

Improvement in speaking English is known through students' pre-test and post-test. There were 24 students who received high qualifications, the results of the students' oral tests on PowerPoint Interactive media from the pre-test and post-test oral tests students received a qualification of 419 with very good qualifications. This shows that Power Point Interactive media is effective in helping to increase students' interest in speaking.

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