# THE DEVELOPMENT OF INTERACTIVE POWERPOINT AS AN INSTRUCTIONAL MEDIA IN TEACHING LISTENING FOR 8th GRADE JUNIOR HIGH SCHOOL STUDENTS



**AN UNDERGRADUATE THESIS**

Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree

by:

Dini Nur Faoziyah

Student Number. 2017404069

**ENGLISH EDUCATION STUDY PROGRAM**
**FACULTY OF TARBIYA AND TEACHER TRAINING**
**STATE ISLAMIC UNIVERSITY**
**PROF. K.H. SAIFUDDIN ZUHRI PUWOKERTO**
**2024**

# STATEMENT OF ORIGINALITY

I am who undersigned below:

Name                  : Dini Nur Faoziyah

Student Number        : 2017404069

Grade                 : Undergraduate

Faculty               : Tarbiya and Teacher Training

Study Program         : English Education

Declare that the thesis entitled " The Development of Interactive PowerPoint as a Quiz-Based Instructional Media in Teaching Listening for 8th Grade Junior High School Students" is a thesis of my own work. It is not a plagiarism of other people's research, taking over other people's research, and other people's work for my own benefit. If it is later proven that this is a plagiarism and/or someone else's writing in whole or in part, then I am willing to accept the academic sanction.

Purwokerto, 19th of June 2024
I who Declare,

**Dini Nur Faoziyah**

SN. 2017404069

i

# APPROVAL SHEET

This thesis entitled:

**THE DEVELOPMENT OF INTERACTIVE POWERPOINT**

**AS AN INSTRUCTIONAL MEDIA IN TEACHING LISTENING**

**FOR 8TH GRADE JUNIOR HIGH SCHOOL STUDENTS**

Written by Dini Nur Faoziyah (2017404069) English Education Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto was examined on 2 July 2024 and declared qualified for achieving Sarjana Pendidikan (S.Pd) Degree by the examiners.

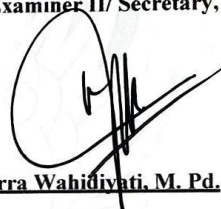Purwokerto, 11 July 2024

Approved by:

**Examiner I/ Head of Examiner/ Supervisor,**
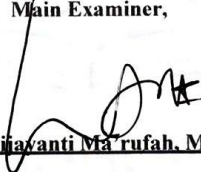
**Endang Sartika, S.Pd.I., M. A.**

NIDN. 2030109101

**Examiner II/ Secretary,**

**Irra Wahidiyati, M. Pd.**

NIP. 198811302019082001

**Main Examiner,**

**Desi Wijayanti Ma'rufah, M. Pd.**

NIP. 199212152018012003

Legalized by:

**Head of Department of Tadris**

**Dr. Maria Ulpah, M.Si.**

NIP. 198011152005012004

ii

# OFFICIAL NOTE OF SUPERVISOR

To:

The Head of Education Department

Faculty of Tarbiya and Teacher Training,

State Islamic University

Prof. K.H. Saifuddin Zuhri Purwokerto

In

      Purwokerto

*Assalamu'alaikum Wr.Wb.*

      After conducting guidance, review, direction, and correction, then through this letter I convey that:

| | |
|---|---|
| Name | : Dini Nur Faoziyah |
| Student Number | : 2017404069 |
| Department | : Education |
| Study Program | : English Education |
| Faculty | : Tarbiyah and Teacher Training |
| Title | : The Development of Interactive PowerPoint as a Quiz-Based Instructional Media in Teaching Listening Skill for 8th Grade Junior High School Students |

      I recommended this thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain Sarjana Pendidikan (S.Pd.) / undergraduate degree in English Education.

*Wassalamu'alaikum Wr.Wb.*

Purwokerto, 19th of June 2024
Supervisor,
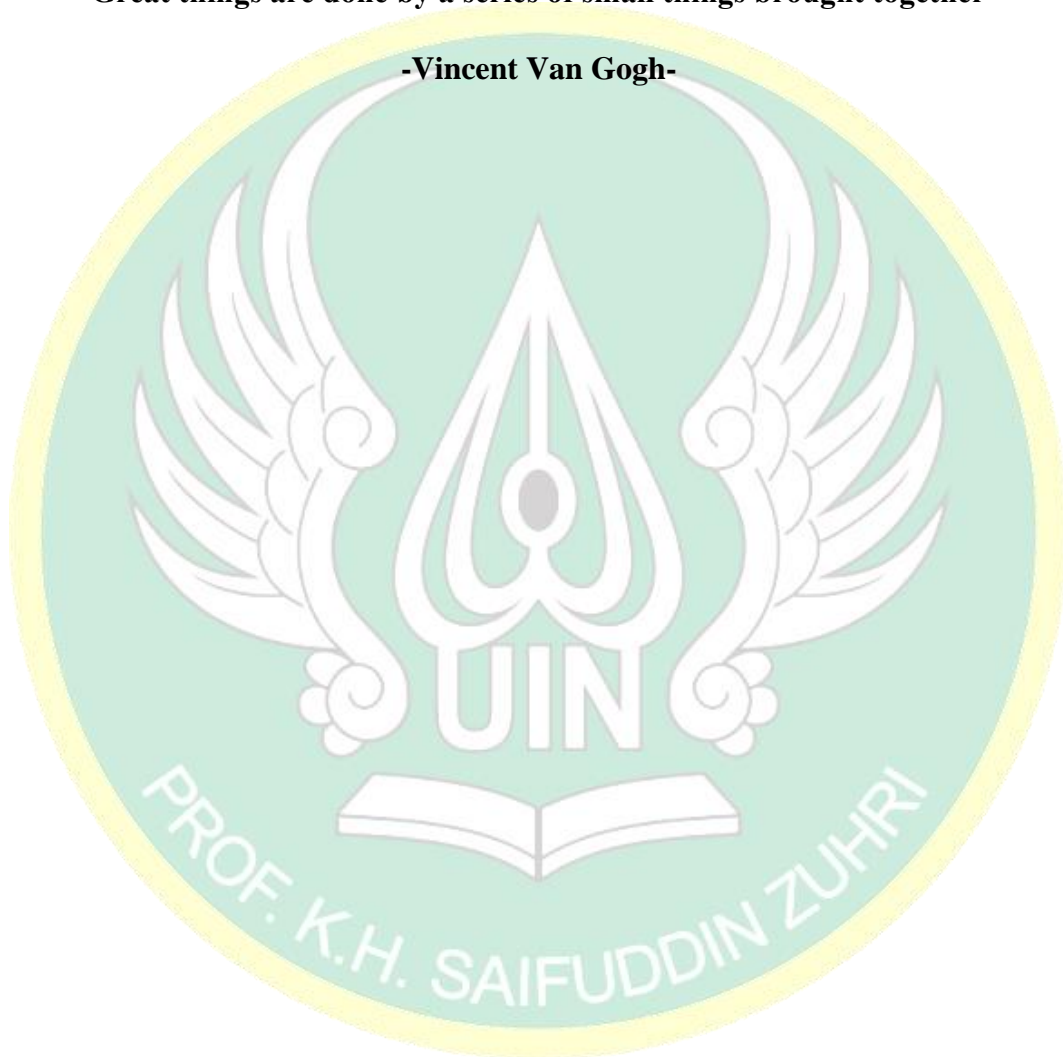
Endang Sartika, S. Pd. I., M. A
NIDN. 2030109101

iii

# MOTTO

**"One day humans will definitely die but not for science"**

**-Ishigami Senku-**


**"Great things are done by a series of small things brought together"**

**-Vincent Van Gogh-**

## DEDICATION

I dedicate this thesis to myself who has worked hard to finish it and to my parents also my twin sister.
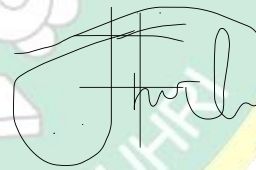
# ACKNOWLEDGEMENT

Praise be to Allah who has given me all the blessings and gifts so that I can complete this thesis. Solawat and greetings are always poured out to the Prophet Muhammad SAW and his family and friends. I realize that I would not have been able to complete this thesis without the support of my loved ones. Therefore, I would like to express my gratitude to:

1. Prof. Dr. H. Ridwan, M. Ag. as the Chancellor of UIN Prof. K.H. Saifuddin Zuhri Purwokerto.
2. Prof. Dr. H. Fauzi, M. Ag. as the Dean of Faculty of Tarbiya and Teacher Training.
3. Dr. Suparjo, M.A. as the Vice Dean I of Faculty of Tarbiya and Teacher Training.
4. Dr. Nurfuadi, M. Pd. I. as the Vice Dean II of Faculty of Tarbiya and Teacher Training.
5. Prof. Dr. H. Subur, M. Ag. as the Vice Dean III of Faculty of Tarbiya and Teacher Training.
6. Dr. Maria Ulpah, M. Si. as the Head of Department of Tadris UIN Prof. K.H. Saifuddin Zuhri Purwokerto.
7. Abdal Chaiqil Harimi, M. Pd. I. as the Secretary of Department of Tadris UIN Prof. K.H. Saifuddin Zuhri Purwokerto.
8. Desi Wijayanti Ma'rufah, M. Pd. as the Head of English Undergraduate Program of UIN Prof. K.H. Saifuddin Zuhri Purwokerto.
9. Endang Sartika, S.Pd.I., M. A. as the supervisor who always give direction, review, suggestion, motivation, and support to finish this thesis.
10. Irra Wahidiyati, M. Pd. as the instrument validator who validated and suggested the research questionnaire instrument.
11. All the lectures and staff of UIN Prof. K.H. Saifuddin Zuhri Purwokerto.
12. Moh. Akrom, S.H.I. as the headmaster of MTs al-Ittihadiyah 1 Kalijurang, Brebes who has given the opportunity to researcher conducting research at the school.
13. Munawaroh, S. Pd. as the English Teacher of MTs al-Ittihadiyah 1 Kalijurang, Brebes who helped the researcher donducting the research at the school.

# THE DEVELOPMENT OF INTERACTIVE POWERPOINT

# AS AN INSTRUCTIONAL MEDIA IN TEACHING LISTENING

# FOR 8th GRADE JUNIOR HIGH SCHOOL STUDENTS

Dini Nur Faoziyah

2017404069

**Abstract:** Listening skill is an ability in English that involves the ability to receive, interpret, and respond to the information. Although listening skill is very important skill to learn, but many students have difficulties in improving their listening skill. Considering this problem, the researcher developed Interactive PowerPoint as a learning medium in teaching listening skill for 8th grade junior high school students. This research aims to develop and calculate the appropriateness of the Interactive PowerPoint. It uses Research and Development (R&D) method with the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model. The result of this research is a product in the form of Interactive PowerPoint learning medium used to teach listening skill. The process in developing the Interactive PowerPoint includes five stages, namely analysis stage, designing the Interactive PowerPoint, developing the learning medium, implementing, and evaluating the Interactive PowerPoint. The validation result obtained from the media expert regarding to the Interactive PowerPoint is 100% (Very Appropriate), validation from the material expert is 94% (Very Appropriate), and the assessment from the students as the target users of Interactive PowerPoint is 77.7% (Appropriate).

**Keywords:** ADDIE, listening skill, instructional media, learning media, Interactive PowerPoint

# TABLE OF CONTENT

**CHAPTER I**

**INTRODUCTION**

This chapter is the first chapter as the opening of the research. It discusses the background of the research. It also presents the operational definitions related to the research which consists of listening skill, instructional media, and Interactive PowerPoint. The objectives and benefits of the research are also covered in this chapter. Since this research used Research and Development (R&D) method, this chapter also discuss the specification of the developed product briefly. Finally, it covers the systematics or the structure of the research from chapter 1 to the chapter 5.

**A. Background of the Research**

According to Barker in (Wahyuni, 2020), listening is one of skills in English that plays an important role and the most basic skill among the four skills that must be mastered. This can be seen from the fact that children will listen to their parents first before they start to speak. Even when a child learned reading for the first time, they need to listen first to gain knowledge and information through listening. This is also stated by Low and Sonntag in (Wahyuni, 2020) that listening is the first language skill acquired by human before the other skills achieved. Kumar & Shankar (2021) added that through listening, it helps students to acquire pronunciation, add more vocabularies, word stress, syntax, and the comprehension of something, also understand the messages conveyed by someone. Other than that, listening skill even has an important role in developing other language skill, such as speaking skill. Listening has a significant role in developing students' speaking skill. He also added that listening is a part of speaking and these two skills cannot be separated each other. It is impossible for someone to speak a language without listening (Brown, 2004). It means that when we talk to other people, we must listen to them in order to understand the message and information they covey. If it is fulfilled, then we can respond

according to the context and message conveyed. Thus, this will prevent someone from misunderstanding in speaking.

Although listening is one of the most important skills in English, Lestary (2019) as cited by (Liando et al., 2023), argues that there are still many students who experience difficulties in improving and developing their listening skill. The difficulties they usually face include difficulty in understanding and interpreting the meaning of the message conveyed by the speaker. According to Goh cited by (Samosir, 2019) the most common listening problems faced by students are students quickly forget about what they hear, they do not understand and realize the vocabulary, only understand the message but they do not understand the meaning and intention. In addition, students' concentration is also easily disturbed because when they are trying to understand and remember the meaning of the message, suddenly the listening record has changed to the next part.

Based on research conducted by Haloho et al. (2022), there are several listening problems faced by Kalam Kudus Junior High School Pemantangsiantar, North Sumatera such as the students have difficulties in listening question of the topic because the speed of the speakers is fast, they do not focus on the topic or the story line, unfamiliar, and new word. This is in line with listening problems faced by Secondary School students in West Java. Lack of vocabulary, unfamiliar words, rate of speed, accent, unclear pronunciation, recording quality, and inadequate facility causing them difficult in listening comprehension (Nadhira & Warni, 2021) . In addition, the Junior High School students in Kudus also feel difficult in understanding listening text because of limited vocabulary. Furthermore, they also have a limited time in listening comprehension. Instead of focusing on listening to the audio and answering the questions, the students are pressed by the time, so they cannot understand the entire context of the listening text (Utomo et al., 2019).

Gilakjani & Sabouri (2016) citated by (Purwanto et al., 2021) defined that teachers must pay attention to listening problems by helping them provide effective learning strategies. Some researchers also conclude that strategies implemented in the listening learning process can affect the development of students' listening skills. Strategies that can reduce the listening problems include focusing on listening text, repeating listening records, finding keywords contained in each question or listening section, reading to add more vocabulary, and predicting the context contained in the listening text (Purwanto et al., 2021).

In addition, the use of learning media can also reduce listening difficulties. This is conveyed by Sinaga et al. (2022) that the use of learning media can help students understand listening text. This is in line with the definition of learning media itself, which is a device or tool used by teachers to convey and transfer their knowledge and help students to understand the lesson easier (Qureshi et al., 2022).

Further, learning media is a tool that can facilitate students in the learning process, especially in communication activities with teachers. However, Sadiman (2003) in (Sefriani et al., 2021) argues that learning media is not just a tool used in delivering material but is a very important learning element in increasing and stimulating students' thoughts, feelings, concentration and focus, interest, and attention to what is conveyed by the teacher. Arsyad (2011) citated by (Sefriani et al., 2021) also said that learning media is a tool used in the learning process to convey messages that can increase interest, learning motivation, and even have an impact on students' psychology. From the explanations above, it can be concluded that learning media is a tool that support teachers to convey information of the lesson to their students in order to improve the students' cognitive, learning motivation, focus, and interest.

According to Sanaky quoted by ( Puspitarini et al., 2019), learning media has many benefits. Some of benefits of learning media are increase

3

student motivation because the learning process will be more interesting. Other than that, learning media also can explain learning material so that students will easily understand the material and can achieve learning goals. It helps students master the subject matter, the learning process is more directed, effective, efficient, and students do not easily feel bored. In addition, learning media can increase student interaction and activities so the students can actively participate during the learning process by observing, listening, demonstrations, and others.

There are many learning media that can help students to learn material in fun way, one of them is interactive PowerPoint. According to Ybarra & Green (2003) in (Fitriah & Ardila, 2022), Interactive PowerPoint is one of the developments of instructional media that can present interactive, fun, and innovative learning media. Interactive PowerPoint is the development of PowerPoint application that is better in appearance, graphics, animation, video, audio, pictures, and more creative than PowerPoint in common. An interactive PowerPoint also become one of instructional media that can help students to participate in the learning process and increase their motivation. Iswanto in (Wirawan & Gading, 2022) argues that Interactive PowerPoint is one of the learning media that presents lesson material through presentations, instructions, and narratives with an interactive and responsive system. In addition, Interactive PowerPoint can also be used by students with a variety of different learning styles. It can be concluded that Interactive PowerPoint is a learning media that encourages students to participate in the class through responses and communicative activities (Wirawan & Gading, 2022)

According to Angkarini (2022), there are several benefits of Interactive PowerPoint as a learning medium, including the use of characters, animations, graphics, and moving items to help students understand the material easily. It is also flexible so that the students can learn whenever and wherever they are as they wish. It is also mentioned by

Mahesti & Koeswanti (2021) that Interactive PowerPoint is an easy, practical, and complete learning media that can be accessed anytime and anywhere. Muthoharoh et al., (2019) added that one of the benefits of Interactive PowerPoint is that it can be implemented in various learning methods (Angkarini, 2022).

Although there are many interesting learning media such as Interactive PowerPoint, Aryana & Apsari, (2018) in (Yulianti & Wijayanti, 2019) argue that listening skills are one of the most difficult and challenging skills to be taught by the teacher. Randy & Cholifah, 2023) also revealed that there are still many teachers who have difficulty in using learning media. This is because teachers have difficulty in making learning media, lack of knowledge about technology, and lack of innovation and creation in developing interesting learning media.

This is in line with the problems found during preliminary observations at MTs al-Ittihadiyah 1 Kalijurang, Brebes. Lack of innovation and creation in making learning media is one of the factors that teacher does not teach listening skill. Besides that, according to English teacher there, the facilities at the school are also not very supportive for learning listening skill, for example there is no language laboratory. Whereas according to the teacher, one of the important elements in supporting students to learn listening skill is the existence of a language laboratory. Therefore, the students at MTs al-Ittihadiyah 1 Kalijurang, Brebes rarely practice to improve their listening skills because the English teacher rarely teach listening skill. Departing from this problem, the researcher decided to took a title "*The Development of Interactive PowerPoint as a Quiz-Based Instructional Media in Teaching Listening for 8th Grade Junior High School Students.*"

Furthermore, there is journal research with the same theme as this research, for example the journal entitled "*The Effect of PowerPoint Presentation Technique on Students' Achievement in Listening*" by Delima

Suri et al. However, there are significant differences between the Delima Suri et al.'s journal and this research. The journal written by Delima Suri et al. uses quantitative method and focuses on the influence and effect of PowerPoint on improving students' listening skill. Whereas this research uses Research and Development (R&D) method by focusing on the development and the design process of Interactive PowerPoint. Apart from that, this research will also measure the appropriateness of Interactive PowerPoint as learning medium. More specifically, this research is intended to develop an interesting instructional media for teaching listening so that the English teacher can teach listening skill to her students without any language laboratory. In addition, the students of MTs al-Ittihadiyah 1 Kalijurang, Brebes also can still practice listening skill although their school does not have language laboratory.

**B. Operational Definition**

In this research, there are several points that need to be underlines, they are:

1. Listening Skill

   As we know that listening is the most basic skill in English because to learn a language, the first thing to do is learning listening. Listening skills are one of the basic abilities in English. Related to the process, listening is the most fundamental skill in English which is connected to the practice of paying attention to what is being said and attempting to understand what is being said (Liando et al., 2023). It also defined as learning activity in which students involve their understanding in distinguishing sounds, vocabulary, grammatical structure, also interpreting accents and the meaning of what is being said by the speakers (Patni, 2022). Listening is a complex and active process in which the listener compares what she has heard with what she has already heard. Therefore, listening can be defined as the basic skill in English in which the listeners or students must compare and distinguish

6

all the structure in the listening text to get an information about something.

2.  Instructional Media

    Instructional media is defined as something used to send an information or message to stimulate and increase students' curiosity and encourage them to learn (Sukmahidayanti, 2015). Learning media can also be interpreted as a tool that supports the learning process in order to achieve the learning objective. The tools used can be in the form of physical or non-physical tools that are expected to deliver messages and information to students easily. In addition, learning media is also a learning supporter that helps students in the process of receiving information to be more effective and efficient ( Puspitarini et al., 2019). Based on the explanation above, it can be concluded that learning media is a set of tools used by teachers in the learning process to support and assist students in understanding messages, information, and the meaning of the material delivered by the teacher.

3.  Interactive PowerPoint

    Interactive PowerPoint is one of the developments of instructional media that can present interactive, fun, and innovative instructional media. This is the development of PowerPoint application that is better in appearance, graphics, and more creative than PowerPoint in common. An interactive PowerPoint also become one of instructional media that can help students to participate in the learning process and increase their motivation (Ybarra & Green in Fitriah & Ardila, 2022). According to Atmajaya (2021) in (Ledy & Syafryadin, 2023) Interactive PowerPoint is a useful tool for creating interactive presentation slide in transferring and displaying information more effective and professional. It can be concluded that Interactive PowerPoint is one of the technology-based and multimedia-based learning media that designed to help the students understand and learn the subject matter easily through simple ways.

7

## C. Research Questions

1. How is the development of Interactive PowerPoint as an instructional media in teaching listening for 8th grade junior high school students?

2. How is the appropriateness of the Interactive PowerPoint as an instructional media in teaching listening for 8th grade junior high school students?

## D. Objectives and Benefits of the Research

### 1. Objectives of the Research

   a. To develop Interactive PowerPoint as an instructional media in teaching listening for 8th grade junior high school students.

   b. To measure the appropriateness of the Interactive PowerPoint as an instructional media in teaching listening for 8th grade junior high school students.

### 2. Benefits of the Research

   a. Theorical Significance

   This research is expected to describe the development of interactive PowerPoint as an instructional media in teaching listening and can become one of the innovative instructional media in language learning.

   b. Practical Significance

   1) For teacher

      a) This instructional media can be a reference for teachers to use in learning listening skill for students.

      b) This instructional media can be a reference or solution for teachers who lack facility such as language laboratory to teach listening skill.

      c) By using this instructional media, teachers can create a more enjoyable and interesting learning atmosphere.

2) For student

    a) By using this quiz-based instructional media, students are expected to be able to learn listening skill and increase their listening skill.

    b) By using this quiz-based instructional media, students can enjoy the learning process.

    c) By using this quiz-based instructional media, they can attract their attention to learn listening with fun.

**E. Developed Product Specification**

The expected product in this development research is as follows:

a. This media is an interactive instructional media by utilizing the PowerPoint application.

b. This instructional media is made by fulfilling several components, those are audio, text, picture, button, and other elements.

c. This product is an instructional media that contains material about Personal Recount text adapted from the English syllabus at MTs al-Ittihadiyah 1 Kalijurang, Brebes.

d. This product covers fifteen listening questions in various quiz concept such as multiple choices, puzzle, guess picture, cross-word, road map, and arrange sentence.

**F. Structure of the Research**

      Chapter I contains introduction which consists of the background of the study, operational definition, research questions, objectives and benefits of the research, developed product specification, and structure of the study. Chapter II contains theoretical foundation which are literature review, previous study, and conceptual framework. Chapter III contains research method, participants, data collection, and data analysis technique. Chapter IV contains the research finding and discussion, explain ADDIE stage. Chapter V contains the conclusion, limitation of the research, and suggestions.

# CHAPTER II
# THEORETICAL REVIEW

This chapter discusses the theoretical framework used by researcher in conducting research. This theoretical framework includes a discussion of the theory of research variables, namely the understanding of listening skills, along with difficulties in listening skills, listening skill teaching strategies, and learning media that can be used to teach listening skills. In addition, this chapter also explains learning media theoretically in the form of understanding learning media, principles, types of learning media, functions, benefits, and choosing the best learning media. Furthermore, the theoretical discussion about Interactive PowerPoint follows with the understanding, advantages, and disadvantages of Interactive PowerPoint as a learning medium. As an additional theory, researchers also briefly discuss the theory of needs analysis according to Tom Hutchinson and Alan Waters and the learning media feasibility theory by Winarno et al. (2009).

Furthermore, this chapter also describes several research journals that are relevant to this research. The journal is discussed starting from research methods, research objectives, research results, similarities, and differences between the journal and this study. At the end of the chapter, the researcher gives a conceptual framework of the research. The conceptual framework of the research is discussed starting from the discovery of the problem to the research evaluation stage.

## A. Literature Review

This research consists of three terms. The terms are listening skill, instructional media, and Interactive PowerPoint. This part discusses about the definition of listening skills, types of listening, difficulties in listening skills, listening skill teaching strategies, and learning media that can be used to teach listening skill. The second term about instructional media will be discussed from the definition, the principles, types of learning

media, functions, benefits, and choosing the best learning media. Furthermore, the third term regarding Interactive PowerPoint is discussed in detail about the definition, advantages, and disadvantages of Interactive PowerPoint as a learning medium.

In addition, this parts also covers the discussion about two theories. They are need analysis theory and the multimedia appropriateness theory. The discussion about need analysis theory involves the definition along with the importance of need analysis and some aspects required in analyzing the students' need according to Tom Hutchinson and Alan Waters. Moreover, the second theory is discussed in brief about the aspects require to determine the appropriateness of multimedia proposed by Winarno et al. (2009).

## 1. Listening Skill

a. Definition of Listening Skill

According to Teppa citated by (Liando et al., 2023), listening skill is one of the part of language learning which includes listening, paying attention, evaluating, and responding to what the speakers say orally. Listening skill is the main and most basic ability for people to add and improve their self-quality, knowledge, information, increase in understanding of certain ideas, values, and appreciation. Listening skill is also ability that connecting the information with students' experiences.

In addition, listening can also be defined as an interactive process that involves an individual or group through interpreting activities about what they know and hear in order to understand the context of the message. Listening is one of the processes that can echo the learning process, especially between teachers and students. Therefore, listening is a skill that plays an important role in the process of language acquisition and learning (Brown, 2004). Thus, a student cannot underestimate this because listening can help students

understand and improve language knowledge and competence with various listening practices.

b. Types of Listening

According to Brown (2004), listening skill are divided into four types, namely intensive listening, responsive listening, selective listening, and extensive listening.

1) Intensive Listening

Intensive listening is a type of listening that only focuses on language component such as pronunciation, grammar, vocabulary, phonemes, etc. Therefore, the purpose of this listening type is not to find or understand about the general information of the listening text, instead to acquire linguistic knowledge.

2) Responsive Listening

Responsive listening is a type of listening that focuses on listening activity by providing listening text or listening audio that require a response. For examples listening to expression of giving opinion, command, greetings, etc.

3) Selective Listening

Selective listening is a type of listening provides listening text such as monologue which focusses on finding or understanding a certain information in the monologue. Thus, the purpose of the selective listening is not to find information or meaning in general.

4) Extensive Listening

Extensive listening is a type of listening that requires students to understand general information of the listening text. For example, understanding and finding the main idea contained in the listening text.

Apart from the four types of listening that have been explained, interactive listening is also a type of listening that integrates the four types of listening above (Brown, 2004). Therefore, students are

required to participate actively during the listening activity in the class. Examples of interactive listening such as debate, role play, conversation, discussion, etc.

c. Listening Difficulties

Listening is the most difficult skill to learn by some students. They often fail to understand what they hear (Lengkoan et al., 2022). It can be caused by many factors such as:

1) Related to listening text, which is a misunderstanding in interpreting the meaning of the message induced by unfamiliar words and difficult to understand grammar.

2) Level listeners are also one of the difficulties commonly experienced by English learners in listening to long listening texts. Underwoods (1989) in (Teo et al., 2022) says that speed is a problem in listening. Usually, if the speaker in the listening recordings speaks fast, English learners may struggle to understand the message, particularly if they are still in the beginner level.

3) The problem that is often faced by the next student is the accent of the speaker who looks unfamiliar for students. Goh (1999) found that 66% of English learners revealed that accent is one of the most important factors that can influence learners' comprehension in listening practice. For example, an English learner with an American accent may struggle to understand English with an Indian accent or a British accent for the first time. (Teo et al., 2022)

4) External factors can also affect students' difficulty in listening skills. One of the external factors they feel is the factor of the English teacher. In addition, they often do not feel interested in learning listening because of the boring classroom atmosphere and uninteresting subject matter (Handayaani et al., 2023).

5) The lack of use of visual learning media that can help students learn listening is also one of the factors. As we know that the use of interesting learning media can increase students' listening motivations and can help students understand and improve their listening skills. Therefore, learning media has an important role in conveying information to students so that a lack innovation in providing learning media can cause difficulties for students. In addition, the lack of feedback on what they learn also affects students' difficulty in learning listening (Kurbanova et al., 2022).

6) Poor quality listening practice recordings is also a challenge for students. Poor sounds recording from tapes or CDs will make it difficult for students to listen and catch the sentences in the listening part, so that students most likely not knowing the context in the listening text (Rauzika Altasa et al., 2023)

7) Another factor that can influence students' difficulty in understanding listening skills is mental factors, namely anxiety in listening. Students who are worried about not being able to understand the context of listening text will affect their concentration (Alzamil, 2021).

8) A factor that can also make students difficult in listening is trust. Students who are not confident in working on and understanding the context of listening to text will be easily distracted and unfocused.

Based on the factors mentioned above, it is concluded that there are two factors that can affect students' difficulty in listening skills, namely internal factors, and external factors. The internal factors include:

1) Lack of knowledge of vocabulary, grammar, and beginner level students.

2) Students do not know the context of listening to the text because of lack of focus. This is caused by mental factors such as anxiety and insecurity.

In addition to internal factors that originate from the students themselves, external factors that can affect students' difficulties in listening skills include:

1) Factors that come from the English teacher. The teacher is not competent in preparing listening learning.
2) The atmosphere of the class is boring so that students are not interested in learning listening skills.
3) Poor quality of listening recordings that make it difficult for students to understand and capture sentences contained in listening text.
4) The accent used by the speakers in the listening recording.
5) Lack of effective and efficient learning media that can help students easily understand listening skills.

d. Listening Strategies

O'Malley and Chamot (1990:44) cited on (Field, 2009), stated that learning listening skill requires a good strategy in its application. Listening strategies are generally divided into three types, namely cognitive strategy, meta-cognitive strategy, and social-affective strategy.

1) Cognitive Strategy

Based on the opinion of Buck (2001), cognitive strategy is a listening strategy refers to mental activities which are the students involve understanding and input storage in working memory or long-term memory. This strategy can assist students gain insight and linguistic knowledge such as recognizing the meaning based on the context of a particular sentence. In other words, cognitive strategies are strategies related to the student's English level.

Further, cognitive strategy in listening involves three stages, namely:

a. Comprehension processes, a process in cognitive strategy related to knowledge and understanding in linguistic and non-linguistic aspects.

b. Storing and memory processes, is a process in cognitive strategy related to storing linguistic or non-linguistic knowledge in working memory and long-term memory.

c. Using and retrieval processes, a process in cognitive strategy related to process of accessing memory that are prepared and used as outputs results.

Ai-Hua Chen (2013) argues that cognitive treatment includes bottom-up and top-down methods (Arroyyani, 2021).

a. Bottom-Up Process

Bottom-up process is one cognitive strategy involves the process of collecting information piece by piece starting from certain parts to the entire listening text (Richards, 2008). Abdal Hamid says that this strategy demands students to translate word by word, manage the recording speed of listening, repeat spoken text, and focus more on the prosodic feature of the text. Ardini in (Utomo & Sulistyowati, 2022) mentioned that bottom-up process is a listening strategy that focuses on students' understanding of the text given with their word and lexical knowledge.

b. Top-Down Process

Top-down Process is one strategy in teaching listening. Top-down process as described by (Richards, 2008) is a strategy that can assist students developing their ability and knowledge to construct a discourse scheme using key words, pay attention to the role played by each character in listening text, comprehend the context of the text, situation, cause and effect, and for some questions related to specific situation. In other words, through

16

offering familiar keywords and relevant content, the top-down process can enhance students' comprehensions by providing them a recognizable terms and pertinent material.

Ardini cited by Utomo & Sulistyowati (2022) mentioned that the top-down process in listening learning provides students the opportunity to understand information and the context of listening text according to their prior knowledge which is based on actual events.

2) Metacognitive Strategy

Meta cognitive strategy is a type of listening strategy focuses on planning and evaluating the result of listening activity. Metacognitive strategy refers to mental activity carried out consciously or unconsciously which express the complete functions contained in the cognitive strategy management process (Buck, 2001). Vandergrift & Goh in (Arono et al., 2022) add that metacognitive strategies are strategies that call for more advanced cognitive processing ability. Therefore, it can be concluded that metacognitive strategy is an effective method for helping students to improve students' listening skills. That includes students' cognitive processes and knowledge, active monitoring, continuous regulation, and unification.

Gilakjani & Ahmadi in (Awinindia, 2023) claim that metacognitive strategies can help students to have opportunities in planning, checking, observing, selecting, revising, evaluating, and doing other activities that can support the improvement of their understanding. Additionally, by using this strategy, students become more watchful and aware of issues that may came up during the learning process.

Vandergift et al. (2006) in (Arono et al., 2022) developed a metacognitive strategy by analyzing five categories, namely

planning-evaluation, directed attention, people knowledge, mental translation, and problem-solving.

a. Planning, which includes preparing mentally and emotionally for listening tasks, reviewing content, and practicing in multiplying words.

b. Attention directed, fully concentrated.

c. Selective attention, identifying some familiar terms in a particular content and understanding the structure of information.

d. Monitoring, is the process of checking and ensuring knowledge and understanding by identifying words or main ideas that are difficult to understood and comparing the interpretation of a content with the knowledge that has been possessed.

e. Evaluation, rechecking content interpretation, completeness, and acceptability following listening activities.

3) Social-Effect Strategy

According to O'Malley & Chamot in (Field, 2009) highlighted that social-affective strategy is a listening strategy refers to listening learning activity that involves social relationship such as communication with other people to acquire and improve abilities listening skills. Huy provides one example of a social-effect strategy is when students are motivated to ask for feedback on their listening ability to their desk-mates or others. As a result, students not only focus on their comprehension abilities in listening skills but also create comfort in achieving listening learning objectives (Awinindia, 2023).

e. Media in Teaching Listening

Wilson in (Ayu Nindiyana, 2021) claims that there are some listening sources or learning media that can be used. There are three types of instructional media in this case, namely audio media, audio-visual

media, and multimedia. In education, these media are used to transform information so that the material conveyed by teachers can be interesting for students.

1) Audio Media

According to Crista Wijayanti (2021) audio media is a type of learning media that provides verbal and non-verbal messages and allows student to hear a symbolic sound that has already been uttered. This learning media can assist students to signaling the context of listening text and message that already delivered. Although audio media can help students to improve their listening skills, but this learning media cannot assist the students who require a visual illustration of the storyline in the listening text because it only provides sound.

Furthermore, there are several audio media that can be used by teacher to teach listening skill such as podcast, song, and radio.

a. Podcast

In this modern era, practicing English listening can be done anywhere and anytime. One of the reasons is the existence of Spotify, digital music, podcast, video streaming, and other content from around the world. Podcasts are useful for teaching listening because they are easily accessible (Nisa et al., 2022). Teachers can provide an English audio podcast for free to their students. The students can choose one English learning podcast and listen to it while improving their listening skills.

b. Song

In addition to serving as entertainment tool, songs can be used by teachers as a learning media for teaching listening skill. The use of English songs as listening media can assist teachers teach listening skill to their students in interesting way because students will feel comfortable when listening to the songs. They can amuse themselves while improving their listening skills as the

19

same time. As a result, the listening class environment will be engaging and increasing students' motivation to learn. Other than that, it is simple to use songs as instructional media because songs are available to teachers and students at any time and from any location (Sekeon et al., 2023).

c. Radio

Maulina et al. (2022) pointed that radio is a popular educational tool that can be used by teachers in both offline and online classroom these days. The radio is an audio learning medium that makes it simple for students to practice listening skill. It is pertinent to enhancing and developing students' listening skill by gaining a new information and knowledge through radio.

Furthermore, Lulu (2021) states that using radio as a learning medium for teaching listening can improve the students' critical thinking and information interpretation skills. Students will improve and develop their communication skill, get an excellent pronunciation and vocabulary practice, and improve their focus, concentration, and interpersonal relationships (Maulina et al., 2022).

2) Audio-Visual Media

Audio-visual also known as audio-lingual, is a popular learning medium that commonly used by teacher to teach English, especially for teaching listening skill. Yefridelti as cited by (Hasibuan et al., 2022) says that audio-visual is a type of learning media that uses sounds and illustration to convey information or message. It means that audio-visual is media that can be heard because it provides sound and can be seen through by students and teacher. Audio-visual media can convey an information in interesting way, especially in this technology era. The example of audio-visual that commonly used are movies, video, and television.

a. Movies

Apart of being an entertainment thing, movies can also be used to teach listening skill. This media can assist student improve their listening skill in interesting way by providing sounds and illustration to convey the message (Hasibuan et al., 2022). Furthermore, using movies as learning medium for listening skill can create an excellent atmosphere. Consequently, the students are not bored. They can improve their listening skills while entertaining themself by watching movies. However, teachers must be able to select a good movie that has a moral value, so that the students can get a good message from the movies.

b. Video

Heinich et al. (2002) argue that video is a term comes from Latin which means motion pictures. Video is a tool refers to a type of electronic device that contains moving images. Video is considered a more potent, effortless, and more comprehensible for teacher in teaching listening skill. It is widely acknowledged that video can be useful source and asset for teaching-learning language because it combines entertainment and educational elements within authentic material that reflect a real-life situation. Some examples of videos that can be used include DVDs, videocassettes, videotapes, and internet videos.

c. Television

Television is an audio-visual medium that serves as a valuable tool to improving listening skills and can be utilized for educational purpose (Hasibuan et al., 2022). This media can facilitate students to improve their listening skill through a visual and real interaction on the screen. Moreover, television also easy to access and provides a lot of news, include educational news.

This medium allows the learners to improve their listening skills while enriching their knowledge with informative materials.

3) Multimedia

Heinich et al. (2002) stated that multimedia is a term that emerged in the 1950s. multimedia refers to a combination of several media such as audio, media, visual media, and audio-visual media used in the field of education. It is also conveyed by Umar et al. (2023) that multimedia is a set of combination based on digital technology-based hardware and software that enables teachers and students to communicate information and message to practice and evaluate each other. Usually, multimedia contains images, videos, graphics, audio, and text that are combined to convey information or learning material. Thus, in the learning context, multimedia can be interpreted as learning media used by teachers that integrates several other types of media to deliver material.

Other than that, Heinich et al. (2002) added that the use of multimedia in education amins to provide stimulation for students' multisensory learning. This is because multimedia contains audio which can train the sense of hearing, video can stimulate students' sense of sight and hearing, images and graphics can stimulate students' sense of sight. Thus, multimedia can provide real experiences to students through multisensory involvement.

Multimedia can be used as a learning support in teaching listening. The use of multimedia as a learning media is effective in improving students' comprehension and interpretation (Maulina et al., 2022). Other than that, Masykuri (2022) also suggests that multimedia can improve students' learning outcomes by making the learning process more flexible, increasing the students' comprehension, concentration, students' learning ability, and critical thinking.

Furthermore, from the explanations of several researchers above, it can be concluded that multimedia is very useful for teachers and students. The use of multimedia as a learning media, especially for teaching listening can improve students' abilities in listening comprehension. Other than that, multimedia can attract students' attention and provide an interesting teaching-learning process by its appearance.

2. **Instructional Media**

According to Heinich et al. (2002) media is the plural form of the word *medium* which comes from Latin means "*between*". Media can be interpreted as a communication tool. Furthermore, media refer to the tools used to convey the information to receiver. Meanwhile, media can be identified as instructional media if provide information that has a purpose in the field of education, especially in the learning process. Thus, it can be concluded that instructional media is a toll or medium used to convey lesson or material to students. Apart from that, instructional media also can be defined as tools that can facilitate educational communication in the learning process.

The use of instructional media can attract students' motivation and attention because it is used in clarify and explain an information. In addition, learning media can help teacher deliver the material easily and make learning activities more fun. Therefore, even if the tools are out of the current developments, teachers must be able to use and utilize the facilities available at school (Resti & Rachmijati, 2020). This implies that the most important factor in the teaching-learning process for teachers is instructional media. In addition, students' learning motivation is impacted by the choice and the implementation of instructional media.

a. Principle of Instructional media

As for the principle of good instructional media according to Musfiqon in (Puspitarini & Hanif, 2019) are:

1) Effectiveness of efficiency principle

In this instance, the effectiveness principle refers to the use of instructional media to achieve learning objective during the learning process. While the efficiency principle refers to the ability of the instructional media to meet the learning objectives on schedule while utilizing the least amount of money, infrastructure, and other resources.

2) Relevant principle

The instructional media used by teachers need to be related to the learning objective. This relates to the effectiveness principle that the learning objectives must be accomplished by the instructional media. If it does not relate to the learning objective, so that the learning objective cannot be achieved. Instructional media must also be aligned with learning strategies, content, and evaluation of learning.

3) Principle of Productivity

The instructional media must be productive in delivering the information. When learning objectives are optimally achieved through the utilization and integration of human resources with surrounding natural resources, then the instructional media is considered productive.

b. Type of Instructional Media

There are several types instructional media used by teachers to transfer knowledge to their students during the learning process as follows (Resti & Rachmijati, 2020).

1) Audio media

Audio media is one type of instructional media that only uses audio in transferring the knowledge. These instructional media, such as CDs, songs, etc. are only audible.

2) Visual media

One kind of instructional media that is visible to the human eye is visual media which includes pictures, book, coursebook, realia, etc.

3) Audiovisual

Audiovisual is one type of instructional media that combines audio and visual media. This instructional media includes audio that is audible to the human ear and visual to the eye, like videos.

c. Functions of Instructional Media

Instructional media is a crucial element to the teaching-learning process for both teacher and students. It is very functional in delivering or transforming knowledge from teachers to the students. Besides that, according to Asyhar in ( Puspitarini & Hanif, 2019), instructional media serves the following functions.

1) Teachers use instructional media as a learning resource to find out information about material or subjects.

2) As manipulative function, instructional media can offer any certain objects or events according to the condition.

3) Psychological function, instructional media can enhance and influence students' motivation, imagination, affective, cognitive, and students' attention.

4) Socio-cultural function, the utilization of instructional media can effectively address sociocultural issue arising from students' diverse background, habits, environments, perspective, and experience.

d. Benefits of Instructional Media

According to Sanaky (2009) cited by (Resti & Rachmijati, 2020), instructional media have several benefits as follows.

1) By using instructional media, the learning process will be more interesting, engaging, and less tedious.

2) Instructional media can provide detailed explanations of learning materials and allowing students easily understand the context of the lesson and master the learning objectives.

3) Using instructional media, especially audio-visual, the learning process will be more varied because the students will be able to see and listen as the same time.

4) Student can engage various activities including observing, doing, demonstrating, etc.

e. Choosing the Best Instructional Media

Instructional media is a component that has a critical role in learning process. It helps students comprehend of what they are learning and can stimulate students' attentions, interests, feeling, and taught in learning activities to help them achieve the learning objectives (Andriani et al., 2022). As a result, teachers cannot teach without using learning media to their students because it allows teacher to convey information effectively.

Furthermore, deciding and choosing learning media is a crucial part of educational design. Errors in choosing instructional media will have a very fatal impact on students (Andriani et al., 2022). One of them is that students do not understand information related to the material presented by the teachers. So that the teachers are expected to be able to select the most appropriate instructional media for their students.

According to Lusiana & Maryanti (2020), it is also important to pay attention in selecting instructional media so that the media used can be effectively assist both students and teachers during the teaching-learning process. Therefore, teachers must be able to determine certain aspects, such as the purpose of the instructional

media, target audiences, characteristics, time, cost, and availability of the instructional media.

1) The purpose of use refers to the selected instructional media that based on the instructional objectives of learning process that already determined by the teachers. This also refers to the learning objective include cognitive, affective, psychomotor, domains, or combination of all three.

2) Target audience, by looking at the characteristics of the user.

3) The characteristic of the media, this can be determined by identifying the advantages and disadvantages of the instructional media used.

4) The time required to create and develop the instructional media that will be chosen. Teachers ensure that the time available to use a specific instructional media does not interfere with the learning process.

5) The cost, an expensive instructional media is not effective for students. Therefore, the cost is the one of criteria that important to consider by the teachers.

6) The availability, the instructional media should be easy to obtain.

## 3. Interactive PowerPoint

### a. Definition of Interactive PowerPoint

Microsoft PowerPoint is a presentation software developed by Robert Gaskins and Dennis Austin as presenters for a company called Forethought, Inc. It was launched on April 20, 1987. Microsoft PowerPoint is one of the presentation software used for variety of purposes, including learning presentations, presentations in business, advertising products, to online presentations (Angkarini, 2022). PowerPoint provides a variety of unique items such as many text types, sound effects, animations, shapes, music, videos, other elements, images, slide effects, and a variety of very

complete menus. In addition, PowerPoint accessed online offers a variety of free presentation templates.

Zain & Pratiwi (2021) as cited in (Wirawan & Gading, 2022) highlighted PowerPoint is one of the interactive learning media that is easy to utilized in the classroom. This medium offers a wide range of captivating content, incorporating visual and audio-visual elements to enhance the learning experience. Moreover, the researchers emphasized that PowerPoint can also be effectively implemented in online class, different teaching method, models, and learning styles. Making PowerPoint into a learning medium can be done by integrating menus, items, and available elements for more attractive animation. Other than that, gestures within the animation can be executed using either the keyboard or available menus to make it more interactive. With other facilities such as hyperlinks, slides that are created can be connected to other slides and can even be connected to other software through the website.

Interactive PowerPoint is an interactive learning medium designed to help students understand the material or lesson more easily and can be visualized through animations, videos, and images available (Angkarini, 2022). In addition, teachers can also incorporate additional activities related to the material and content delivered, such as quizzes, games, and motivational slides. Thus, the learning process not only includes the transmission of information through presentation, but it can also boost student creativity and interaction because there is two-way communication.

b. Advantages of Interactive PowerPoint

According to Sanaky cited by (Wulandari, 2022), PowerPoint offers numerous advantages as an educational tool. This medium provides practicality through its diverse ranges of unique menus and features, including images, animations, sounds,

and videos. These elements capture students' interest and can be utilized repeatedly to enhance students' comprehension of certain lesson  that can make students more interested in observing it and can be used repeatedly. In addition, attractive presentation and design are also one of the advantages of this learning media.

In addition, the use of PowerPoint as a learning medium is also very helpful for students and teachers. It includes a variety of interactive menus that enable teachers to create activities that are not monotonous (Dahal et al., 2022). Sartika in (Khusna et al., 2022) also argue that Interactive PowerPoint can attract students' attention by delivering more entertaining and understandable material. Therefore, students can actively participate in the by engaging in variety of activities that will improve their critical thinking skills. Thus, students can fulfill their learning objectives.

According to Mayer as cited by (UZUN & KİLİS, 2022), using PowerPoint allows teachers organize and arrange their presentation. Teachers also can support and improve the messages they deliver in well-prepared presentation. Apart from that, teachers can integrate and insert various elements into their PowerPoint presentation such as image, audio, video, animation, button, etc. Therefore, PowerPoint can help deliver information to students in interesting way.

c. Disadvantages of PowerPoint

Despite the numerous advantages that PowerPoint offers as an interactive instructional medium for both teachers and students, Levasseur & Sawyer (2006) as cited by (UZUN & KİLİS, 2022) argue that the use of PowerPoint can lead the students overlooking the important content of the material that presented by the teacher. For example, when the teachers present a slide, an interesting visual may catch the learners' attention and it will lead their focus

shifts towards the visual animation of the PowerPoint rather than the intended message of the lesson.

Furthermore, the excessive reliance on visual elements and the oversimplification of PowerPoint as a learning medium can result in certain drawbacks. Cooper suggests that the over-use of interesting visual elements such as graphic, chart, animation, videos, sound effect, etc. in PowerPoint can hinder the students' cognitive skill. Hopper & Waugh (2014) in (UZUN & KİLİS, 2022) criticize that PowerPoint can promote an oversimplification of certain content. Although simplification can be an effective way to present information, but when the over-simplification occurs, the learners' critical thinking will be discouraged. In extreme cases, important information may be overlooked or lost by the students.

Furthermore, in designing and making Interactive PowerPoint will take special skills in order to attract the attention of students. Teachers also must prepare it with a longer period because in arranging menus, facilities, animation movements, and hyperlink facilities is quite complicated (Wulandari, 2022).

4. **Needs Analysis**

Needs analysis is a series of systematic process or procedures carried out with the aim of analyzing and collecting information about students' needs which is used as a basis for creating curriculum in the educational system (Richards, 2001). This is also conveyed by Al-Hamlan et al. (2015) quoted by (Wahidiyati et al., 2023) need analysis is an important element that helps to achieve learning goals and realize effective language learning. Need analysis refers to a specific basis for developing educational activities for a particular group of students. Needs analysis is a systematic process regarding procedures for finding student needs that support success in curriculum development (Wijayanti & Awaliyah, 2021). Therefore, it can be concluded that needs analysis is a process of analyzing the needs required by students

in implementation of learning which is used as a basis for curriculum design.

Furthermore, needs analysis has a significant role in education because it will help the educational process run well. Needs analysis is very important stage in educational system, especially in language learning that can help to determine students' needs in using the language, problems or gaps that experienced by students in language learning, to know the students' level, and to identify whether the lesson is accordance in what the students need (Richards, 2001).

Hutchinson & Waters (1987) classify needs analysis into two stages, namely target needs and learning needs.

1. Target Needs

Target needs is a target in needs analysis which is carried out to collect information on students' need in using language in the future (Hutchinson & Waters, 1987). There are three aspects in target needs, namely necessity, lack, and want.

a. Necessity

Necessity is an aspect of target needs that describe the students' need regarding the use of the language. For example, students need English to be able to communicate with native speakers, work in certain fields, etc.

b. Lack

Lack is defined as a gap that occurs between students' difficulties and necessities. For example, students listening level, difficulties in improving English listening skill, etc.

c. Want

Want is defined as an aspect of target needs that represents what students want to learn. For example, want to learn grammar, etc.

2. Learning Needs

Learning needs is a stage in needs analysis related to learning condition. In other words, this stage refers to what the students

should do in order to achieve the target needs. Learning needs usually contain all elements of teaching-learning process such as learning method, learning strategy, learning approach, learning media, activities, etc. (Hutchinson & Waters, 1987). In the other word, learning need is all about how the students learn English, how they do in achieved the target needs, and how the students do with the language, especially English.

Hutchinson & Waters (1987) added that in analyzing learning needs, we must pay attention on the several aspects such as the intention or the reason why the leaners join the English class. In addition, the learners' educational background, learning style, and learning method that appeals to the students are the significant aspects in analyzing learning need. We also must determine the learning resources are available in the course, determine the general background of the students such as age, sex, and nationality.

5. **Multimedia Appropriateness**

According to Winarno et al. (2009) stated that before learning media is used in the learning process, the media needs to be tested for feasibility first. Some aspects used in the feasibility test of learning media are as follows.

1. Subject Matter, namely aspects of the feasibility of multimedia-based learning media related to the material. It means that the subject matter or the lesson in the instructional media must be in accordance with the learning objectives to be achieved. In addition, the material contained in it must also be in accordance with the level of understanding of students who will use the media.

2. Auxiliary Information, namely aspects of the feasibility of multimedia-based learning media related to additional information such as information about learning objectives, core competencies, basic competencies, conclusions, and other information that is not related to the material.

3. Affective Consideration, namely the feasibility aspect of multimedia-based learning media which refers to the affective impact of learning media on students. In other words, the learning media used must be able to increase student enthusiasm, motivation, and interest in learning.

4. Interface, namely the feasibility aspect of multimedia-based learning media that involves the display of learning media. All elements used in the development of learning media such as the use of text, text size, color combinations, images, video, audio, graphics must be appropriate and attractive.

5. Navigation, namely aspects of the feasibility of learning media related to program navigation buttons. That is, the navigation must be consistent and easy to understand so that users have no difficulty accessing learning media.

6. Pedagogy, namely aspects of the feasibility of learning media related to the level of interactivity of learning media, learning strategies, feedback, questions, answering questions, methodology, and level of mastery of the material.

7. Robustness, namely the feasibility aspect of multimedia-based learning media that emphasizes the resilience of the media. In other words, the program must be able to operate properly without any errors.

## B. Review of the Relevant Studies

The first relevant research is a research journal compiled by Suryani et al. (2022) entitled "*The Development of PowerPoint Animated-Based Interactive Media to Improve English Reading Skills for Vocational High School Students*". This research used the development method designed by Borg & Gall with ten steps. Data collection was carried out with descriptive qualitative to analyze the results of individual and small group questionnaires and interviews, as well as discussions with experts. The result of the research journal is that researcher considers that the

development of PowerPoint interactive learning media has been validated and can be implemented in learning reading. The use of this learning media is also considered to be able to create interesting learning because it utilizes animation and audio features so that students do not feel bored.

In addition, the similarity with this research is using interactive PowerPoint as an instructional media in the research; whereas the difference is in the dependent variable. In a research journal compiled by Suryani, the dependent variable is reading skills; whereas in the title of this research, the dependent variable is listening skills.

The second relevant research is a research journal compiled by Nurkhodri & Dafit (2022) entitled "*Development of PowerPoint-Based Interactive Media on Theme 8 Subtheme 1 in Elementary School"*. This research uses the ADDIE development method with five steps. As for research instruments, researchers use interview and questionnaire methods. The result data of product effectiveness is calculated using Likert scale measurement. The result of the research journal is according to the expert validation dealing with the interactive PowerPoint. It can be concluded that this learning media is suitable and can be used in the learning process. Besides that, the students feel happy after learn the subject using PowerPoint. In addition, students also can understand the context of the material or lesson delivered by this instructional media.

The similarity between the research conducted by Nurkhodri & Dafit with this research is using interactive PowerPoint as an instructional media; whereas the difference is about the dependent variable of the two research. This journal has dependent variable dealing with theme 8 subtheme 1, whereas my research dependent variable is listening skill.

The third relevant research is a research journal by Nusi et al. (2021) entitled "*The Development of EMIP (English Modul Interactive PowerPoint) to Improve Students' English Foreign Language Learning Outcome."* The research method used is the development of the ADDIE model. While the data analysis technique uses a triangulation-mixed

method. This is a Research and Development journal research which focus on the development of PowerPoint instructional media in improving students' English learning outcomes. In this journal research, prioritized skills are listening, reading, speaking, and writing. The result of this study shows that with an expert validation, the interactive PowerPoint can be used as an instructional media for learning English. In addition, the result show from the data that 62% of the students scored 74 with the highest score 100.

The similarity of the research by Nusi et al. (2021) with this research is on the independent variable, namely Interactive PowerPoint with the ADDIE development research method. However, in (Nusi et al., 2021)'s research, the development of Interactive PowerPoint was used to improve student learning outcomes that focused on four main English skills, namely Listening, Reading, Speaking, and writing. Whereas this research only focuses on listening skill.

The fourth relevant research is journal research by (Nikmah et al., 2022) entitle "*Developing Interactive PowerPoint Media to Teach Reading for 8th Grade Students at MTs Ma'arif NU Gandusari*" states that the 8th grade students have a problem in learning English, especially in reading because there is no interactive or interesting instructional media to learn English so that make them feel bored during the learning process. Therefore, the researchers use Interactive PowerPoint as an instructional media to teach reading. The research method used is R&D with steps initiated by Borg & Gall. While data analysis uses mixed-method techniques, namely qualitative techniques, and quantitative techniques. Qualitative techniques are used in analyzing interview results, while quantitative techniques are used in analyzing and calculating questionnaire data containing numbers. From this journal research, it can be concluded that Interactive PowerPoint is can be used in learning English as a learning media because it is attractive, simple to create, and inexpensive way.

The journal research conducted by Nikmah et al. (2022) relates to this research, namely develop Interactive PowerPoint as learning media for use

in teaching English. However, Nikmah et al. (2022) journal research focuses on teaching reading. Whereas this research, the Interactive PowerPoint is specifically developed for teaching listening.

## C. Conceptual Framework

Based on interviews, it was known that English teacher at MTs al-Ittihadiyah 1 Kalijurang, Brebes rarely conduct listening skill exercises. As a result, students rarely practice their listening skills, even though listening skills are one of the abilities that play a very important role in learning English. According to the English teacher, one of the factors that resulted in students not being taught listening skills was the limited facilities that could support listening skills practice such as the existence of a language laboratory. In addition, teacher is also not creative and innovative in making listening skill learning media. Most students also lack interest in listening skill because they have never tried to practice listening skills.

To overcome these problems, innovative learning media is needed, namely by using multimedia-based learning media such as PowerPoint Interactive. This learning media can be used by teachers to train students' listening skills without having a language laboratory. In addition, this PowerPoint media is an interactive media that can attract students' interest in learning listening skills.

According to Misbahun quoted by Hikmah (2020), PowerPoint is an application or software that can be used as a learning medium equipped with complete features such as text processing, animation, images, video, audio, and effects that can be adjusted as desired. Thus, Interactive PowerPoint can increase students' interest in listening skill exercises because of its attractive and creative display.

The use of PowerPoint as a learning medium is also still effective today because it is more practical, relatively small files, and easy to use. The implementation of this learning media does not require complicated

equipment, it only requires other learning aids such as speakers, laptops, and LCDs. In addition, Interactive PowerPoint can be used directly in the classroom so that teachers can still teach listening skills without having to have a language laboratory.

```
┌─────────────────────────────────┐
│         Problems Found          │
└─────────────────────────────────┘
```

Teacher:
The teacher faces a difficulty in teaching listening skill because less creative and there is no supporting facility such as language laboratory

Students:
They do not interested to listening skill because they never been taught listening skill.

Developing Interactive PowerPoint as Instructional media

Validation

Media

Material
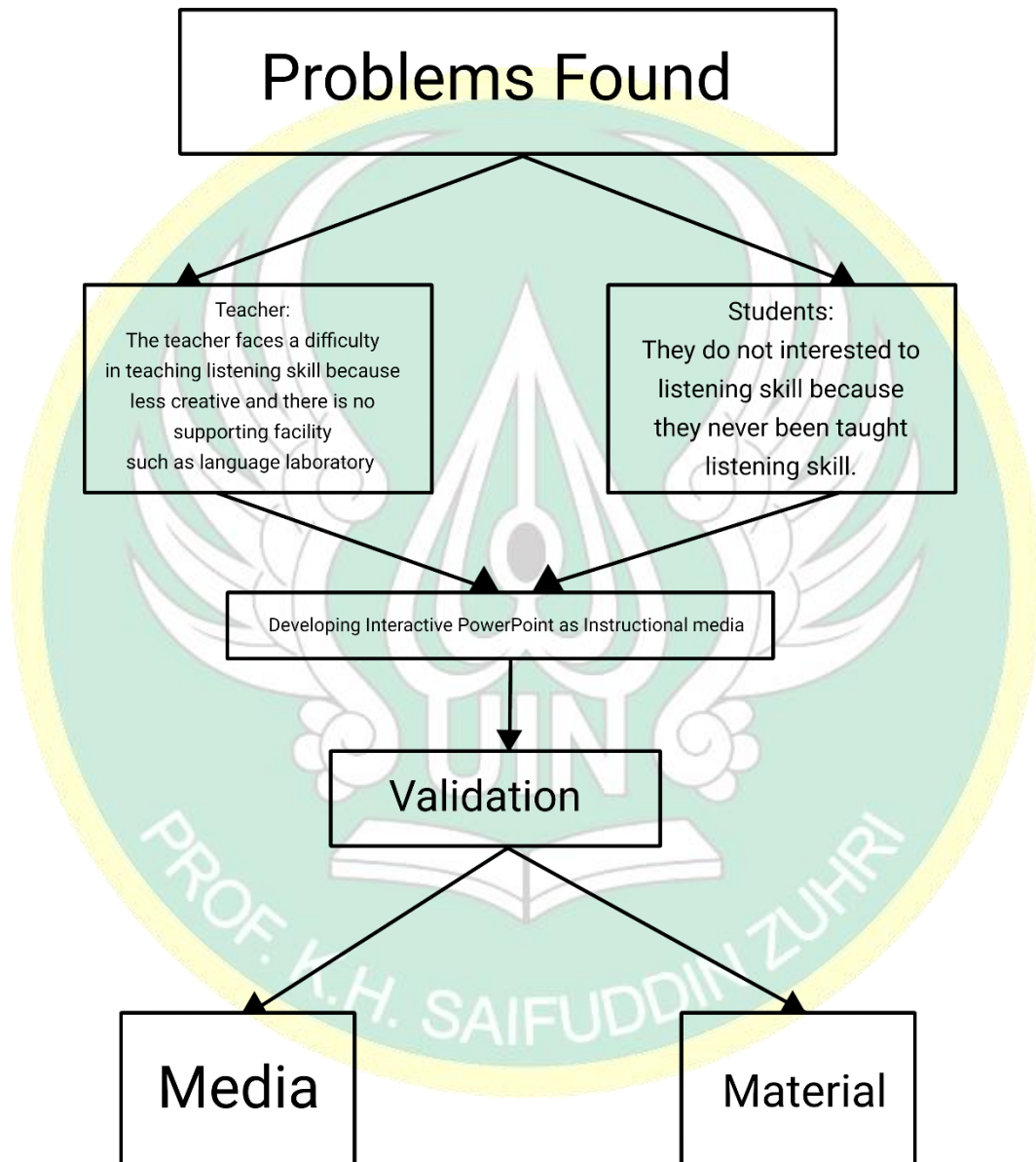
Image 2.1. the Conceptual Framework

# CHAPTER III
# RESEARCH METHODOLOGY

This chapter discusses the research methods, namely the Research and Development (R&D) method. This was followed by a brief discussion of the stages in developing learning media with the ADDIE development model. In addition, discussions about research settings and research participants are also raised in this chapter. Furthermore, there is a brief explanation of the three research data collection techniques, namely interviews, questionnaires, and archives (documentation). It also covers data analysis techniques that are used as a reference in determining the feasibility of the learning media developed.

## A. Research Method

This research used Research and Development (R&D) method which focuses on the development of instructional media in English listening skill. According to (Sugiyono, 2008), Research and Development (R&D) is one type of research used to create or manufacture a product and test the effectiveness of the product. It is one of research methods that departing from problems occur in various aspect such as education, business, social, and engineering. Research and Development (R&D) focuses on solving the problems by developing or creating a product.

In this case, Research and Development (R&D) method was implemented in education field. This research included the process of research, development of the product, and expert validation. In addition, the reason for choosing this method is based on the principal of the Research and Development (R&D) method. Through this method, the problems that have been found in school could be solved by developing and making a product as a solution. Because this method implied in the educational field, so the product develop was a learning media.

Moreover, this research used ADDIE development model. ADDIE is an abbreviation for Analyze, Design, Develop, Implement, and Evaluate. It is a development model in teaching-learning based on the effective and efficient system approach (Branch, 2009). ADDIE is being an innovative development model so that the students can be assisted in achieving learning objective (Risal, 2022). This development model has long been implemented in the field of education which has a concept of development based on learning. It is stated by Branch (2009) that the implementation of ADDIE in the field of education focuses on the philosophy that products must be innovative, authentic, inspire the parties involved in educational process, and refers to learning models that attract students' attention. Therefore, the products developed through this development model must involve a variety of activities that can encourage students' active participation during the learning process.

Moreover, Branch (2009) added that the use of ADDIE model in developing and making products in the field of education very useful and effective. This is because ADDIE is a systematic process that involves a complex situation in the learning process. Apart from containing systematic process regarding products development in learning, ADDIE also involves validation and evaluation which aims to improve and verify a product in producing a credible, authentic, analytical, and evaluative product framework. Thus, the implementation of this development model must go through a series of systematic and structured stages.

Furthermore, there were five steps that implied in this research, namely analysis, design, development, implement, and evaluation.
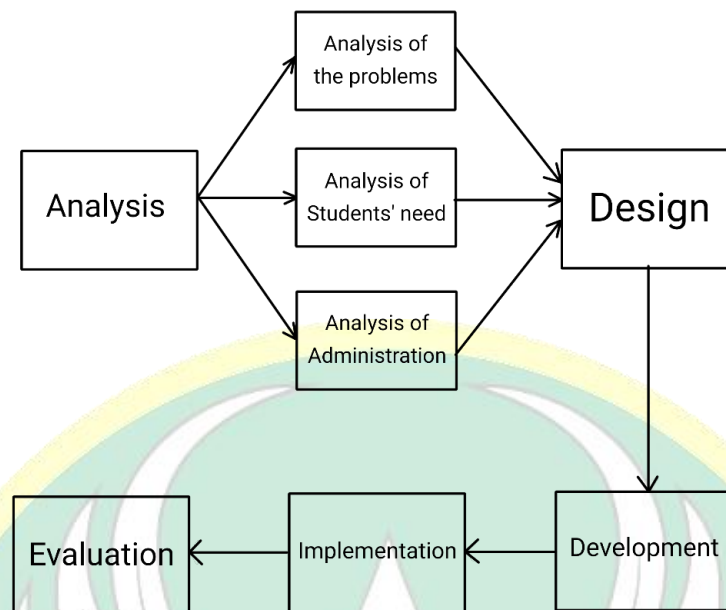
Image 3.1 Step of ADDIE

1. **Analysis**

   The first step in this research was an analysis of several aspects needed for the development of Interactive PowerPoint learning medium. This stage covered some analysis aspects such as analysis of the problems, analysis of the students' need, and analysis of teacher's learning administration.

   a. Analysis of the Problems

   The analysis of the problems faced by 8th grade students and English teacher at MTs al-Ittihadiyah 1 Kalijurang, Brebes in listening skill carried out by interviewing the English teacher and providing a questionnaire for 8th grade students.

   b. Analysis of the students' Needs

   The analysis of the students' needs was carried out by giving them a questionnaire. The questionnaire consists of some questions related to the teaching-learning process, listening skill, learning style, learning

resources, material that requires in-depth understanding, and instructional media.

c. Analysis English Syllabus of 8th grade

        In this stage, the syllabus used by English teacher of 8th grade at MTs al-Ittihadiyah 1 Kalijurang, Brebes were analyzed. The syllabus analysis was carried out by determining learning objective and basic competence related to personal recount text. This stage aims to develop instructional media that accordance with curriculum, basic competence, and the material contained in the syllabus.

**2. Design**

a. Arrange the Material

        This stage covered the process of arranging the material. It was carried out by making a blueprint of the material. The blueprint consists of several discussion of the material included the definition, structure, function, language features, and the examples. The material that arranged was determined according to the students' need by analyzing the material that most difficult to learn and require in-depth understanding for students.

b. Collecting the Elements

        Elements collection is carried out at the design stage. This is done through the process of downloading several elements from other sites or applications such as certain websites, YouTube, Canva, and utilizing features in PowerPoint. The elements were downloaded from websites available on Google, including PowerPoint templates. This template can be obtained by downloading it on the Slidesgo website which provides PowerPoint templates from various themes and fields. Additionally, the learning videos were downloaded from YouTube. It was carried out by selecting the vides that have a correlation with the material contained in Interactive PowerPoint. Besides that, the videos were also selected with animation in the form of a cartoon which can attract students' attention.

Apart from downloading videos, the back songs and back sounds used were also downloaded from this application. The process of downloading back song and back sounds (button sound effects) was done by copying and pasting the YouTube link and then converting it to MP3 and WAV format on certain websites. Changing the back sounds format to WAV was done because the PowerPoint settings for sound selection were recommended to use the WAV format. Meanwhile for back songs was used MP3 music.

Other elements such as graphics and animations were obtained by downloading them on Canva. This selection was made through the "*elements*" feature in the application. The way to search for elements was to enter the keyword for the desired element. The application will immediately display elements related to the keyword. This collection of graphics and animations was adapted to the PowerPoint slideshow theme. It was aimed to meet the good combination, Proportion, and balance.

3. **Development**

The development process was carried out by integrating all the elements that have been obtained at the design stage. The integration started from setting up the downloaded slides and entering the desired elements on each slide. Apart from that, this Interactive PowerPoint was developed by including discussion of personal recount text material and listening skill questions. This material was presented in a coherent manner starting from definitions, structures, function, language features, and examples of personal recount texts. Meanwhile, making quiz-based listening questions was done by utilizing the features contained in the PowerPoint application. These features include slide transitions, animation of each element, inserting trigger effects, timing settings, zoom features, actions, setting sound effects for actions, shape feature, inserting the images, learning audios, and videos.

This process also involved creating navigation buttons. The navigation buttons such as home, exit, next and back were created directly using the features in the PowerPoint application. Buttons were created using

the Rectangle: Rounded Corners, Arrow: Up, Arrow: Left, and Arrow: Right shape features by setting the color, outline, and position of each shape. It also involves setting the action on each button so that when the user clicks the button, they are taken to the slides that have been set. Each navigation button was also equipped with sound effect settings that were previously obtained in the design stage.

Moreover, the features available on Interactive PowerPoint covers four main menus, namely *Introduction, Lesson, Listening Practice,* and *Information*. In general, *Introduction* covers additional information in the form of learning objectives and basic competence. *Lesson* is the feature that contains discussion of Personal Recount Text material in detail including the definition, structures, function, language feature, and the examples of Personal Recount Text. *Listening Practice* covers listening questions in the form of quizzes with various concepts such as multiple choice, roadmap, puzzle, pictures, cross-wors, and arrange the sentences. Furthermore, *Information* provides the learning resources used in Interactive PowerPoint.

4. **Implementation**

In this stage, the researcher conducts an experiment on a small group consists of 19 8B grade students. This experiment is carried out by teaching listening skill to the students using Interactive PowerPoint that had been developed. Moreover, the experiment was carried out several times starting from teaching personal recount text and teaching listening skills practice.

5. **Evaluation**

a. Calculate the Appropriateness of Interactive PowerPoint

This stage focused on research evaluation in the form of assessment of learning media validation developed by involving two experts, namely media experts and material experts. The media expert in this research is Fachri Amsury, M. Kom. He is an information system lecturer at Nusa Mandiri University, Jakarta. He assessed Interactive PowerPoint which contains several aspects of assessment based on the

43

feasibility theory of learning media by (Winarno et al., 2009). These aspects include assessment of interface, navigation, and robustness.

Meanwhile, material expert is Abdul Syukur, S. Pd. He is an English teacher at MTs Negeri 3 Brebes. He assessed Interactive PowerPoint that has been developed in terms of lesson contained in the media. This aspect of assessment uses the theory mentioned by (Winarno et al., 2009) including subject matter, auxiliary information, and pedagogy. In addition to assessing the three aspects mentioned, material experts also assess aspects of language use contained in the learning media.

In addition to assessment from the two experts, assessment of student as the target user of the Interactive PowerPoint a is also required. The students assessed Interactive PowerPoint from the aspects of interface, affective consideration, and navigation. The validation of Interactive PowerPoint is done using questionnaires. Each expert and students were given a questionnaire containing several questions according to the assessed aspects of the developed Interactive PowerPoint. The result of the expert validators and students' assessments became the basis for conducting analysis and the evaluation of the product. The results of the assessment were analyzed to determine the feasibility level of the Interactive PowerPoint that has been developed.

b.  Revise the Interactive PowerPoint

Apart from providing assessment of the media and material aspect, the expert judgment also given an opportunity to provide criticism and suggestions regarding the Interactive PowerPoint and the material. Then, the criticism and suggestions used as a reference to revise the Interactive PowerPoint in order to make the media more refined.

B.  **Research Setting**

This research hold in MTs al-Ittihadiyah 1 Kalijurang which located at Jln. Raya Kalijurang No. 26, Tonjong District, Brebes Regency, Province

of Central Java. This school was chosen because there were some problems in listening skill faced by teacher and students. Furthermore, the English teacher at MTs al-Ittihadiyah 1 Kalijurang, Brebes had never used Interactive PowerPoint as a learning medium. The time of this research was in the second semester of the academic year 2023-2024. The following table shows the schedule of the research.

Table 3.1. Schedule of the research

| No | Date | Agenda |
|----|------|--------|
| 1 | Tuesday, 23 April 2024 | Interview the English teacher and distributed the students' need questionnaire |
| 2 | Saturday, 11 May 2024 | Implemented the learning media |
| 3 | Friday, 17 May 2024 | Implemented the learning media |
| 4 | Tuesday, 21 May 2024 | Distributed the target user validation questionnaire |

## C. Research Participants
1. Population and Sample
   a) Population

   The population of this research are all 8th grade students of MTs al-Ittihadiyah 1 Kalijurang, Brebes which are 80 students.

   b) Sample

   The sample of this research are 19 of 8B grade students of MTs al-Ittihadiyah 1 Kalijurang, Brebes. The sample were chosen randomly using a paper lottery. Each student is asked for take one paper lottery with the word "yes" and "no" written on it. If the students get "yes", so he/she will become the research sample and vice versa. The random sampling was chosen because it allows to avoid biased data so that the result of analysis or the conclusion were not biased and could be accounted for.

2. Research Validators

There are several validators participate in this research. They expert validator and expert judgments.

a) Expert Validator

At the student needs analysis stage, before the need analysis questionnaire is distributed to the research sample, the instrument is validated first by experts. In this study, the expert validator of student needs instruments is Irra Wahidiyati, M. Pd. She assesses and validates student needs analysis instruments which aims to determine the feasibility of instruments before being used by researcher to obtain research data. In addition to assessing the instrument of student needs, she was also given the opportunity to assess the validation instruments of media, material or lesson, and target user.

b) Experts Judgment

This research involved two expert judgments, namely media expert and material expert. In this study, media expert who are tasked with providing assessment, suggestion, and criticism of Interactive PowerPoint developed is Mr. Fachri Amsury, M. Kom. He is an Information System lecture at Nusa Mandiri University, Jakarta. In addition, the material expert who provides assessment, suggestion, and criticism regarding personal recount text lesson and listening skill questions in Interactive PowerPoint is Mr. Abdul Sukur, S. Pd. He is an English teacher at MTs Negeri 3 Brebes.

D. **Data collection Techniques**

This study used three kinds of data collection technique. They were Interview, questionnaire, and archive (documentation).

1. Interview

(Kothari, 2004) argues that Interview is a data collection technique that involves oral-verbal activities where the interviewer asks questions to dig up information verbally and the respondents answer the questions

verbally as well. (Cohen et al., 2005) believe that interview is a data collection technique that is often used by the researchers which involves two parties, namely the interviewer and the interviewee to discuss and convey ideas about certain situations in life through their personal perspectives. Kvale (ibid:14) cited by (Cohen et al., 2005) also explained that interview is a process of exchanging information or view carried out by two or more people about a certain topic, the same interests, views regarding the centrality of humans in producing knowledge, as well as the statements social situations related to research data. Thus, interview can be defined as one of technique used in collecting research data orally which involves the roles of interviewer and interviewee to interchange information and ideas about certain matter.

In general, this method divided into three types, namely structured, semi-structured, and unstructured interview. A structured interview is a type of interview where the questions that will be asked by the interviewer have been prepared and planned, so that all participants will get the same questions. Semi-structured interview involves some questions that have been prepared and the additional interview questions that asked spontaneously. Unstructured interview is the type of interview where all questions are given spontaneously to the interviewee (Alamri, 2019).

The interview technique was conducted on Tuesday, 23 April 2024. It used structured interview method which is carried out by asking several questions to the English teacher at MTs al-Ittihadiyah 1 Kalijurang, Brebes. Before the interview was conducted, the interview instrument or questions were prepared first. Then, the instrument was validated by an expert to find out whether there were items or questions that were not relevant to the research topic that must be removed. It was recorded using a mobile phone for archival purposes and as a documentation of the research.

In addition, this technique aims to collect some information obtained from English teacher regarding the problems faced by teacher and

students in English, English teaching-learning process, learning method, learning sources, listening skill, and the use of learning media in teaching English, especially in teaching listening skill. In addition, this interview also aims to collect information about the factor that cause the difficulties or the problems in the school and analyze the students' need based on the English teacher's perspective.

2. Questionnaire

According to Kabir (2016) in (Taherdoost, 2022), questionnaire is one of the most commonly data collection method in research. This method was first coined by Sir Francis Galton to collect research information in the form of statistical data. Questionnaire is a technique or data collection method that is quite popular and it is often used in the research process. Questionnaire refers to a data collection process which is carried out by giving a questionnaire to respondents who are asked for answer regarding certain information and then returning the questionnaire (Kothari, 2004). This technique usually contains number of questions which are provided in printed or typed. Respondent who are given the questionnaire provide opinion and their answer by writing down in the column provided. This method allows the respondents to answer the questions objectively without the influence of other parties so that the authenticity of the data can be guaranteed.

Furthermore, this data collection technique was used at the students' needs analysis stage. It was conducted on Tuesday, 23 April 2024. Before the questionnaire was distributed to the students, it was arranged first. All the statements contained in the questionnaire were adjusted and developed based on the theory of need analysis according to Tom Hutchinson and Alan Waters. After that, the questionnaire was validated by an expert to ensure that each statement item was accordance to the theory used. In addition, the expert judgment was carried out to determine whether the questionnaire was appropriate to use or not. Additionally, this technique was conducted to obtain information related

to the teaching-learning process, listening skill process, material that requires in-depth understanding, learning media that can help student understand the material easily, and learning resources.

Moreover, the questionnaire also used to collect data in the evaluation process related to validators' assessments of learning media developed. The questionnaire development process in this stage was like the students' need questionnaire. It was arranged first where the statements were adjusted to the theory of the feasibility aspects in evaluating multimedia-based learning media according to Winarno et al. (2009). Then, the questionnaire was distributed to the media expert, material expert, and students as the target users of the learning media. In addition, this technique was conducted to assess and provide experts' suggestions in order to revise the learning media.

3. Documentation

Documentation is a data collection method contains information or data which plays an important role in obtaining and gathering information in a particular research, Hartati (2019) in (Caroline et al., 2022) highlighted that this technique plays an important role in research so that the presentation of data must be valid, accordance with the procedure, relevant, accurate and consist of complete information. this data collection method includes searching for information by analyzing several documents or archives that are needed and relevant to the research topic. Nurdin (2021) believes that documentation can be used as a data collection method that contains all information about a particular agency. The information contained in this technique can be used as a reference for information needed in research.

Documentation implemented in the analysis of learning administration stage through administrative documents such as syllabus. Therefore, it can be concluded that this data collection technique was conducted to obtain and collect data in the form of administrative documents used by the English teacher. The data that can be collected

49

through administrative documents which covered about core competence and basic competence, learning objective that must be achieved by the students, learning indicators, and learning material.

## E. Data Analysis Technique

This research used two types of data analysis techniques, namely qualitative data analysis technique and quantitative data analysis technique. The qualitative data analysis was needed in order to analyze and obtain in-dept information about the result of the interview with English teacher at MTs al-Itiihadiyah 1 Kalijurang, Brebes. Meanwhile, the quantitative data analysis was conducted to analyze the result of need analysis questionnaire, expert validation questionnaire, and target user questionnaire.

1. Interview

    The result of interview conducted with the English teacher was analyzed using qualitative data analysis technique based on the Miles and Haberman model. The data that had been obtained was analyzed using the data reduction method. They were simplified by taking the data that were considered as the most important information and discarded unimportant data. Thus, the information obtained become simpler and compatible with the research need.

2. Questionnaire

    The students need questionnaire was analyzed using descriptive quantitative in order to calculate the percentage of number of respondents on the 1-4 rating scale independently. Other than that, the expert judgments and students' validation questionnaires were also analyzed to calculate the appropriateness of the learning media developed. The students need and the assessment from experts and students were measured by *Likert Scale*. The appropriateness of the learning media that has been implemented was measured by calculating the mean of each aspect that has been validated by the experts with the following formula proposed by Suharto (2006).

$$Mn = \frac{\sum fx}{N}$$

$\bar{x}$      : Mean score

$\sum fx$    : number of scores

$N$      : numbers of cases

       Whereas the formula used to calculate the percentage of each aspect is as follows (Ernawati & Sukardiyono, 2017).

$$Result = \frac{Obtained\ total\ score}{maximum\ score} \times 100\%$$

Table 3.2. The Appropriateness Criteria According to Arikunto (2009):

| No | Range (%) | Category |
|----|-----------|----------|
| 1 | < 21% | Very Unappropriated |
| 2 | 21-40% | Unappropriated |
| 3 | 41-60% | Quite Appropriate |
| 4 | 61-80% | Appropriate |
| 5 | 81-100% | Very appropriate |

       Based on the appropriateness criteria table according to Arikunto (2009), it can be concluded that the learning media is appropriate if the percentage reaches 61%-100%.

## RESEARCH FINDING AND DISCUSSION

This chapter presents the research finding and discussion. The research findings in question include the results of problem analysis, analysis of student needs, analysis syllabus. In addition, this chapter also shows the flowchart design of Interactive PowerPoint that was developed, showing the first design of Interactive PowerPoint, expert judgment and revision of the Interactive PowerPoint after being given advice by experts, and the final design of Interactive PowerPoint after it was revised. In addition, this chapter also covers the discussion of the research about the process in developing the Interactive PowerPoint and the appropriateness of the learning media.

## A. Research Finding

The research findings in this study are a learning media product in the form of Interactive PowerPoint which used to teach listening skill for $8^{th}$ grade. The product development process followed the steps contained in the ADDIE development model which consists of five stages. The result of each development process is described as follows.

### 1. Analysis

a. Analysis of the Problem

The first step carried out in this study was to analyze the problems faced by students and English teacher at MTs al-Ittihadiyah 1 Kalijurang, Brebes. Analysis of this problem was carried out through an interview with an 8th grade English teacher. The interview is a structured model interview and emphasizes questions about the English learning process, especially listening skills. Based on the interviews that have been conducted, the teacher said that:

*"Most of the 8th graders at MTs al-Ittihadiyah are less interested in English lessons. Even if it is counted, only about 2 or 3 students like*

*English. In addition, in this school I teach English only emphasizes the development of reading and writing skill aspects. For listening and speaking, it is less held and practiced." (Teacher)*

From the explanation above, students are less motivated to learn English. Students find English as a difficult subject to understand. Therefore, they lose the enthusiasm to learn. In addition, English teacher at MTs al-Ittihadiyah also rarely does listening practice in the class. She only emphasized reading and writing skills. According to her, this is because students' ability in English is still lacking and not suitable for teaching listening. Furthermore, the students and English teacher at the school had experienced difficulties in listening skills caused by several factors. This can be seen from the results of the following interview.

*"Students have difficulty in learning English, especially in listening skills. The most frequent difficulties experienced are lack of vocabulary mastery and lack of interest in learning English. In addition, I also have difficulty teaching listening skills because I am not a native speaker and lack of supporting facilities." (Teacher)*

In addition to low interest in learning, lack of mastery of English vocabulary is the main factor that makes it difficult for students to improve their listening skills. This causes students do not understand the context of listening text because they do not know the meaning of the vocabulary contained in the listening text. While the difficulty experienced by teacher in teaching listening is partly due to the lack of facilities available at the school. Based on her opinion, the availability of facilities such as language laboratories is the most important element in the implementation of listening practice.

Seeing the main factor of teacher who does not teach listening due to limited facilities, the development of Interactive PowerPoint learning media is one solution. The teacher gives her opinion on this matter as follows.

*" I really agree if learning media such as PowerPoint Interactive is developed to teach listening skills to students" (Teacher)*

The English teacher at the school said that she strongly agreed if the development of PowerPoint Interactive learning media so that it could be used

to teach listening skills. In addition, the use of learning media can help students and teacher in carrying out listening practice even though there are limited facilities such as the absence of a language laboratory.

b. Need Analysis

Analysis of student needs was carried out by distributing questionnaires to grade 8B students totaling 19 questionnaires. These questionnaires consist of 19 statements presented in an open-ended questionnaires model where students give their opinions on whether they agree or disagree with the statements.

1) Target Needs

(Hutchinson & Waters, 1987) explaine that target need is a target in needs analysis which is carried out to collect information on students' need in using language in the future. There are three aspects in target needs, namely necessity, lack, and want.

The students' target needs are summarized in the table above which is classified into four options. Each indicator is measured by a rating scale of 1-4, namely 1 for strongly disagrees, 2 for disagrees, 3 for agrees, and a scale of 4 for strongly agrees.

a) Necessities

Table 4.1. Students' Opinion about Target Goals

| Item Number | Statements | Answer | Numbers of Respondent | Percentage |
|---|---|---|---|---|
| 1 | My goal in learning English is to communicate with native speakers | 1 | - | % |
| | | 2 | 1 | 5.2% |
| | | 3 | 14 | 73.6% |
| | | 4 | 4 | 21% |
| 2 | My goal in learning English is to | 1 | - | 0% |
| | | 2 | 9 | 47.3% |
| | | 3 | 8 | 42.1% |

| Item Number | Statements | Answer | Numbers of Respondent | Percentage |
|---|---|---|---|---|
| | communicate in daily life in English | 4 | 2 | 10.5% |
| 6 | I learn listening skill in order to understand other people who speak English | 1 | - | 0% |
| | | 2 | 1 | 5.2% |
| | | 3 | 12 | 63.1% |
| | | 4 | 6 | 31.5% |

Table 4.1 shows that most of students agree with the statement that the purpose of learning English is to communicate with the native speakers. There are 14 students prefer 3 (agree) equal to 73.6% and 4 students make a choice of 4 (strongly agree) at 21%. The rest of student states 2 (disagree) for the statement is 1 at the percentage 5.2%. In addition, there is no students choose 1 (strongly disagree) means 0% for this scale.

Further, for the second statement about the purposes of learning English is to communicate in daily life, reaches more than half of the number of students who state agree. It can be detailed to the number of students choose 3 (agree) are 8 students at 42.1% and the students who state 4 (strongly agree) are 2 students or reach the percentage at 10.5%. In addition, there are 9 students choose 2 (disagree) for the statement with 43.7%. There are no students choose 1 (strongly disagree) means 0% for this scale

It is in line with the result of the third statement where most students agree with the statement that the purpose of learning listening skill is to understand other people who speak English. There are 12 students choose 3 (agree) with a percentage of 63.1% and 6 students who state 4 (strongly agree) at 31.5%. Meanwhile, the

number of students choose 2 (disagree) is 1 at 5.2% and no student choose 1 (strongly disagree) means that 0%.

Table 4.2. Students' Opinion about Necessity

| Item Number | Statements | Answer | Number of Respondent(s) | Percentage |
|---|---|---|---|---|
| 3 | Listening skill is important to learned | 1 | - | 0% |
| | | 2 | 2 | 10.5% |
| | | 3 | 9 | 47.3% |
| | | 4 | 8 | 42.1% |
| 4 | Listening skill is very useful to improve my English skill | 1 | 1 | 5.2% |
| | | 2 | 2 | 10.5% |
| | | 3 | 10 | 52.6% |
| | | 4 | 6 | 31.5% |

On the table 4.2, there are two statements in necessity aspect for the item number 3 and 4. The first statement is listening skill is important to learned. Many students say agree with the statement where 9 students pick 3 (agree) at 47.3% and 8 students pick 4 (strongly agree) at 42.1%. On the other side, there are 2 students make choice for 2 (disagree) which reach percentage at 10.5% and there are no students pick 1 (strongly disagree) or 0% with the statement.

Furthermore, for the statement in item number 4 says listening skill is very useful to improve my English skill obtains 10 students or 52.6% students give a checklist on 3 (agree) and 6 students or 31.5% of them choose 4 (strongly agree). In the other hand, there are 2 students or 10.5% of them choose 2 (disagree) and 1 student or 5.2% chooses 1 (strongly disagree).

b) Lack

Table 4.3. Students' Opinion about Lack

| Item Number | Statements | Answer | Number of Respondent(s) | Percentage |
|---|---|---|---|---|
| 5 | I have difficulties in understanding and improving my listening skill | 1 | 1 | 5.2% |
| | | 2 | 4 | 21% |
| | | 3 | 10 | 52.6% |
| | | 4 | 4 | 21% |
| 13 | I have difficulties in understanding Personal Recount Text | 1 | 2 | 10.5% |
| | | 2 | 3 | 15.7% |
| | | 3 | 14 | 73.6% |
| | | 4 | - | 0% |

According to the table 4.3 about lack, most of students have difficulties in understanding and improving their listening skill. It can be seen that there are 10 students or 52.6% state 3 (agree) with the statement. In addition, 4 or 21% students also state 4 (strongly agree) to have a difficulty in listening skill. There are 4 students or 21% give a checklist in 2 (disagree) and 1 student or 5.2% chooses 1 (strongly disagree).

Moreover, more than half of number of the students have difficulties in understanding Personal Recount Text where 14 students or 73.6% students choose 3 (agree) with the statement. Meanwhile, there are 3 students or 15.7% choose (disagree) and 2 students or 10.5% students choose 1 (strongly disagree) with the statement. In addition, for the scale 4 (strongly agree) reaches 0% means there are no students choose that scale.

c) Want

Table 4.4. Students' Opinion about Want

| Item Number | Statements | Answer | Number of Respondent(s) | Percentage |
|---|---|---|---|---|
| 19 | I am interest and want to learn listening skill using Interactive PowerPoint | 1 | - | 0% |
| | | 2 | 4 | 21% |
| | | 3 | 6 | 31.5% |
| | | 4 | 9 | 47.3% |

Based on the table 4.4. that presents the students' opinion about want, most of them are interest and want to learn listening skill using Interactive PowerPoint. In detail, the table shows that there are 9 students or 47.3% choose 4 (strongly agree) and 6 students or 31.5% of them choose 3 (agree). Meanwhile, for the 2 (disagree) obtains 4 students or 21% and there are no students who pick 1 (strongly disagree) or 0%.

2) Learning Needs

a) Procedure

Table 4.5. Students' Opinion about Procedure

| Item Number | Statements | Answer | Number of Respondent(s) | Percentage |
|---|---|---|---|---|
| 7 | My English teacher often holds listening practice in class | 1 | 6 | 31.5% |
| | | 2 | 10 | 52.6% |
| | | 3 | 3 | 15.7% |
| | | 4 | - | 0% |
| 12 | | 1 | - | 0% |
| | | 2 | - | 0% |

| Item Number | Statements | Answer | Number of Respondent(s) | Percentage |
|---|---|---|---|---|
| | My English teacher presents Personal Recount Text well | 3 | 16 | 84.2% |
| | | 4 | 3 | 15.7% |

Table 4.5 presents the students' opinion about the procedure in English learning process which consist of two statements in item number 7 and 12. The first statement of this table obtains more than half of the students disagree that their English teacher often holds listening practice. In more detail information, there are 10 students or 52.6% of them choose 2 (disagree) and 6 students or 31.5% choose 1 (strongly disagree). In addition, there are 3 students or 15.7% of them give a checklist in 3 (agree) and for the 4 (strongly agree) get a percentage 0% means no students choose that scale.

For the statement in item number 12, all the students state agree that their English teacher presents Personal Recount Text well in which 16 students 84.2% of them do a checklist for 3 (agree) and 3 students or 15.7% make a choice for 4 (strongly agree). Therefore, both 1 (strongly disagree) and 2 (disagree) obtain 0% means no students choose that.

b) Learning Model

Table 4.6. Students' Opinion about Learning Model

| Item Number | Statements | Answer | Number of Respondent(s) | Percentage |
|---|---|---|---|---|
| 8 | My English teacher often holds listening quizzes related to | 1 | 7 | 36.8% |
| | | 2 | 10 | 52.6% |
| | | 3 | 2 | 10.5% |

| Item Number | Statements | Answer | Number of Respondent(s) | Percentage |
|---|---|---|---|---|
| | English material in class | 4 | - | 0% |
| 9 | Quiz makes me more enthusiastic in learning listening skill | 1 | 1 | 5.2% |
| | | 2 | 2 | 10.5% |
| | | 3 | 10 | 52.6% |
| | | 4 | 6 | 31.5% |
| 10 | Quiz makes me understand the material easier | 1 | - | 0% |
| | | 2 | 3 | 15.7% |
| | | 3 | 13 | 68.4% |
| | | 4 | 3 | 15.7% |

In table 4.6, there are three statements about the learning model used by English teachers during class. The first statement shows the frequency of teachers in conducting listening skill quizzes related to English material. Many students expressed disagreement with the statement where as many as 10 students or 52.6% chose answer 2 (disagree) and 7 students or 36.8% chose 1 (strongly disagree). In addition, there were 2 students or about 10.5% stated 3 (agree) and 0% which means no student voted 4 strongly agree).

In the second statement of the sub-aspect of the learning model in item number 9, there were 10 students who stated 3 (agree) or about 52.6% of them felt more excited to learn when using the quiz learning model. This was followed by the number of students who voted 4 (strongly agree) was 6 students or 31.5%. In addition, there are 2 students or 10.5% state 2 (disagree) with the statement and one student at 5.2% choose 1 (strongly disagree).

The third statement in item number 10 shows that more than half of the students feel easier to understand the material using quiz. There are 13 students or 68.4% of them state 3 (agree) and 3 students or 15.7% state 4 (strongly agree) with the statement. Meanwhile, there are 3 students state 2 (disagree) with the statement and 0% or no one choose 1 (strongly disagree) with the statement.

c) Learning Media

Table 4.7. Students' Opinion about Instructional Media

| Item Number | Statements | Answer | Number of Respondent(s) | Percentage |
|---|---|---|---|---|
| 11 | My English teacher presents Personal Recount Text material using varied learning media | 1 | 2 | 10.5% |
| | | 2 | 8 | 42.1% |
| | | 3 | 7 | 36.8% |
| | | 4 | 2 | 10.5% |
| 15 | My English teacher often uses learning media besides books | 1 | 4 | 21% |
| | | 2 | 11 | 57.8% |
| | | 3 | 3 | 15.7% |
| | | 4 | 1 | 5.2% |
| 16 | Learning media that contain images, videos, audios, or animations make me easier to understand the material | 1 | 3 | 15.7% |
| | | 2 | 2 | 10.5% |
| | | 3 | 10 | 52.6% |
| | | 4 | 4 | 21% |
| 17 | I am more enthusiastic if my English teacher | 1 | - | 0% |
| | | 2 | 1 | 5.2% |
| | | 3 | 15 | 78.9% |

| Item Number | Statements | Answer | Number of Respondent(s) | Percentage |
|---|---|---|---|---|
| | using interesting and interactive learning media in class | 4 | 3 | 15.7% |
| 18 | My English teacher often uses Interactive PowerPoint as a learning medium in teaching listening skill | 1 | 6 | 31.5% |
| | | 2 | 10 | 52.6% |
| | | 3 | 1 | 5.2% |
| | | 4 | 2 | 10.5% |

In table 4.7, there are five statements relate to instructional media sub-aspect. More than half of the students disagree that their English teacher often uses varied learning media to present personal recount text material. In more detail information, there are 8 students or 42.1% of them choose 2 (disagree) and 2 students or 10.5% choose 1 (strongly disagree). In addition, there are 7 students or 36.8% of them give a checklist in 3 (agree) and for the 4 (strongly agree) get a percentage 10.5% means 2 students choose that scale.

In the second statement in item number 15, most of students disagree with the statement that their English teachers often use learning media other than books. There were about 11 students or 57.8% chose column 2 (disagree) and 4 students or 21% chose 1 (strongly disagree). While the rest, namely 3 students or 15.7% of them stated 3 (agree) and 1 student or 5.2% stated 4 (strongly agree).

The statement in item number 16, shows that more than half of the students agree that they would more easily understand the material using learning media containing images, video, audio, and animation. In more detail information, there are 10 students or 52.6%

of them chose column 3 (agree) and there are number of 4 students or 21% stated 4 (strongly agree). In addition, there are also students disagreeing with the statement where as many as 3 students or 15.7% chose 1 (strongly disagree) and 2 students or 10.5% of them chose 2 (disagree).

Table 4.7 shows that almost all students agreed with the statement in number 17 that they would be more excited if their English teachers used interesting learning media in class. There are about 15 students or 78.9% answer 3 (agree) and 3 students or 15.7% answer 4 (strongly disagree). While students who disagree with the statement there is only one student or 5.2% where he/she chooses 2 (disagree) and 0% which means that none of the students choose 1 (strongly disagree).

Furthermore, in the last statement in table 4.7 relates to learning media, almost all students express disagree regarding their English teacher often uses Interactive PowerPoint as a learning medium in teaching listening skill. There are 10 students or 52.6% of them answer 2 (disagree) and 6 students or 31.5% of them answer 1 (strongly disagree) for the statement. Meanwhile, 2 students or 10.5% state 4 (strongly agree) and 1 student or 5.2% state 3 (agree).

d) Learning Resource

Table 4.8. Students' Opinion about Learning Resource

| Item Number | Statements | Answer | Number of Respondent(s) | Percentage |
|---|---|---|---|---|
| 14 | I often use other learning resources besides books to understand English material | 1 | 1 | 5.2% |
| | | 2 | 4 | 21% |
| | | 3 | 10 | 52.6% |
| | | 4 | 4 | 21% |

Table 4.8. present the result of students' opinion about learning resource in studying English. Based on the table, more than half students often use other learning resources besides books in studying English. In more specific data, the number of students who do a checklist in 3 (agree) are 10 students or get the percentage at 52.6% and 4 students or about 21% of them choose the 4 (strongly agree) scale. This is followed by the number of students who state 2 (disagree) are 4 students or 21% and only one student or 5.2% of them state that he/she rarely uses other learning resources.

c.  Syllabus

The following table is a syllabus of personal recount text lesson which includes basic competencies, learning subject or material, and competence achievement indicator.

Table 4.9. Syllabus of Personal Recount Text s

| Kompetensi Dasar | Materi Pembelajaran | Indikator Pencapaian Kompentensi (IPK) |
|---|---|---|
| 3.11. Membandingkan fungsi sosial, stuktur teks dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya. <br><br> 4.11. Teks Recount <br> 4.11.1. Menangkap makna secara kontekstual terkait | • Fungsi sosial <br> Melaporkan, mengambil teladan, membanggakan <br><br> • Struktur Teks <br> Dapat mencakup <br> - Orientasi <br> - Urutan Kejadian <br> - Orientasi Ulang <br> • Unsur Kebahasaan <br> - Kalimat deklaratif dan interogatif <br> *Simple Past Tense* | 3.11.1. Mengidentifikasi funsi sosial dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya. |

| Kompetensi Dasar | Materi Pembelajaran | Indikator Pencapaian Kompentensi (IPK) |
|---|---|---|
| fungsi sosial, stuktur teks dan unsur kebahasaan beberapa teks personal recount lisan dan tulis sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount)*<br><br>4.11.2 Menyusun teks recount lisan dan tulis , sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. | - Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, an hour ago, etc.*<br>- Adverbia penghubung waktu: *first, second, after, before, etc.*<br>- Nomina *singular* dan *plural* dengan atau tanpa *a, an, the, my, this,* dsb.<br>- Ucapan, tekanan, kata, intonasi, ejaan, tanda baca, dan tulisan tangan.<br>• Topik peristiwa, pengalaman yang terjadi di sekolah dan rumah yang dapat menumbuhkan perilaku yang termuat di KI. | 3.11.2. Menyebutkan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana.<br>4.10.1. Mempresentasikan teks recount<br>4.11.1.1. Menulis makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan, teks recount lisan dan tulis, sangat pendek dan sederhana.<br>4.11.2.1. membuat teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman probadi di waktu lampau (*personal recount)*, dengan memperhatikan fungsi sosial, struktur teks, |

| Kompetensi Dasar | Materi Pembelajaran | Indikator Pencapaian Kompentensi (IPK) |
|---|---|---|
| | | dan unsur kebahasaan, secara benar dan sesuai konteks. |

## 2. Design and Development

a. The Flowchart of Interactive PowerPoint
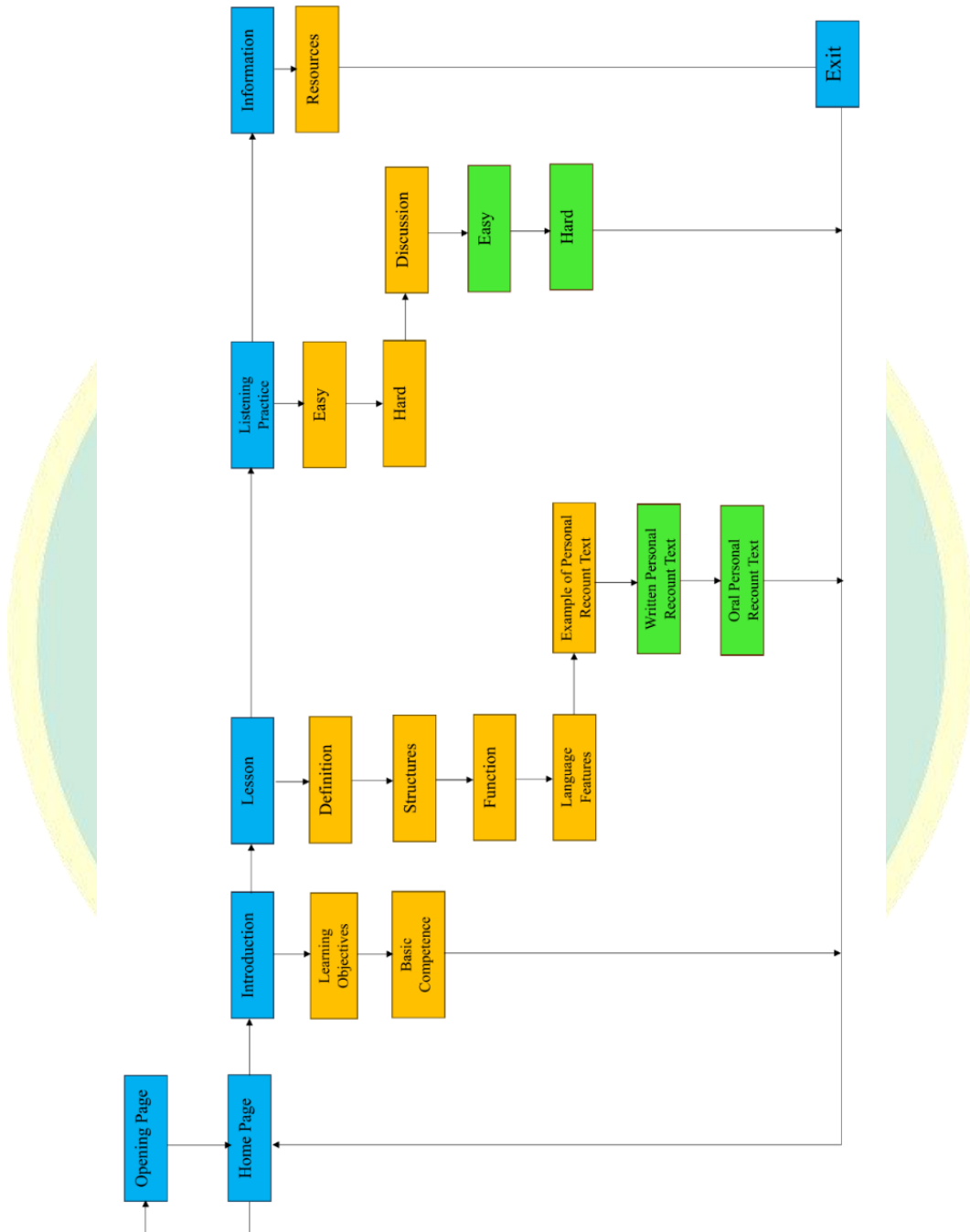
This is the flowchart of Interactive PowerPoint.



Image 4.1. Flowchart of Interactive PowerPoint

b. Navigation Buttons

The development process resulted in several features available in this medium. This feature included navigation buttons such as *Home*, *Exit*, *Next*, and *Back*. The visualization and function of the navigation buttons are explained in the table bellows.

Table 4.10. Navigation Buttons

| No | Navigation Buttons | Visual | Function |
|---|---|---|---|
| 1 | Home | | The Home navigation button functions to display the home page or main menu page. It located in the upper right corner. |
| 2 | Exit | Exit | The Exit navigation button functions to end the program. It located in the bottom center of the page. |
| 3 | Next | | The Next navigation button functions to go to the next page. It located in the bottom right corner. |
| 4 | Back | | The Back navigation button functions to go to the previous page. It located in the bottom left corner. |

c.  The First Draft of the Interactive PowerPoint

The first draft of the Interactive PowerPoint in this research presents two main parts: Opening page and home page (main menu page). These parts are described as follows.

1)  Opening Page

The opening page is the first page of learning media. When the learning media is operated, the first display that appears is the opening page with several graphics and the word "*Welcome"* which means conveying greetings or welcome to users.
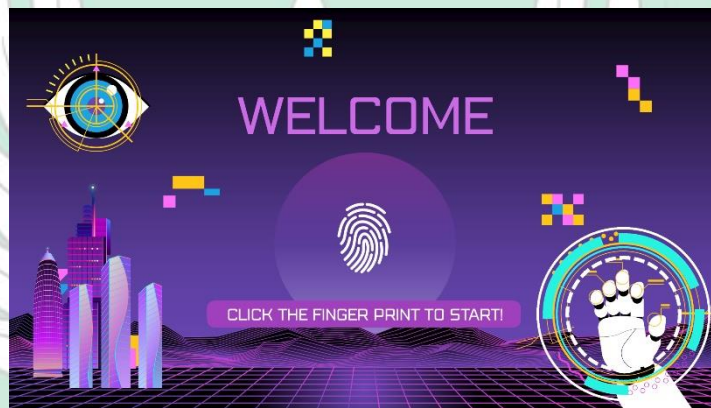


Image 4.2. Opening Page of the Interactive PowerPoint

In addition to the word "*Welcome",* the opening page also contains the sentence "*Click the Fingerprint to Start!"* to go to the next page.

2)  Home Page (Main Menu Page)

The Home page is displayed after the opening page where on this page there is an indicator in the upper left corner in the form of a home icon and the text *"Home"* which indicates that the page is the Home Page. In addition, there are also four main menus contained in Interactive PowerPoint including the menu *"Introduction", "Lesson", "Listening Practice",* and *"Information".* Then at the bottom of the page there are also three buttons *"Back"*

on the left side to return to the previous page, *"Exit"* is in the middle to end the program, and the "*Next*" button is on the right to continue to the next page.
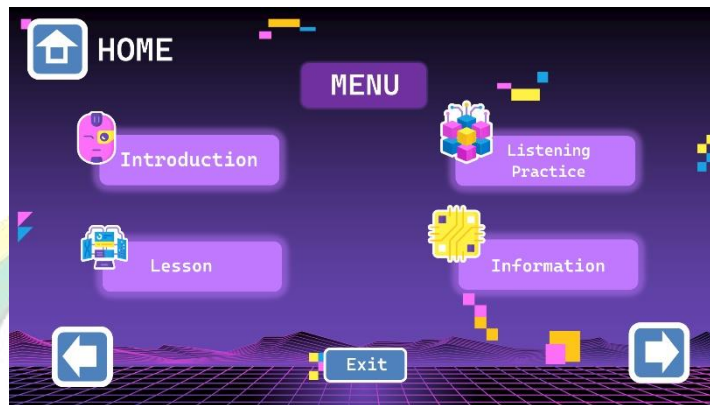


Image 4.3. Home Page (Main Menu Page) of Interactive PowerPoint

a)    Introduction

This menu is an introductory menu that contains learning objectives and information about basic competencies in the material contained in the learning media. The sub-menus, namely the *"Learning Objectives"* and *"Basic Competence"* are presented sequentially with graphics at the top to provide identity and make it easier for users to recognize the two sub-menus.



Image 4.4. Introduction Menu

1. Learning Objective

    After the *"Learning Objectives"* sub-menu is clicked, the page that appears is information about the learning objectives. This sub-menu is provided so that students know the targets that must be achieved during the learning process. In this Interactive PowerPoint, there are two learning objectives that must be achieved by students which can be seen in the following image.



Image 4.5 Learning Objectives

2. Basic Competence

    Further, on the *"Basic Competence"* there are two slide pages that contain information about the basic competencies of the material in the learning media. Both pages are presented with the same view.



Image 4.6. First Page of Basic Competence

Image 4.7. Second Page of Basic Competence

b) Lesson

It can be seen from the term *"Lesson"*, this menu is one of the main menus in Interactive PowerPoint that contains material. The material discussed in this learning media is Personal Recount Text. It can be seen from the picture below, at the top of the *"Lesson"* menu, there is text that says *"Personal Recount Text"* which aims to let students know what material will be learned in the Interactive PowerPoint.

In addition, under the words *"Personal Recount Text"* are also presented four sub-menus, namely *"Definition", "Structures", "Function",* and *"Language Features"*. These four sub-menus are sub-materials of personal recount text that will be discussed.
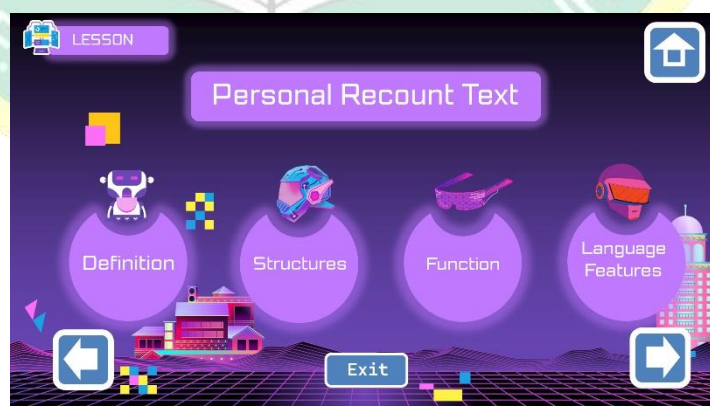


Image 4.8. Lesson Menu

1. Definition

   After the button *"Definition"* clicked, the students will go to the next page which covers the explanation about the definition of personal recount text. This page is displayed by an initial of the sub-menu page "*Definition*". In addition, the box consists of number *"01"* text next to *"Definition"* text is a mark that the page covers the first discussion of the material. Further, the definition is provided into a simple sentence in order to make it easier for students to understand it.



Image 4.9. Definition

2. Structures

   When the user clicked the *"Structures"* sub-menu, they will continue to the next page which consists of three structures of personal recount text. They are" *Orientation"," Event,"* and *"Re-Orientation."*
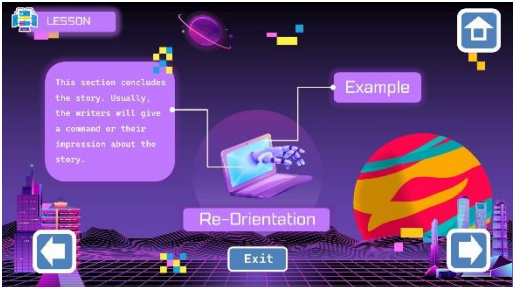


Image 4.10. Structures

Moreover, the structures are displayed in a slide zoom. Therefore, when the users clicked one of these buttons:" *Orientation",*" *Event",* or *"Re-Orientation"* they will go to the definition page of each structure. It does not only explain about the definition of each structure, but also provides a simple example of the structures. The users can find the example of the structures by clicking the *"Example"* button on the definition page. The interface of *Orientation",*" *Event",* and *"Re-Orientation"* buttons will be provided in the following table.

Table 4.11. Definition and Example Page of the Three Structures

| Structures | Definition Page | Example Page |
|---|---|---|
| Orientation |  |  |
| Event |  |  |

| Structures | Definition Page | Example Page |
|---|---|---|
| Re-Orientation |  |  |

3. Function

On this sub-menu, there is only one page presents about the functions of personal recount text. This page is provided by a simple interface where the text *"Function"* is on the left and there are two arrows show the function of personal recount text.
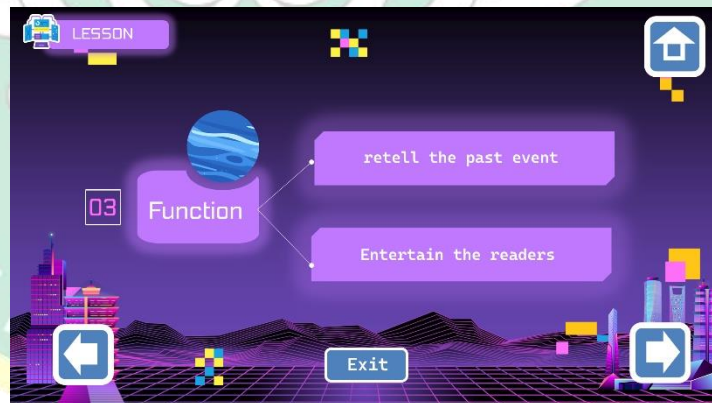


Image 4. 11 Function

4. Language Features

The last sub-menu in menu "*Lesson*" is "*Language Features*." This sub-menu is displayed with several elements and icons, one of them is a graphic robot in the middle to provide an interactive impression in the Interactive PowerPoint.

Meanwhile, below the graphic, there is a text box says "*Language Features*" as the page identity. The four buttons on the right and left of the graphic, namely the "*Simple Past Tense*", "*Adverb of Time*", "*Sequence Connective*", and "*Conjunction*" buttons are four types of language features of personal recount text. When one of these buttons is clicked, it will display a different page according to the button selected.



Image 4.12 Language Features

a.  Simple Past Tense

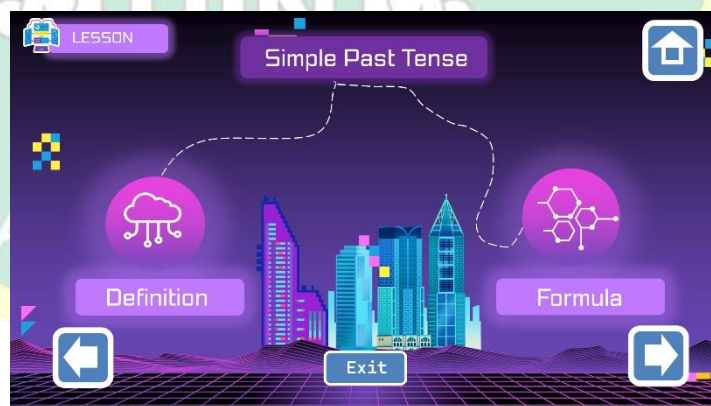When the users click the "*Simple Past Tense*" button, the interface that appears is as follow.



Image 4.13 Simple Past Tense

On the page, there are two selections: "*Definition*" and "*Formula*". These selections are presented in slide zoom and icons. When the users click one the selection, they will go to the page as follow.

Image 4.14 Definition

The image above is the page or slide of definition selection. The page covers the definition of simple past tense according to Cambridge Dictionary. Meanwhile, the page of "*Formula*" button will appear as follows.



Image 4.15 Formula

On this page, there are three formulas of simple past tense according to the type of the sentences, namely positive sentence, negative sentence, and interrogative sentence. The formulas are written in sequent with a simple example of each formula. The examples are showed with an arrow next to the formulas.

b. Adverb of Time

"*Adverb of Time*" is presented in a single page which consists of two discussions, namely the definition and the example of adverb of time. The definition of adverb of time is in the right side and under the text box "*Definition*". Meanwhile, the example of adverb of time is in the left side under the text box "*Example*". You can see on the image bellow for more detail interface.
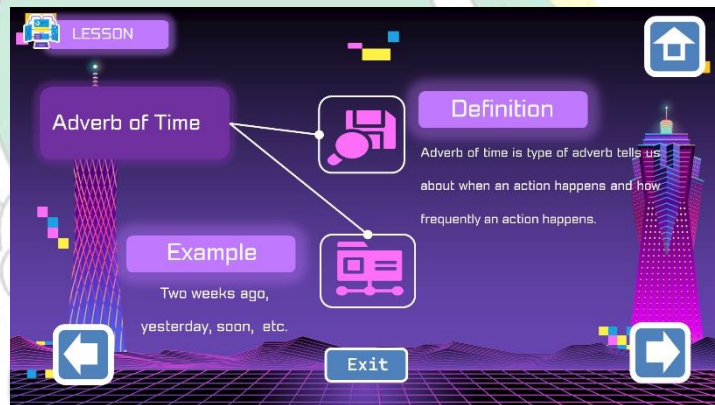


Image 4.16 Adverb of Time

c. Sequence Connective

This page will appear after the users click the "*Sequence Connective*" button. This page consists of text box "*Sequence Connective*" as the identity of the page and there is a human graphic in the middle of the page to make it more colorful. In addition, this page also covers discussions about the definition and example of sequence connective. The definition is displayed in the left side and the example of sequence connective is in right side.
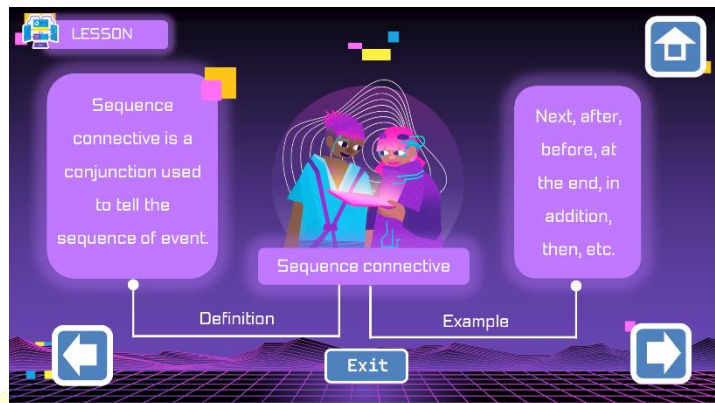
Image 4.17 Sequence Connective

d. Conjunction

Just like the previous page, on the "*Conjunction"* page there is also an identity page at the top and there is also a graphic to make it more attractive. In addition, this page also discusses the definition and examples of conjunction. The definition is displayed in the left side, in the purple box, and showed by an arrow. Meanwhile, the example of conjunction is in the right side, in a blue box, and showed by an arrow next to the "*Example*" text box.



Image 4.18 Conjunction

e. Example of Personal Recount Text

This page is an additional page displayed after "*Conjunction*" or this page will appear when the users click the "*Next"* button in "*Conjunction*" page. This page also

has an identity page the middle and has two arrows that show about two kinds of example of personal recount text, namely written and oral personal recount text.



Image 4.19. Example of Personal Recount Text

When the users click the "*Written Personal Recount Text*" button, then they will go to the page that covers the example of personal recount text in written form. There is a title of the personal recount text located in the middle above and highlighted by an old purple text box. In addition, there is an identity of each structure in the text to make students easier to understand the example.



Image 4.20 Written Example of Personal Recount Text

In other hand, the oral example of personal recount text will appear after the users click the "*Oral Personal*

*Recount Text*" button. This page is kind of different from the written example, which has an audio in the left side and there is a text box under it says "*Click the speaker icon to listen the text*" to help users. Although this page covers the oral example of personal recount text, but it also presents a text next to the audio to make students easier to understand and get the words in the text.



Image 4.21. Oral Example of Personal Recount Text

c) Listening Practice

"*Listening Practice*" is another main menu in the Interactive PowerPoint that covers listening practice or listening questions. This page will appear if the users click the "*Listening Practice*" button. "*Listening Practice*" page is displayed with a simple interface which has an animated girl graphic in the middle. This page also covers an audio that plays automatically after the "*Listening Practice*" button clicked. This audio is talking about the general description about the "*Listening Practice*" menu.

Furthermore, there are fifteen questions provided in the listening practice. All the questions are divided into two levels, namely easy and hard. Therefore, there are "*Easy*" button in the left side and "*Hard*" button in the right side.
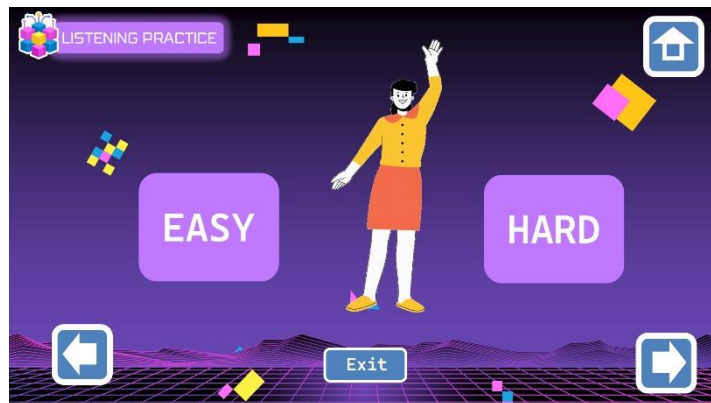
Image 4.22. Listening Practice

1.  Easy Level

Easy level is a listening practice level provides ten questions. The questions in this level are easy listening questions and related to personal recount text which displayed in a quiz. Easy level is divided into two page of questions level: the first page is questions number 1-5 and the second page is for questions number 6-10.

a.  Level 1-5

Level 1-5 are provided in five easy questions. Each question is displayed with a planet icon to make it more attractive. Other than that, the planet icons are animated in spin mode, so they are not monotonous for the users. The users can go to the questions by clicking the planet icons which link to questions page.



Image 4.23 Easy level 1-5

You can see for more detail information about each question of level 1-5 on the following table.

Table 4.12. Detail Information of Level 1-5 in Easy Level

| Level | Question Page | Explanation |
|-------|---------------|-------------|
| 1 |  | Level 1 is the first questions on easy level in the form of multiple choice. This level provides an audio as the question and images as the answer. The students must choose an image relates to the question provided on the audio. |
| 2 |  | Level 2 is the second question. In this level, students are asked for listen the audio contains a short monologue. Then, they must find the missing words to complete the sentence in the bottom box according to the monologue that they already listened. |
| 3 |  | The next level is level 3 which provides an audio and four images. This level is the third level in easy mode which give an activity to the students to choose the correct image according to the audio. |

| Level | Question Page | Explanation |
|-------|---------------|-------------|
| 4 |  | Level 4 is displayed in multiple choice which includes a short dialogue and a simple question on the audio. The students must choose the correct answer. |
| 5 |  | Level 5 provides an audio and four images which is in the form of multiple choice. In this level, the students must answer the question that provided on the audio by choosing the correct image. |

b.  Level 6-10

After the students finished to answer the questions 1-5, they will go to the next level when the "*Next*" button on the level 5 page is clicked. The level 6-10 is provided in five easy questions which the level 6 and level 7 are displayed in independent icon. Meanwhile, the level 8-10 is integrated in one icon planet because these questions are united in a new quiz concept.
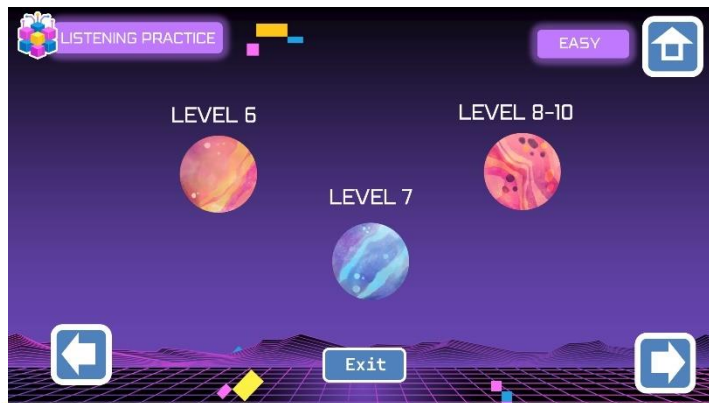
Image 4.24. Easy Level 6-10

The following table presents detail information about level 6 and level 7.

Table 4.13. Detail Information of Level 6 and Level 7 in Easy Level

| Level | Question Page | Explanation |
|---|---|---|
| 6 |  | Level 6 is provided in a crossword quiz. The students must find the verb 2 of each three words contains on the audio (grow, ride, wake). They can find the answer by arranging the random words in the right side. |
| 7 |  | The next level is level 7 which provided in a simple quiz. In this level, the students are asked for choose which words did they hear according to the audio. |

Furthermore, level 8-10 is provided in a new quiz concept which is pictured in someone's short journey. In this concept, if the users or students would like to go to the questions, they must start it by clicking the person icon. After the icon is clicked, it will move to the right side to the first destination, namely question level 8. Then, the students can click the button texted with number "*8*" to answer the question.
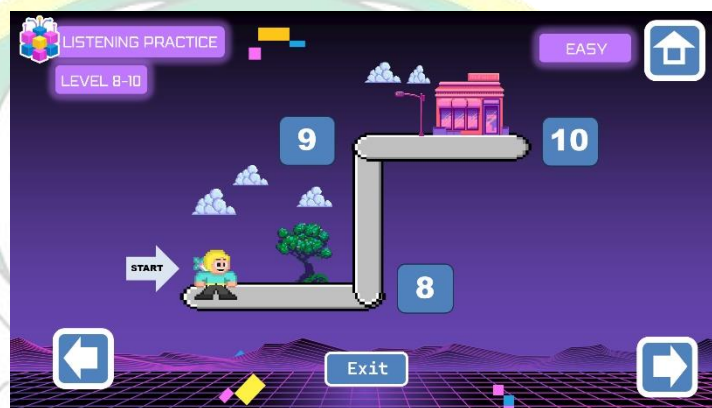


Image 4.25. Level 8-10

After the users click the button, they will go to the next page that covers question on the audio and answers in multiple choice. In this level, the students will be given an activity to choose the correct answer of the question. Moreover, the question is accordance to the short monologue that played first.



Image 4.26. level 8

When the students finished the question level 8 and click the "*Next*" button on the page, they will be showed a transition page which is in this case, the person icon is already in the left side of level 8 button. It means that the users or students can continue to the next level by clicking the person icon again and it will move to the next destination or question level 9.



Image 4.27. Transition Page of Level 8 and Level 9

Level 9 is provided in multiple choice. It covers a listening activity where the students are asked for choose the best answer of the question. The question relates to the short monologue that also provided on the audio.



Image 4.28. Level 9

The next page is a transition page of level 9 and level 10. This page starts from the point in the right side of level 9 button. The students can go to the next level by clicking the person icon first. It will move to the next level, namely question level 10.



Image 4.29. Transition Page of Level 9 and Level 10

After the users or students click the button texted with "*10*", they will go to the question page of level 10. In this level, the students must play a video provided on the page to know the correct answer. In addition, to listen the question of level 10, they must click the speaker icon next to the video. After they already played the video and the question, they have to choose the correct answer by clicking one of the multiple choices.



Image 4.30. Level 10

2. Hard Level

Hard level will appear after the users or students finished to answer the question level 10 on easy mode. This page covers five questions start from the level 1 to the level 5. All questions are harder and more complicated than the questions in easy mode.

Moreover, this page displayed with planets icon animated in spin model. The users can go to the questions by clicking the planet icons which link to questions page.
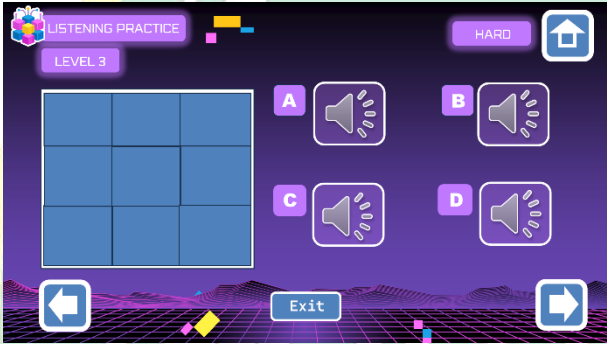


Image 4.31. Hard Level

The following table presents detail information about level 1-5 in hard level.

Table 4.14. Detail Information of Level 1-5 in Hard Level

| Level | Question Page | Explanation |
|---|---|---|
| 1 |  | Level 1 is provided in multiple choices. In this level, the students must play a video provided on the page to know the correct answer. They can listen the question by clicking the speaker icon next to the video. |

| Level | Question Page | Explanation |
|---|---|---|
| 2 |  | Level 2 present an arranged-quiz. In this level, students are asked for listen the audio contains a monologue. Then, they must find the missing sentences to complete the text according to the monologue that they already listened. |
| 3 |  | Level 3 is a multiple-choice quiz combinate by a picture and audios. The students must find the picture first in the puzzle. If students found it, then they must choose an audio relates to the picture. |
| 4 |  | Level 4 is displayed in multiple choice which includes a monologue and a question on the audio. The students must choose the correct answer. |

| Level | Question Page | Explanation |
|-------|---------------|-------------|
| 5 |  | Level 5 is provided in multiple choices. In this level, the students must play a video provided on the page to know the correct answer. They can listen the question by clicking the speaker icon next to the video. |

3. Discussion

After the students finished answer all the question in Hard Level, they will go to the next page covers about the discussion of the questions. The discussion is divided into two parts, namely "*Easy*" and "*Hard*". Easy discussion provided on the left side and hard discussion button is on the right side. Meanwhile the textbox of "*Discussion*" located in the middle as the identity of page.
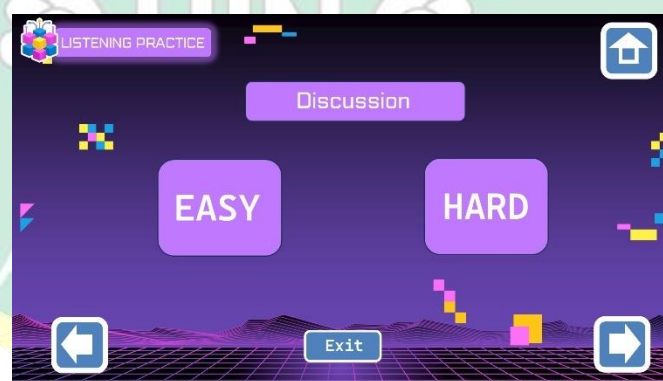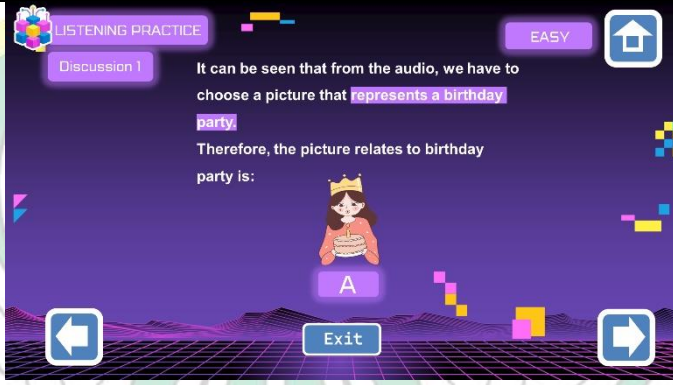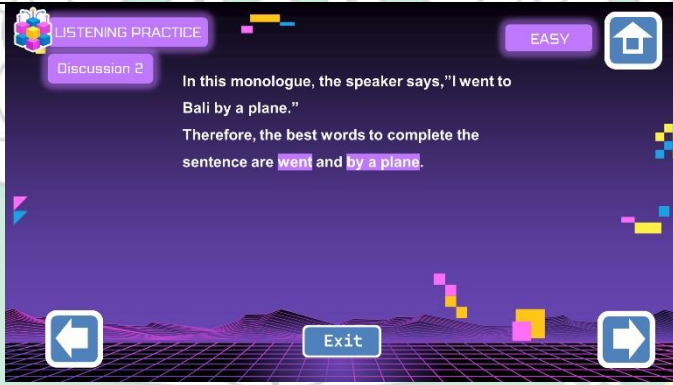


Image 4.32. Discussion Page

a. Easy Level Discussion

Easy level discussion is a discussion page on the PowerPoint that covers discussions of each question in easy level. The discussion consists of ten pages for ten questions. These pages present an explanation about the context on the

monologue and dialogue on the audio and cover the correct
answer of each question. In addition, the pages also highlighted
the context and correct answer by popping it with text highlight
color feature.

Table 4.15. Easy Level Discussion Page

| Level | Discussion Page |
|-------|-----------------|
| 1 |  |
| 2 |  |
| 3 |  |

| Level | Discussion Page |
|---|---|
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |

| Level | Discussion Page |
|-------|-----------------|
| 8 |  |
| 9 |  |
| 10 |  |

b. Hard Level Discussion

Hard level discussion is a discussion page on the PowerPoint that covers discussions of each question in hard level. The discussion consists of five pages for five questions. These pages show an explanation about the context on the monologue and dialogue on the audio and the correct answer of

each question. In addition, the pages also highlighted the context and correct answer by giving text highlight color feature.

Moreover, you can see on the following table for more detail information and interface of each discussion page in hard level.

Table 4.16. Hard Level Discussion Page

| Level | Discussion Page |
|-------|-----------------|
| 1 |  |
| 2 |  |

| Level | Discussion Page |
|-------|-----------------|
| 3 |  |
| 4 |  |
| 5 |  |

d) Information

Information is a main menu on the Interactive PowerPoint. This page contains an additional information about the learning resources. The resources include the references of the lesson and YouTube link of the video on the learning media. This page

appears when the users click the "*Information*" button on the home page or click the "*Next*" button on the discussion 5 page of hard level.
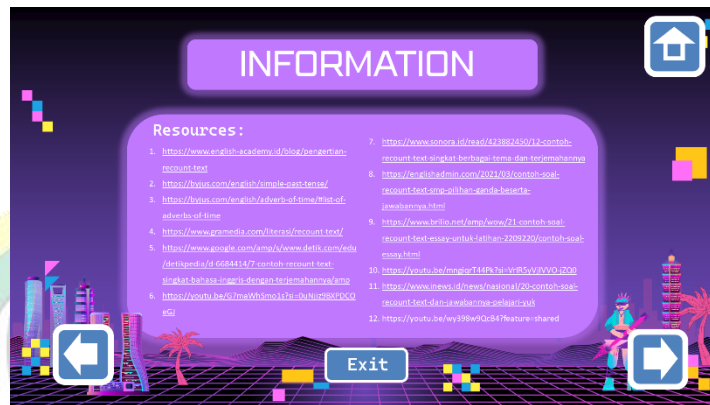


Image 4.33. Information

e) Exit Page

Exit page is an additional page on the learning media. This page is on the end of slide and appears when the users click the "*Exit'* button. It also covers the question to confirm whether the users are sure want to exit from the program or not. Therefore, there are two options on this page, namely "*Yes*" and "*No*". If the users click "*Yes*", so it will make the program end. Meanwhile if they click "*No*", so they will back to the last viewed page.
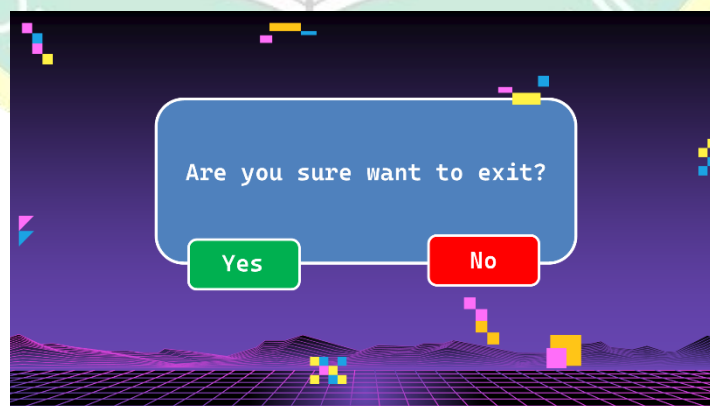


Image 4.34. Exit Page

### 3. Implementation

The next step after developing the Interactive PowerPoint is implement it in a class. The implementation stage was carried out twice on 11 May 2024 and 17 May 2024. It involved 19 students of 8B grade as the sample of this research. They were chosen randomly by a paper lottery. This was done to avoid biased data that might appear in the research.

At the first meeting, students were taught personal recount text first. It was done by giving an explanation about the definition, structures, function, language features, and provided the example of personal recount text. After the students learned the material, the next activity was listening practice. This exercise was carried out in group. The students were divided into two groups, namely boy group and girl group. Each group members were given their own task. Five of them were given the task to answer the five listening questions in easy level and allowed to discuss with their group. Meanwhile the rest of students were given the task to playing sentence guessing games. This was done by whispering a sentence to other members in relay. Then, the last member of each group required to guess the sentence by writing it on the whiteboard.

Then, at the second meeting, the listening practice was continued by answering listening questions that had not been discussed and worked on. Students were divided into two groups, namely the boy group and the girl group. Each group was divided into two teams, namely team A and team B. Tim A were answering the listening questions number 6-10 in easy level. Meanwhile Tim B were answering five listening questions in hard level. After finishing answering the questions, they played cardboard relay games.

This implementation had a positive impact on students. They become more enthusiastic about learning. This was due to the use of interactive learning media and modified with the Team Games Tournament learning method. This created an interactive and fun learning

atmosphere. This atmosphere avoided the students felt bored while learning listening. Apart from that, students were also trained to work together in groups to complete listening questions and solve problems.

**4. Evaluation**

After the Interactive PowerPoint developed and implemented, the next step was conducting an expert judgment or expert validation to evaluate the appropriateness of Interactive PowerPoint. In addition, the validation of the product also involved the students as the users of the Interactive PowerPoint.

The instrument for the validation was a questionnaire that consist of some statements relate to the aspects of multimedia appropriateness adapted from (Winarno et al., 2009). It covered validations in the term of subject matter, auxiliary information, affective consideration, interface, navigation, pedagogy, and robustness. The experts and students were supposed to fill the questionnaires by making a choice to the options which were provided in four scales, "1" for strongly disagree, "2" for disagree, "3" for agree, and "4" for strongly agree. Then, the result of expert validations was analyzed using descriptive statistic to calculate the mean and the percentage of each aspect. The result of expert validations and students are described bellows.

a. The Result of the Expert Validation

There were two expert who validated the product, namely media expert and material expert.

1) Media Expert

The questionnaires for material experts consist of 14 statements which are divided into three aspects of appropriateness. They were interface, navigation, and robustness.

a) Interface

The result of material validation regarding to the interface aspects is described in the following table.

99

Table 4.17. The Appropriateness of Interface Aspect

| Item Number | Statements | Score |
|---|---|---|
| 1 | The interface of learning media is attractive in general | 4 |
| 2 | The color combination used in the learning media is appropriate | 4 |
| 3 | The animation in the learning media is interesting and in accordance with learning media content | 4 |
| 4 | The images in the learning media is interesting and in accordance with learning media content | 4 |
| 5 | The videos in the learning media is interesting and in accordance with learning media content | 4 |
| 6 | The audios in the learning media can be heard clearly | 4 |
| 7 | The font in the learning media is readable | 4 |
| 8 | The font size in the learning media is appropriate | 4 |
| **Mean** | | **4** |
| **Percentage** | | **100%** |

The table above presents that the mean value of the appropriateness of the interface aspect is 4 out of a maximum average 4. In more detail information, all the statements get highest score of 4. Additionally, the percentage of the interface aspect based on the table is 100%. This result gain "Very Appropriate" category.

b) Navigation

The result of material validation regarding to the navigation aspects is described in the following table.

Table. 4.18. The Appropriateness of Navigation Aspect

| Item Number | Statements | Scores |
|:---:|---|:---:|
| 1 | The navigation buttons are provided consistently | 4 |
| 2 | The navigation buttons are easy to operate | 4 |
| 3 | There are home and exit menu in the learning media | 4 |
| **Mean** | | **4** |
| **Percentage** | | **100%** |

The table above presents that the mean value of the appropriateness of the navigation aspect is 4 out of a maximum average 4. In more detail information, all the statements gain highest score of 4. Meanwhile, the percentage of the interface aspect based on the table is 100%. This result is categorized as "Very Appropriate".

c) Robustness

The result of material validation regarding to the robustness aspects is described in the following table.

Table 4.19. The Appropriateness of Robustness Aspect

| Item Number | Statements | Scores |
|:---:|---|:---:|
| 1 | All the content in the learning media can be operated easily | 4 |
| 2 | The videos in the learning media can be played and error rarely occur | 4 |
| 3 | The videos in the learning media can be played and error rarely occur | 4 |
| **Mean** | | **4** |
| **Percentage** | | **100%** |

The table above presents that the mean value of the appropriateness of the robustness aspect is 4 out of a maximum average 4. In more detail information, all the statements obtain highest score of 4. In addition, the percentage of the interface aspect based on the table is 100%. This result obtains "Very Appropriate" category.

2) Material Expert

The questionnaires for material experts consist of 21 statements which are divided into four aspects of appropriateness. They were subject matter, pedagogy, auxiliary information, and language.

a) Subject Matter

The result of material validation regarding to the subject matter aspects is described in the following table.

Table 4. 20. The Appropriateness of Subject Matter

| Item Number | Statements | Scores |
|---|---|---|
| 1 | The material in the learning media is in accordance with the learning objectives | 4 |
| 2 | The material in the learning media is using relevant vocabularies | 4 |
| 3 | The examples in the learning media are in accordance with the learning objectives | 3 |
| 4 | The examples are in accordance with the material or lesson | 3 |
| 5 | The examples relate to students' experiences | 3 |

| 6 | The material and examples are useful for students' daily life | 4 |
|---|---|---|
| 7 | The listening audios in the learning media are using native speakers | 4 |
| **Mean** | | **3.5** |
| **Percentage** | | **89.2%** |

The table above shows that the mean score of the appropriateness of the subject matter aspect is 3.5 out of a maximum average score 4. In more detail information, the statement in item number 1, 2, 6, and 7 have the highest score followed by statement number 3,4, and 5 that get score of 3. Additionally, the percentage of the subject matter aspect based on the table is 89.2%. This result falls into "Very Appropriate" category according to appropriateness criteria proposed by Arikunto.

b) Pedagogy

The result of material validation regarding to the pedagogy aspects is described in the following table.

Table 4.21. The Appropriateness of Pedagogy Aspects

| Item Number | Statements | Scores |
|---|---|---|
| 8 | The listening questions or practices are in accordance with the material | 3 |
| 9 | The listening questions or practices are in accordance to the types of the questions (easy and hard) | 4 |
| 10 | The discussions of listening practice are appropriate to the questions | 3 |

| Item Number | Statements | Scores |
|---|---|---|
| 11 | The discussions of listening practice are easy to understand | 3 |
| 12 | The listening quiz contained in the learning media is presented in interactive concept | 4 |
| **Mean** | | **3.4** |
| **Percentage** | | **85%** |

The table above presents the result of pedagogy aspect which get a mean value in 3.4. There are two statements that receive the highest score, namely statements in number 9 and 12. Meanwhile the statements in number 8,10, and 11 get score of 3. Furthermore, the percentage value of the pedagogical aspect is 85%. It can be concluded that the pedagogical aspect of the Interactive PowerPoint is "Very Appropriate".

c) Auxiliary Information

The result of material validation regarding to the auxiliary information aspects is described in the following table.

Table 4.22. The Appropriateness of Auxiliary Information Aspects

| Item Number | Statements | Scores |
|---|---|---|
| 13 | There is information regarding to learning objectives and basic competence in the learning media | 4 |
| 14 | There is information about learning resources in the learning media | 4 |
| **Mean** | | **4** |
| **Percentage** | | **100%** |

The table above covers the result of auxiliary information aspect that obtain the mean value in 4 out of 4. This aspect consists of two statements in item number 13 and 14 which obtain the maximum score of 4. It means that the percentage of auxiliary information is 100%. Therefore, it falls "Very Appropriate" category.

d) Language

The result of material validation regarding to the auxiliary information aspects is described in the following table.

Table 4.23. The Appropriateness of Language Aspects

| Item Number | Statements | Scores |
|---|---|---|
| 15 | The language used in the learning media is in accordance with students' cognitive development | 4 |
| 16 | The language used in the learning media is easy to understand | 4 |
| 17 | The spelling used in the learning media is appropriate | 3 |
| 18 | The grammar used in the learning media is appropriate | 3 |
| 19 | The diction or word choice in the learning media is appropriate | 4 |
| 20 | The capitalization used in the learning media is appropriate | 4 |
| 21 | The punctuation used in the learning media is appropriate | 3 |
| **Mean** | | **3.5** |
| **Percentage** | | **89.2%** |

The table above presents that the mean score of the appropriateness of the language aspect is 3.5 out of a maximum score 4. In more detail information, the statement in item number 15, 16, 19, and 20 have the highest score of 4 followed by statement number 17, 18, and 21 that obtain score of 3. Additionally, the percentage of the language aspect based on the table is 89.2%. This result gain "Very Appropriate" category.

b. The Result of Target User Validation

The questionnaires for students as the target users of Interactive PowerPoint covered of 17 statements which were divided into three aspects of appropriateness. They are interface, navigation, and affective consideration. Other than that, the total number of respondents were 19 students.

a) Interface

The result of target user validation regarding to interface aspects is described in the following table.

Table. 4.24. The Appropriateness of Interface Aspects

| Item Number | Statements | $\Sigma x$ |
|---|---|---|
| 1 | In my opinion, the interface of learning media is attractive in general | 57 |
| 2 | In my opinion, the color combination used in the learning media is appropriate | 56 |
| 3 | In my opinion, the animation in the learning media is interesting | 71 |
| 4 | In my opinion, the images in the learning media are interesting | 57 |
| 5 | In my opinion, the videos in the learning media are interesting | 65 |

| Item Number | Statements | $\Sigma x$ |
|---|---|---|
| 6 | In my opinion, the audios in the learning media can be heard clearly | 51 |
| 7 | In my opinion, the font in the learning media is appropriate | 60 |
| 8 | The font size in the learning media is appropriate | 58 |
| Mean | | 59.3 |
| Percentage | | 78% |

The table above presents that the mean value of the appropriateness of the interface aspect is 59. 3 out of a maximum average 76. In more detail information, the statement that obtains the highest score is statement in number 8 about the animation followed by statement number 5,7, 8, 1, 4, 2 and the lowest is number 6. Additionally, the percentage of the interface aspect based on the table is 78%. This result gain "Appropriate" category.

b) Navigation

The result of target user validation regarding to navigation aspects is described in the following table

Table 4.25. The Appropriateness of Navigation Aspects

| Item Number | Statements | $\Sigma x$ |
|---|---|---|
| 9 | I can operate the navigation buttons easily | 58 |
| 10 | In my opinion, the navigation buttons are provided consistently | 64 |
| 11 | I understand the function of navigation button easily | 58 |

| Item Number | Statements | $\Sigma x$ |
|---|---|---|
| 12 | I can access the videos easily | 56 |
| 13 | I can access the audios easily | 58 |
| **Mean** | | **58.8** |
| **Percentage** | | **77.3%** |

The table above shows that the mean of the appropriateness of the interface aspect is 58.8 out of a maximum average 76. In more detail information, the statement that obtains the highest score is statement in number 10 about the consistency of navigation followed by statement number 9, 11, 13 and the lowest is statement number 12. Additionally, the percentage of the navigation aspect based on the table is 77.3%. It can be concluded that this result falls "Appropriate" category.

c) Affective Consideration

The result of target user validation regarding to affective consideration aspects is described in the following table

Table 4.26. The Appropriateness of Affective Consideration Aspects

| Item Number | Statements | $\Sigma x$ |
|---|---|---|
| 14 | I am more motivated to learn listening skill use Interactive PowerPoint | 58 |
| 15 | I am more enthusiastic to learn listening skill use Interactive PowerPoint | 61 |
| 16 | It is easier for me to learn listening skill using Interactive PowerPoint | 57 |

| Item Number | Statements | $\Sigma x$ |
|---|---|---|
| 17 | I am more interested in learn listening skill use Interactive PowerPoint rather than other learning media | 60 |
| **Mean** | | **59** |
| **Percentage** | | **77.6%** |

The table above shows that the mean of the appropriateness of the affective consideration aspect is 59 out of a maximum average 76. In more detail information, the statement that obtains the highest score is statement in number 15 about the students' enthusiasm followed by statement number 17, 14 and the lowest is statement number 16. Meanwhile, the percentage of the navigation aspect based on the table is 77.6%. Therefore, this result categorized as "Appropriate".

c. The Revision and Final Draft of Interactive PowerPoint

After the Interactive PowerPoint was developed and validated by the experts, the next stage was revised and made the final draft of the learning media. The revision of Interactive PowerPoint was developed based on the experts' feedback. The revision and the final draft are described in the following explanation.

1) Revise the Grammatical Mistake

After being assessed by the expert, there were grammatical error found. The error was on the sixteenth slide which discusses the function of personal recount text. The following table shows the Interactive PowerPoint interface on the function of personal recount text before and after revision.

Table 4. 27. The Revision of Function Page

| Before Revision | After Revision |
|---|---|
|  |  |

The table above shows that there is an error in constructing the sentence that describe the function of personal recount text. Based on the feedback of material expert, the word "*to*" must be added as a preposition of these two sentences.

In addition, the grammatical error was also found in the tenth slide which discussed about the definition of orientation. In the first draft of Interactive PowerPoint, the definition was arranged with sentences in simple present tense pattern. In the second sentence, there was an error where the word "*consist*" must be added with an "*s*" to become "*consists*" in accordance with the English grammar rules for using simple present tense (subject it). The following table shows the difference between the definition of orientation page before and after the revision.

Table 4. 28. The Revision of Definition of Orientation Page

| Before Revision | After Revision |
|---|---|
|  |  |

2) Change the Example of the Material

In the first draft of Interactive PowerPoint, all the example of personal recount text are telling about the students' experience in theme of holiday. After the evaluation, the expert suggested that the example of personal recount text must involve students' experience in the school environment. This needed to be revised by changing the example of written personal recount text on the twenty-fifth slide. The following table shows the difference before and after revision.

Table 4.29. The Revision of Example of Personal Recount Text Page

| Before Revision | After Revision |
|---|---|
|  |  |

## B. Discussion

This research was conducted using Research and Development (R&D) method which aims to develop and make a product. The product is in the form of learning media because the research method was implemented in the field of education. In more detail information, the learning media that was developed is Interactive PowerPoint. Thus, the result of this research is an Interactive PowerPoint to teach listening skill for 8th grade student of junior high school. This part covers a discussion about the process in developing the product and the appropriateness of the Interactive PowerPoint.

### 1. The Development Process

The research was conducted at MTs al-Ittihadiyah 1 Kalijurang, Brebes which is located at Jln. Raya Kalijurang No. 26, Tonjong District, Brebes Regency, Province of Central Java. The sample of this research are 19 students of 8B class out of the 8th grade population of 80 students.

Furthermore, it used ADDIE development model in designing and developing the Interactive PowerPoint which consists of five stages. The stages are analysis, design, development, implementation, and evaluation. In this research, the analysis stage was divided into three steps. The first step is carried out by analyzing the problem faced by English teacher and students in English teaching-learning process, especially in listening skill. It is conducted by interviewing the English teacher. Based on the result of the interview, the English teacher says that most students considered that English is difficult to learn. This also applies to the result of problems analysis conducted by (Nikmah et al., 2022) which states that many students think that English is a difficult subject to understand. Moreover, this research found that the difficulties occurred because of lack of vocabulary and less motivated to learn English. It is quite different from the factor in (Nikmah et al., 2022) research that the boredom felt by students is a factor causing the problems. Additionally, the problem faced by the English teacher is lack of school facilities for teaching listening skill. It is also one of the factors that causes

limitation in English language learning as found in the research conducted by (Nusi et al., 2021).

The second step in analysis stage is conducting the students' need analysis. It is carried out by giving a questionnaire to students related to target need and learning need. The questionnaire is developed according to the need analysis theory proposed by Hutchinson & Waters (1987). According to Hutchinson & Waters (1987), the need analysis is divided into two stages, namely target needs and learning needs. Hutchinson & Waters (1987) explain that target need is a target in needs analysis which is carried out to collect information on students' need in using language in the future. There are three aspects in target needs, namely necessity, lack, and want.

Necessity is an aspect of target needs that describe the students' need concerning in the use of the language (Hutchinson & Waters, 1987). Regarding to the necessity, the students' goal in learning English is to be able to communicate with native speakers and communicate in daily life. In more specific information, their goal in learning listening skill is to understand other people who speak English. Additionally, the necessity aspect is also implemented in analyzing the students' perception about the importance of listening skill. Most students point that listening skill is important to learn and can improve their English skill.

The second aspect of target needs is lack. Hutchinson & Waters (1987) argue that lack is defined as a gap that occurs between students' difficulties and necessities. Regarding to this aspect, most of students recognize that they had difficulty in improving the listening skill and understanding the English material, especially personal recount text. The difficulty occurs because of lack vocabulary. It causes the students do not understand the meaning and the context of the text.

The last aspect of target needs is want. Hutchinson & Waters (1987) point that want is an aspect of target needs that represents what students want to learn. In this case, the students are asked for their opinion whether they want to learn listening skill using Interactive PowerPoint or not. Based

on the result, more than half of the student state that they want to learn listening skill using Interactive PowerPoint.

Furthermore, the other aspect of need analysis according to Hutchinson & Waters (1987) is learning needs. It is a stage in needs analysis related to learning condition. In other words, this stage refers to what the students should do in order to achieve the target needs. In this case, the learning needs are developed by providing the questionnaire relates to procedure in teaching listening skill, learning model, learning media, and learning method. Regarding to the procedure, the students argue that their English teacher rarely held listening practice in the class. However, they point that the English teacher presents Personal Recount Text well. Whereas regarding to the learning model, the students highlight that their teacher never use quizzes in teaching listening. In fact, some of them said that quizzes can make it easier for students to understand the material.

In other case, concerning learning media, most students consider that the English teacher rarely uses varied learning media in teaching English material. Their teacher only uses book as a learning media even though they admit that the use of varied learning media can increase their enthusiasm for learning. Apart from that, it is also be easier for them to understand the material if the English teacher delivered the material using interesting media such as images, videos, animation, and audios. Furthermore, the English teacher also never used Interactive PowerPoint in the class. It is in line with the result of need analysis stage in the research conducted by (Nikmah et al., 2022). It was stated that the English teacher never used Interactive PowerPoint as a learning medium in English learning. It caused the students get bored easily because the class atmosphere is less interactive.

In addition, regarding learning resources, students state that they often use other learning resources besides book in learning English. Most of students use their smartphone to learn English through internet. They take advantage of technological development by accessing YouTube, social media, and language learning application to learn English.

After conducting the students' need analysis, the next step is analyzing the syllabus used by the English teacher. In the syllabus, there are basic competence, lesson, and indicators of competence achievement. The syllabus analysis was carried out by determining learning objective and basic competence related to personal recount text. Apart from that, this analysis was also carried out to adjust the material that is available in the learning media. This includes the scope of discussion of personal recount text such as definition, structure, function, and language features. The material discussion does not completely adopt from the syllabus, but only adapts it by making modification to several discussion and terms. The syllabus analysis stage was also carried out in research by (Nikmah et al., 2022) and (Nurkhodri & Dafit, 2022) which was carried out by determining the basic competences and material which would later be included on Interactive PowerPoint.

The next step is designing. In design stage, the material was arranged by making a blueprint that consists of definition, structures of personal recount text, function, language features, and the example of personal recount text. This step was also conducted by collecting all the elements needed to create the Interactive PowerPoint. The elements include PowerPoint template obtained from the website by downloading it for free. Besides PowerPoint template, it also downloaded the other elements such as images, video, audios, graphic, back song, button sound effect, etc. It was also conformable with (Nikmah et al., 2022) and (Nurkhodri & Dafit, 2022) research that involved design process by collecting the elements needed such as PowerPoint slides, background, music, images, etc. to make the PowerPoint more attractive for students.

After the elements are obtained, the next step is the process of developing the Interactive PowerPoint. This stage was carried out by arranging and creating the appearance of each slide. Apart from that, the development process also involves creating interactive learning medium by utilizing several features available in Microsoft PowerPoint application

115

these features include the use of action, zoom, trigger, adding animation and slide transition. In addition, the animation that already used is also arranged according to the need. This development process also involves the organization of learning audios, the use of back song, as well as the use of sound effects button. However, there is a significant difference of development stage in this research with the previous researches. In previous researches, the development process was not only carried out by creating the Interactive PowerPoint, but also provided the experts' validation and the revision process before the implementation stage.

The implementation stage was carried out by teaching personal recount text and listening skill using Interactive PowerPoint. This was conducted twice in meetings on Saturday, 11 May 2024 and Friday, 17 May 2024. However, the implementation stage was conducted through small group trial involving 19 students as the research sample. This was done due to considering the limitations in research time. This is in line with the research conducted by (Nurkhodri & Dafit, 2022) which involved small-scale trial consisting of six students. Meanwhile, in (Suryani et al., 2022) research, the process of implementing the learning media was carried out in three steps starting from individual trial, small group trial, and field trial. Additionally, the research conducted by (Nikmah et al., 2022) and (Nusi et al., 2021) presented the implementation stage by small group trial and large group trial.

The final stage of this research is evaluating the product. In this stage, the evaluation is carried out by conducting an expert validation, target user assessment, and revise the Interactive PowerPoint. This validation involves two experts, namely media expert and material expert. The experts' validation is conducted by distributing questionnaire related to the media content and material content. The items of the questionnaires are adapted from the learning media appropriateness aspects according to Winarno (2009) that includes subject matter, auxiliary information, affective consideration, interface, navigation, pedagogy, and robustness. The media

expert evaluates the interface, navigation, and robustness aspect which consists of 14 statements. Whereas the material expert validates the material content in the Interactive PowerPoint regarding to the subject matter, auxiliary information, pedagogy, and language aspects. These three aspects are broken down into 21 statements in the questionnaire. In addition, the students are also given their perspective about the learning media by assessing the interface, navigation, and affective consideration. Besides that, the evaluation stage also involves the feedback from the experts regarding the learning media that has been developed. The feedback obtained from the experts become the reference to revise and make the final draft of Interactive PowerPoint. This is quite contrast with the evaluation stage in (Nusi et al., 2021) research which only included an evaluation of the result from students' perspective, not including the further revision. In addition, (Nurkhodri & Dafit, 2022) research was only started from the analysis stage to the implementation stage, while the evaluation was not carried out.

## 2. The Appropriateness of Interactive PowerPoint

The appropriateness of the Interactive PowerPoint was obtained by conducting a validation on the evaluation stage. The validators of this research were a media expert, a material expert, and the 19 students as the target users of the learning media. The questionnaire was distributed to collect the data which provided in the scale of 1-4. A more detailed information about the appropriateness of Interactive PowerPoint could be seen in the discussion below.

a. Media Expert

The media expert of this research is an information system lecturer at Nusa Mandiri University, Jakarta. He assesses three appropriateness aspects regarding to media itself. The three aspects include interface, navigation, and robustness.

1) The appropriateness regarding to interface aspect consists of 8 indicators. It gains the mean score 4 out of maximum score 4 and

reach the percentage at 100%. It is categorized as "Very Appropriate".

2) The appropriateness regarding to navigation aspect covers 3 indicators. The aspect obtains mean score 4 and percentage at 100%. It means that this aspect is "Very Appropriate".

3) The appropriateness of robustness aspect provides 3 indicators. It obtains mean score 4 which mean 100%. It can be categorized as "Very Appropriate".

Based on the explanation above, the media content covers 14 statements or indicators. The mean of all items is 4 and the percentage is 100%. It can be concluded that the Interactive PowerPoint is very appropriate for the media content. This is in line with the result of media expert validation in the research conducted by (Nikmah et al., 2022) which obtained percentage of 82.5%. In addition, the validation result from media experts contained in the research conducted by (Nurkhodri & Dafit, 2022) involved two media experts with twice validation process. The first validation percentage is 72.85% and the second validation is 90.83%. Meanwhile, it is quite different in presenting the validation data with the research conducted by (Nusi et al., 2021) which obtained very appropriate with the ICC of 0,750 for the EMIP display and 0. 824 for the content and programming aspects. The research conducted by (Suryani et al., 2022) is contrast in the concept where the design and media aspect assessed by different experts. The design expert gave a percentage of 94.29% and the percentage received from the media expert is 88.57%.

b. Material Expert

The material expert of this research is an English teacher of MTs Negeri 3 Brebes. The expert assesses the learning media in material content. the material content is divided into four aspects, namely subject matter, pedagogy, auxiliary information, and language.

1) The appropriateness of subject matter covers 7 indicator which obtains 3.5 mean score out of 4. Whereas the percentage of this aspect is 89.2%. It can be categorized as very appropriate.

2) The appropriateness of pedagogy aspects which covers 5 indicators is 3.4 for the mean score and reach the percentage at 85%. It means that the pedagogy aspect is very appropriate.

3) The appropriateness of auxiliary information which consists of 3 indicators is 4 for the mean score. Meanwhile the percentage is 100%. It can be concluded that the auxiliary information is very appropriate.

4) The appropriateness of language aspect which consists of 7 indicators is 3.5 for the mean score. The percentage of the language aspect is 89.2% which means very appropriate.

Based on the discussion above, it can be concluded that the material content has 21 indicators. The aspect obtains the mean score 3.7 and reach the percentage of 94%. Therefore, the appropriateness of the material content according to the material expert validation is categorized as very appropriate. It accordance with the result of material expert in (Nikmah et al., 2022) and (Suryani et al., 2022) research that categorized as good with the percentage of 90% and 90.67% respectively. Meanwhile, the research conducted by (Nurkhodri & Dafit, 2022) is sightly different concept where the material and language aspects are assessed by two different experts, namely material expert and linguist. The result of material experts' assessment in their research is 93.33%. Whereas the result of linguist' assessment is 73.33% for the first validation stage and 90.94% for the second validation stage. In addition, the research conducted by (Nusi et al., 2021) only containing the assessment of language aspect that obtains ICC 0.731.

c. Students as the Target Users of Interactive PowerPoint

The assessment from the students is also required to know the appropriateness of Interactive PowerPoint based on the target users'

perspective. It involves 19 students of 8B. They assess the learning media include interface aspect, navigation aspect, and affective consideration aspect.

1) The result of students' validation or assessment regarding to interface aspect which consist of 8 indicators is 59. 3 out of a maximum average 76. Meanwhile, the percentage of the interface aspect is 78%. This result gain appropriate.

2) The result of students' validation or assessment regarding to navigation aspect which consist of 5 indicators 58.8 out of a maximum average 76. Meanwhile, the percentage of the navigation aspect is 77.3%. This result gain appropriate.

3) The result of students' validation or assessment regarding to affective consideration aspect which consist of 4 indicators is 59 out of a maximum average 76. Meanwhile, the percentage of the affective consideration aspect is 77.6%. This result gain appropriate.

Based on the explanation above, the that the target users' assessment has 17 indicators. The aspect obtains the mean score 59.1 and reach the percentage of 77.7%. Therefore, the appropriateness is categorized as appropriate. It accordance with the result of students' assessment in (Nikmah et al., 2022) that categorized as good with the percentage of 93% and (Nurkhodri & Dafit, 2022) obtains 88.33%. Additionally, (Nusi et al., 2021) found in their research that the learning media is valid according to the students assessment with ICC 0,776 (86.2%). Related to the students' assessment result in (Suryani et al., 2022) research, the percentage was 92% for the individual trial assessment and 90.42% for the small group trial assessment.

## BAB V
## CONCLUSION AND SUGGESTION

This chapter is the last part of the research. It covers the conclusion of the research findings, limitation of the research, and suggestions. The conclusion discusses an overview of the research findings and obtained the answers the questions presented in the research questions part. It also presents the limitations of this research that occur during the research and development process. Whereas the suggestions present feedback regarding to this research.

### A. Conclusion

This research used ADDIE development model to answer the research questions. It involved five stages in the development process. They were analysis, design, development, implementation, and evaluation.

This research started with the analysis stage. This stage covered the analysis of the problems in listening skill faced by English teacher and 8 grade students at MTs al-Itiihadiyah 1 Kalijurang, Brebes. It was carried out by interviewing the English teacher and giving questionnaire to the students. Based on the result, the students have difficulties in improving their listening skill because of lack of vocabulary and less motivated to learn English. In addition, the problems faced by English teacher there was occur because of inadequate school facilities. Considering these problems, the development of Interactive PowerPoint was need to support the listening practice in the class. In order to produce the relevant Interactive PowerPoint, the analysis of students' need was conducted by distributing questionnaire to obtain information about students' readiness and need for learning media. Other than that, the analysis of syllabus was also required to adjust the content on the Interactive PowerPoint with the material contained in the syllabus.

The Interactive PowerPoint was designed and developed by collecting several elements need. The process of creating the Interactive PowerPoint involved integrating all the elements and features available on PowerPoint

application. Since this product was developed as a learning medium in teaching listening skill, thus it was implemented by providing listening activity to the students. Additionally, in order to find out whether the Interactive PowerPoint is appropriate or not, it needed an evaluation stage regarding this product. The evaluation stage was carried out by distributing questionnaire to two experts, namely media expert and material expert, as well as the students as the target users of this learning media.

Based on the score criteria, the Interactive PowerPoint is categorized as appropriate for use as a learning media in teaching listening skill. According to the media experts, the Interactive PowerPoint is very good and balanced-elements proportion such as the design, color combination, images, audio, animation, and material. Other than that, the material expert pointed that the discussion of the material and listening questions are in accordance to the regulations of the Ministry of Education and Culture. However, there are some grammatical error and aspects that need to be improved.

## B. Limitation of the Research

In the research and development process of Interactive PowerPoint, several limitations were emerged. These limitations are as follows.

a. The Interactive PowerPoint only present one material, namely personal recount text.

b. It only applies to use by a computer or a laptop. Therefore, it does not support the operation using mobile phone.

c. The design and the development process take quite a long time because it is very complicated .

d. This product really requires a skill in using and knowing all the features on PowerPoint application to make it interactive for students.

## C. Suggestion

Based on the result of research and development of Interactive PowerPoint, there are several limitations of the learning media. Therefore, suggestions are needed regarding the use and follow up to the development of

Interactive PowerPoint. These suggestions include suggestion purposed to English teacher and the other researchers.

1. Suggestions for English Teacher
   a. The English teacher should use interesting learning media so that students can be more motivated and interested in learning English.
   b. The English teacher should be more creative and innovative in using learning media, especially for teaching listening skill.
   c. The English teacher should use Interactive PowerPoint in teaching English, especially listening skill so that the students are more enthusiastic in learning listening skill.

2. Suggestions for the Other Researchers
   a. The research and development period needs to be extended, starting from the analysis to the evaluation stage.
   b. The research should not only calculate the appropriateness of the Interactive PowerPoint, but it would be better to calculate the effectiveness of the product.
   c. The implementation stage should be carried out through several steps, including individual trial, small group trial, to large group trial.

# REFERENCES

Alamri, W. A. (2019). Effectiveness of Qualitative Research Methods: Interviews and Diaries. *International Journal of English and Cultural Studies*, *2*(1), 65. https://doi.org/10.11114/ijecs.v2i1.4302

Alzamil, J. (2021). Listening Skills: Important but Difficult to Learn. *Arab World English Journal*, *12*(3), 366–374. https://doi.org/10.24093/awej/vol12no3.25

Andriani, K., Ardiana, & Firman. (2022). Teaching media in EFL Classroom:What are They and What Selecet Them? *Journal of Language Testing and Assessment*, *2*(1), 87–97.

Angkarini, T. (2022). Utilizing Interactive PowerPoint to Develop Students' Speaking Skills in New Normal. *Journal of Learning and Instructional Studies*, *2*(2). https://www.jlis.idcounselor.com/index.php/jlis/article/view/26%0Ahttps://www.jlis.idcounselor.com/index.php/jlis/article/download/26/29

Arono, Arsyad, S., Syahriman, Nadrah, & Villia, A. S. (2022). Exploring the effect of digital literacy skill and learning style of students on their meta-cognitive strategies in listening. *International Journal of Instruction*, *15*(1), 527–546. https://doi.org/10.29333/iji.2022.15130a

Arroyyani, R. (2021). Mapping students' listening problems and strategies. *Leksika: Jurnal Bahasa, Sastra Dan Pengajarannya*, *15*(1), 1. https://doi.org/10.30595/lks.v15i1.9309

Awinindia, S. (2023). Metacognitive, Cognitive, and Socio-Affective Strategies Used By English First Language Students in Academic Listening Course. *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya*, *13*(1), 151. https://doi.org/10.26714/lensa.13.1.2023.151-168

Ayu Nindiyana. (2021). The Use of Audio Media vs . Audio-Visual Media in Teaching Listening. *RETAIN: Research Language Teaching in Indonesia*, *09*(2014), 8–12. https://ejournal.unesa.ac.id/index.php/retain/article/view/36639

Branch, R. M. (2009). *Instructional Design: The ADDIE Approach*. Springer Science+ Bussiness Media.

Brown, D. (2004). *Language Assessment: Principle and Classroom Practice*. Pearson Education.

Buck, G. (2001). *Assessing Listening*. Cambridge University Press.

Caroline, D. A., Ismanto, B., & Rina, L. (2022). Implementation of digital archives using a dynamic archive information system. *Jurnal Kajian Informasi & Perpustakaan*, *10*(2), 189. https://doi.org/10.24198/jkip.v10i2.33203

Cohen, L., Manion, L., & Morrison, K. (2005). *Research Methods in Education* (fifth edit). RoutledgeFalmer.

Crista Wijayanti, E. (2021). A Study On Media In Listening Comprehension At Second Year Students Of English Language Education Program. *Education of English as Foreign Language*, *4*(1), 37–48. https://doi.org/10.21776/ub.educafl.2021.004.01.04

Dahal, N., Manandhar, N. K., Luitel, L., Luitel, B. C., Pant, B. P., & Shrestha, I. M. (2022). ICT tools for remote teaching and learning mathematics: A proposal for autonomy and engagements. *Advances in Mobile Learning Educational Research*, *2*(1), 289–296. https://doi.org/10.25082/amler.2022.01.013

Ernawati, I., & Sukardiyono, T. (2017). UJI KELAYAKAN MEDIA PEMBELAJARAN INTERAKTIF PADA MATA PELAJARAN ADMINISTRASI SERVER. *Elinvo (Electronics, Informatics, and Vocational Education)*, *2*(2), 205–210.

Field, J. (2009). *Listening in the Language Classroom*. Cambridge University Press.

Fitriah, N., & Ardila, I. (2022). Interactive PPT: A Strategy to Enhance Students' Activeness in Learning English Online. *Proceedings STAI RAKHA Amuntai*, *1*(1z), 92–98. https://jurnal.stairakha-amuntai.ac.id/index.php/proceeding/article/download/188/118

Haloho, U. N., Sinaga, F. A., & ... (2022). Listening Problems for Junior High School. *International …*, *2*(11), 34–38. https://multisciencejournal.com/index.php/ijm/article/view/233

Handayaani, S. A., Noni, N., & Ariyani, A. (2023). *Challenges Faced by Students in Learning Listening Comprehension in SMAN 2 Jenetopo*. 2(2), 194–203.

Hasibuan, M. S., Manalu, L. A., & ... (2022). Improving Ability of Students in Listening Skill for Junior High School By Using Audio-Visual Method. *Jurnal Basataka …*, *5*(1), 19–26.

Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (2002). *Instructional Media and Technologies for Learning* (pp. 1–368). Macmillan Publishing Company.

Hutchinson, T., & Watres, A. (1987). *English for Specific Purposes: A Learning-centered Approach*. Cambridge University Press.

Khusna, S., Dalil Rohman, A., Musa, M. M., Rini, J., & Pekalongan, I. (2022). Interactive Learning Media Innovation PPT Video Animation in Improving Critical Thinking MI/SD Students in The 21st Century Era. *Proceeding of ICONIE FTIK IAIN Pekalongan*, 151–163.

Kothari, C. R. (2004). *Research Methodology: Methods and Technique* (second edi). New Age International (P) Limited Publisher.

Kumar, R. N., & Shankar, L. R. (2021). The Importance of Listening Skill in Language Acquisition- The Problems Experienced & Strategies Adopted in Teaching Listening Skill. *International Journal of Innovative Research in Technology*, *7*(12), 309–314.

Kurbanova, M. M., Allakuliyev, Davkanov, M. I., & Mirzaolimov, I. A. (2022). Listening as Type of Speech Activity Difficulties of Listening in Foreign Languages. *Academic Research in Educational Science*, *3*(2), 5–8.

Ledy, N. M., & Syafryadin, S. (2023). Students' Perceptions of Using Powerpoint As Learning Media in English Language Teaching At Junior High School. *Wiralodra English Journal*, *7*(1), 123–132. https://doi.org/10.31943/wej.v7i1.218

Lengkoan, F., Andries, F. A., & Tatipang, D. P. (2022). a Study on Listening Problems Faced By Students of Higher Education. *Globish: An English-Indonesian Journal for English, Education, and Culture*, *11*(1), 41. https://doi.org/10.31000/globish.v11i1.5106

Liando, N. V. F., Oey, N. A., & Rorimpandey, R. S. (2023). *Does Song Effective for EFL Students ' Listening Skill ? ( A Pre- Experimental Study at Junior High School Level )*. *7*(2), 3067–3083.

Lusiana, B., & Maryanti, R. (2020). *Media Pendidikan , Gizi , dan Kuliner The Effectiveness of Learning Media Used During Online Learning*. *9*(2), 81–92.

Mahdi, D. A. (2022). Improving Speaking and Presentation Skills through Interactive Multimedia Environment for Non-Native Speakers of English. *SAGE Open*, *12*(1). https://doi.org/10.1177/21582440221079811

Maulina, M., Ignacio, J. F., Bersabe, L. A. C., Serrano, A. J. D., Carpio, N. G., & Santos, E. G. D. (2022). Technology-Based Media Used in Teaching Listening Skills. *Exposure : Jurnal* Pendidikan *Bahasa Inggris*, *11*(1), 85–99. https://doi.org/10.26618/exposure.v11i1.6564

Nadhira, S., & Warni, S. (2021). Students' Listening Difficulties in English as a Foreign Language Learning at Secondary School in Indonesian Context. *Proceedings of the 1st Annual International Conference on Natural and Social Science Education (ICNSSE 2020)*, *547*(Icnsse 2020), 186–193. https://doi.org/10.2991/assehr.k.210430.029

Nikmah, B. H., Makrifah, I. A., & Saifudin, A. (2022). Developing Interactive Powerpoint Media to Teach Reading for 8th Grade students at MTs Ma'arif NU Gandusari. *Briliant: Jurnal Riset Dan Konseptual*, *7*(3), 565. https://doi.org/10.28926/briliant.v7i3.812

Nisa, H. F., Izzah, L., & Hadi, M. S. (2022). the Use of Podcast To Improve Students' Listening Comprehension. *Eltin Journal : Journal of English Language Teaching in Indonesia*, *10*(1), 45. https://doi.org/10.22460/eltin.v10i1.p45-54

Nurkhodri, M., & Dafit, F. (2022). Development of Powerpoint-Based Interactive Media on Theme 8 Subtheme 1 in Elementary School. *Jurnal Penelitian Dan Pengembangan Pendidikan*, *6*(2), 329–339. https://doi.org/10.23887/jppp.v6i2.51217

Nusi, A., Limba, P., Abrahamsz, M., Marantika, M., & Polytechnic, A. S. (2021). THE DEVELOPMENT OF EMIP ( ENGLISH MODUL INTERACTIVE POWERPOINT ) TO IMPROVE STUDENTS ' ENGLISH FOREIGN LANGUAGE LEARNING OUTCOME. *TELL-US Journal*, *7*(2), 112–123.

Patni, G. (2022). *Listening as an Important Tool in Language Acquisition While Teaching*. 295–298. https://www.irjweb.com/Listening as an Important Tool in Language Acquisition While Teaching.pdf

Purwanto, D., Fadhly, F. Z., & Rahmatunisa, W. (2021). Listening Comprehension Study: Difficulties and Strategies Used By College Students. *Indonesian Journal of Learning and Instruction*, *4*(1), 55. https://journal.uniku.ac.id/index.php/IJLI/article/view/4345

Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, *4*(2), 53–60. https://doi.org/10.29333/aje.2019.426a

Qureshi, M., Mahdiyyah, D., Mohamed, Y., & Ardchir, M. (2022). Scale For Measuring Arabic Speaking Skills In Early Children's Education. *Journal International of Lingua and Technology*, *1*(2), 114–130. https://doi.org/10.55849/jiltech.v1i2.81

Randy, M. Y., & Cholifah, P. S. (2023). Elementary School Teacher Challenges in Using Learning Media During Online Learning. *Proceedings of the*

*International Conference on Information Technology and Education (ICITE 2021)*, *609*(Icite), 160–164. https://doi.org/10.2991/assehr.k.211210.027

Rauzika Altasa, F., Dara Ilfa Rahila, C., Abrar Muda, M., & Hasyimsyah Batubara, M. (2023). Journal of Linguistics, Literature and Language Teaching (JLLLT) Students Difficulties in Understanding Listening Lessons (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). *Journal of Linguistics, Literature and Language Teaching (JLLLT)* , *2*(2), 52–60. https://jurnal-assalam.org/index.php/JLLLT

Resti, & Rachmijati, C. (2020). *ANALYSIS THE USE OF INSTRUCTIONAL MEDIA ON TEACHING ENGLISH TO YOUNG LEARNER AT*. *3*(4), 453–458.

Richards, J. C. (2001). *Curriculum Development in language Teaching*. Cambridge University Press.

Richards, J. C. (2008). *Teaching Listening and Speaking from Theory to Practice*. Cambridge University Press.

Samosir, H. (2019). *A Study of Listening Comprehension Problems Encountered by the Third Semester Students at STMIK Prabumulih*. *1*(2), 100–109.

Sefriani, R., Radyuli, P., & Sepriana, R. (2021). Design and Development Based Learning Media Application Using Mobile App Inventor. *International Journal of Educational Development and Innovation*, *1*(1), 2797–7528.

Sekeon, E., Rombepajung, P., & Kumayas, T. (2023). Linguistics, and Literature published by English Education Department Faculty of Languages and Arts. *JoTELL: Journal of Teaching English*, *1*(1), 23–43.

Sinaga, M. U., Yen, L., Williyansen, K. E., & Nasution, J. (2022). *Developing of Listening Skills Through Digital Learning Medias for Ilfs Students*. *7*(2), 1–7.

Sugiyono. (2008). *Metode Penelitian Kuantitatif, Kualitatif,  dan RND Pengembangan*. Bandung: Alfabeta.

Sukmahidayanti, T. (2015). THE UTILIZATION OF INSTRUCTIONAL MEDIA IN TEACHING ENGLISH TO YOUNG LEARNERS (A Case Study of an Elementary School Teacher in Bandung). *Journal of English and Education*, *2015*(2), 90–100.

Sunjayanto Masykuri, E. (2022). Technology Effect of EFL Listening Comprehension to Teacher during Pandemic. *Journal of English Teaching and Learning Issues*, *5*(1), 51. https://doi.org/10.21043/jetli.v5i1.13913

Suryani, Sitompul, N. C., & Hartono. (2022). The Development of PowerPoint Animated-Based Interactive Media to Improve English Reading Skills for Vocational High School Students. *Teknodika*, *20*(02), 154–169.

Taherdoost, H. (2021). Data Collection Methods and Tools for Research; A Step-by-Step Guide to Choose Data Collection Technique for Academic and Business Research Projects. *International Journal of Academic Research in Management (IJARM)*, *2021*(1), 10–38. https://hal.science/hal-03741847

Teo, L. T. M. Z., Gani, N. I. A., & Ummah, M. H. (2022). Listening Difficulties and Strategies in Preparing for IELTS Listening Test Using Online Learning: A Case Study of Intensive English Learners. *Teknosastik*, *20*(1), 1. https://doi.org/10.33365/ts.v20i1.1367

Umar, Hartono, R., & Wahyuni, S. (2023). Using Multimedia Tools and Online Resources to Teach Listening. *Journal of Education Research and Evaluation*, *7*(3), 537–544. https://doi.org/10.23887/jere.v7i3.60683

Utomo, S., & Sulistyowati, T. (2022). Asynchronous Online Learning: Top-down and Bottom-up Processes for Listening Practices. *Language Circle: Journal of Language and Literature*, *16*(2), 413–425. https://doi.org/10.15294/lc.v16i2.34047

Utomo, S., Kusmaryati, S. E., & Sulistyowati, T. (2019). The Challenges and Difficulties in Teaching Listening: An Exploratory Research in a Junior High School in Kudus. *Language Circle: Journal of Language and Literature*, *14*(1), 27–38. https://doi.org/10.15294/lc.v14i1.19471

UZUN, A. M., & KİLİS, S. (2022). Impressions of Pre-Service Teachers about Use of PowerPoint Slides by Their Instructors and Its Effects on Their Learning. *International Journal of Contemporary Educational Research*, *6*(1), 40–52. https://doi.org/10.33200/ijcer.547253

Wahidiyati, I., Ma'rufah, D. W., & Winanti. (2023). Teaching English for Intensive Program: A Need Analysis. *METATHESIS: JOURNAL OF ENGLISH LANGUAGE LITERATURE AND TEACHING*, *7*(1), 60–73. https://doi.org/10.31002/metathesis.v7i1.324

Wahyuni, I. (2020). Fostering First Language Skills Through Early Listening Activities: a Case Study on a Pre-School Child'S Language Acquisition. *Research and Innovation in Language Learning*, *3*(1). https://doi.org/10.33603/rill.v3i1.3040

Wijayanti, D., & Awaliyah, U. (2021). Need Analysis on The Writing Skill : What Do The Students Really Need for Writing Course ? *Tarling: Journal of Language Education*, *5*(1), 51–70.

Winarno, Patwary, M. A. al-M., Yasid, A., Rini, M., Rini, S. E. S., & Alimah, S. (2009). *Teknik Evaluasi Multimedia Pembelajaran*. Genius Prima Media.

Wirawan, I. M. T. A., & Gading, I. K. (2022). Interactive Powerpoint Learning Media on Science Content for Fifth Grade Elementary School. *Journal for Lesson and Learning Studies*, *5*(2), 190–198. https://doi.org/10.23887/jlls.v5i2.48852

Wulandari, E. (2022). Pemanfaatan Powerpoint Interaktif Sebagai Media Pembelajaran Dalam Hybrid Learning. *JUPEIS : Jurnal Pendidikan Dan Ilmu Sosial*, *1*(2), 26–32. https://doi.org/10.55784/jupeis.vol1.iss2.34

Yulianti, N., & Wijayanti, D. (2019). Teacher ' s Problems In Teaching Listening Online. *Proceeding of Conference on Engliah Teaching (CELTI 2023)*, 552–567.

Zef Risal, R. H. (2022). *Metode Penelitian dan Pemngembangan Research and Development (RnD)*. Malang: Literasi Nusantara Abadi.
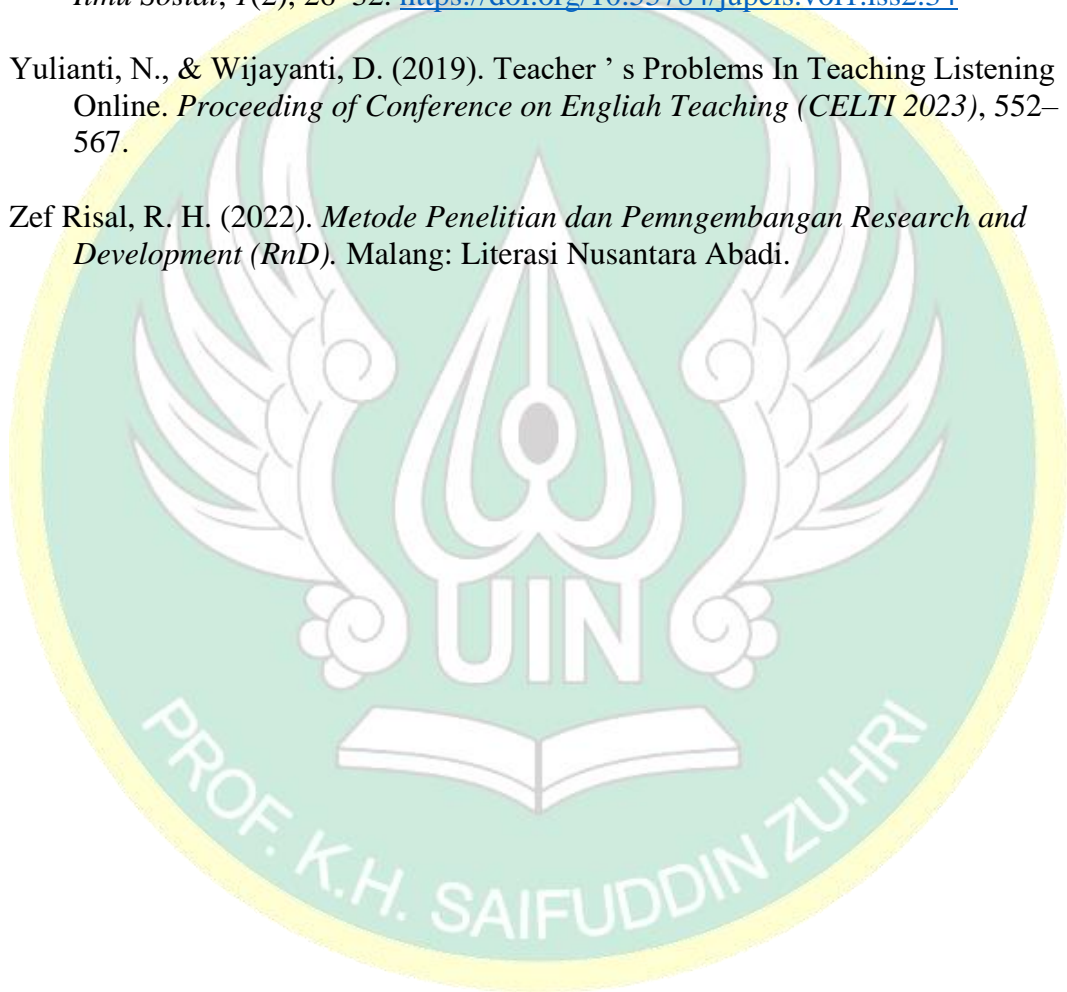
# APPENDIX A (Interview Guideline)

**KISI-KISI PERTANYAAN WAWANCARA GURU BAHASA INGGRIS**

| No | Komponen | Sub-Komponen | Nomor Butir |
|---|---|---|---|
| 1 | Orientasi guru dan siswa | Lama guru mengajar di sekolah | 1 |
| | | Jumlah siswa kelas 8 | 2 |
| 2 | Proses pembelajaran bahasa Inggris dan *listening skill* serta respon siswa terhadap bahasa Inggris dan *listening skill* | Proses pembelajaran bahasa Inggris di kelas | 3 |
| | | Metode pembelajaran yang sering digunakan | 5 |
| | | Sumber belajar yang sering digunakan | 6 |
| | | Frekuensi pembelajaran *listening skill* | 7 |
| | | Respon siswa terhadap bahasa Inggris dan *listening skill* | 4 dan 8 |
| | | Kesulitan guru dan siswa dalam *listening skill* | 9 |
| | | Media pembelajaran yang digunakan | 10, 11, 12, 13 |

**DAFTAR PERTANYAAN WAWANCARA GURU BAHASA INGGRIS**

1. Sudah berapa lama Ibu mengajar di sekolah ini?

2. Ada berapa siswa di kelas 8?

3. Menurut Ibu bagaimana proses pembelajaran bahasa Inggris di kelas? Apakah berjalan dengan baik?

4. Bagaimana respon siswa terhadap pelajaran bahasa Inggris?

5. Metode apa yang sering Ibu terapkan dalam pembelajaran bahasa Inggris?

6. Sumber belajar apa yang sering Ibu gunakan?

7. Apakah Ibu sering mengadakan *listening practice* di kelas?

8. Bagaimana respon peserta didik terkait *listening practice*?

9. Apa saja tantangan atau kesulitan yang dialami Ibu dan peserta didik dalam proses pembelajaran *listening skill*?

10. Apakah Ibu sering menggunakan media pembelajaran untuk mengajarkan *listening skill* dan menyampaikan materi?

11. Apa saja media pembelajaran tersebut?

12. Apakah Ibu pernah menggunakan media pembelajaran berbasis multimedia seperti PowerPoint Interaktif?

13. Apakah Ibu setuju jika dikembangkan media pembelajaran PowerPoint Interaktif sebagai media pembelajaran untuk mengajar *listening*?

# APPENDIX B (Need Analysis Grid and Questionnaire

**KISI-KISI INSTRUMEN ANALISIS KEBUTUHAN SISWA**

| No | Aspek | Indikator | Nomor Butir |
|----|-------|-----------|-------------|
| 1 | *Goals* | Tujuan mempelajari bahasa Inggris | 1 dan 2 |
| | | Tujuan mempelajari *listening skill* | 6 |
| **Target Needs** | | | |
| 2 | *Necessity* | Pentingnya belajar *listening skill* | 3 |
| | | Manfaat *listening skill* dalam mengembangkan kemampuan bahasa Inggris siswa | 4 |
| 3 | *Lack* | Kesulitan dalam *listening skill* | 5 |
| | | Kesulitan dalam memahami materi *personal recount text* | 13 |
| 4 | *Want* | Keinginan belajar *listening skill* dengan media *Interactive PowerPoint* | 19 |
| **Learning Needs** | | | |
| 5 | *Procedure* | Frekuensi pengadaan *listening practice* | 7 |
| | | Penyampaian materi *personal recount text* oleh guru | 12 |
| 6 | *Learning Model* | Penggunaan kuis sebagai model pembelajaran dalam *listening skill* | 8 |
| | | Dampak afektif kuis terhadap siswa | 9 dan 10 |
| 7 | *Instructional Media* | Penggunaan media pembelajaran bahasa Inggris | 11 dan 15 |
| | | Penggunaan media pembelajaran *listening skill* | 18 |
| | | Dampak afektif media pembelajaran terhadap siswa | 16 dan 17 |
| 8 | *Learning Resource* | Penggunaan sumber belajar selain buku | 14 |

## INSTRUMEN KUISIONER ANALISIS KEBUTUHAN SISWA

**Nama**         :

**Kelas**        :

**Sekolah**      :

**Petunjuk Pengisian:**

1. Berikan pendapat Anda mengenai pernyataan dibawah ini dengan memberi tanda *checklist* (√) pada salah satu kolom dengan ketentuan sebagai berikut.

    1 = sangat tidak setuju

    2 = tidak setuju

    3 = setuju

    4 = sangat setuju

2. Tulislah alasan dari pendapat Anda di kolom yang sudah tersedia!

3. Informasi yang diberikan tidak ada kaitannya dengan prestasi belajar Anda dalam bahasa Inggris. Oleh karena itu, informasi yang diberikan harus sesuai dengan pendapat Anda.

| No | Pertanyaan | Jawaban | | | | Alasan |
|----|------------|---|---|---|---|--------|
|    |            | 1 | 2 | 3 | 4 |        |
| 1 | Tujuan saya mempelajari bahasa Inggris adalah untuk bisa berkomunikasi dengan penutur asli. | | | | | |
| 2 | Tujuan saya mempelajari bahasa Inggris adalah agar bisa berkomunikasi dalam kehidupan sehari-hari menggunakan bahasa Inggris. | | | | | |
| 3 | *Listening skill* penting untuk dipelajari. | | | | | |

| No | Pertanyaan | Jawaban | | | | Alasan |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| 4 | *Listening skill* sangat berguna untuk meningkatkan kemampuan bahasa Inggris saya. | | | | | |
| 5 | Saya meengalami kesulitan dalam memahami dan meningkatkan kemampuan *listening skill*. | | | | | |
| 6 | Saya ingin belajar *listening skill* agar dapat memahami orang lain berbicara dalam bahasa Inggris. | | | | | |
| 7 | Guru bahasa Inggris saya sering mengadakan *Listening practice* di kelas. | | | | | |
| 8 | Guru bahasa Inggris saya sering mengadakan *listening quiz* terkait materi bahasa Inggris di kelas. | | | | | |
| 9 | *Quiz* membuat saya lebih semangat dalam belajar *listening skill*. | | | | | |

| No | Pertanyaan | Jawaban | | | | Alasan |
|----|-----------|---|---|---|---|--------|
| | | 1 | 2 | 3 | 4 | |
| 10 | Saya lebih mudah memahami materi lewat *quiz.* | | | | | |
| 11 | Guru bahasa Inggris saya menyajikan materi *personal recount text* dengan media pembelajaran yang bervariatif. | | | | | |
| 12 | Guru bahasa Inggris saya menyajikan materi *personal recount text* dengan baik. | | | | | |
| 13 | Saya mengalami kesulitan dalam memahami materi *personal recount text*. | | | | | |
| 14 | Saya sering menggunakan sumber belajar selain buku untuk memahami materi bahasa Inggris. | | | | | |
| 15 | Guru bahasa Inggris saya sering menggunakan media pembelajaran selain buku. | | | | | |
| 16 | Saya lebih mudah memahai materi melalui media pembelajaran yang | | | | | |

| No | Pertanyaan | Jawaban | | | | Alasan |
|----|-----------|---|---|---|---|--------|
| | | 1 | 2 | 3 | 4 | |
| | berisi gambar, video, audio, atau animasi. | | | | | |
| 17 | Saya lebih bersemangat jika guru menggunakan media pmbelajaran yang menarik dan interaktif di kelas. | | | | | |
| 18 | Guru bahasa Inggris saya sering menggunakan PowerPoint Interaktif sebagai media pembelajaran dalam mengajarkan *listening skill*. | | | | | |
| 19 | Saya tertarik dan ingin belajar *listening skill* menggunakan PowerPoint Interaktif. | | | | | |

**APPENDIX C (Expert Validator)**

## VALIDASI INSTRUMEN WAWANCARA GURU BAHASA INGGRIS

**Petunjuk Pengisian:**

1. Melalui lembar validasi ini, Bapak/Ibu dimintai pendapat tentang instrument wawancara yang telah dibuat untuk mendapatkan data penelitian.

2. Pendapat yang Bapak/Ibu berikan akan digunakan sebagai masukan untuk menyempurnakan pertanyaan wawancara untuk mendapatkan data penelitian.

3. Mohon berikan pendapat Bapak/Ibu dengan memberikan tanda *checklist* (√) pada salah satu kolom dengan ketentuan sebagai berikut.

   1 = sangat tidak setuju

   2 = tidak setuju

   3 = setuju

   4 = sangat setuju

4. Jika Bapak/Ibu memiliki kritik dan saran, silakan tulis pada kolom catatan yang tersedia.

| No | Aspek | Skala Penilaian | | | | Catatan |
|----|-------|------|------|------|------|---------|
| | | 1 | 2 | 3 | 4 | |
| 1 | Pertanyaan wawancara sesuai dengan topik penelitian | | | | | |
| 2 | Pertanyaan wawancara sesuai dengan tujuan penelitian | | | | | |
| 3 | Pertanyaan wawancara mudah dipahami | | | | | |

141

| No | Aspek | Skala Penilaian | | | | Catatan |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| 4 | Pertanyaan wawancara disajikan dengan bahasa yang baik | | | | | |

**Penilaian General**

1. Mohon Bapak/Ibu memberikan penilaian secara umum terkait instrumen pertanyaan wawancara dengan memberikan tanda *checklist* (√) pada salah satu kolom berikut dengan ketentuan:

   1= Sangat tidak valid dan sangat tidak layak digunakan

   2= Tidak valid dan tidak layak digunakan

   3= Valid dan layak digunakan dengan revisi

   4= Valid dan layak digunakan tanpa revisi

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| | | | |

Purwokerto, 22 April 2024

Validator,

**Irra Wahidiyati, M.Pd**

**VALIDASI INSTRUMEN ANALISIS KEBUTUHAN SISWA KLAS 8 MTS AL-ITTIHADIYAH 1 KALIJURANG, BREBES DALAM PMBELAJARAN LISTENING SKILL**

**Petunjuk Pengisian:**

1. Melalui lembar validasi ini, Bapak/Ibu dimintai pendapat tentang instrumen kuisioner analisis kebutuhan yang telah dibuat untuk mendapatkan data penelitian.

2. Pendapat yang Bapak/Ibu berikan akan digunakan sebagai masukan untuk menyempurnakan pembuatan lembar kuesioner ini untuk mendapatkan data penelitian.

3. Mohon berikan pendapat Bapak/Ibu dengan memberikan tanda *checklist* (√) pada salah satu kolom dengan ketentuan sebagai berikut.

   1 = sangat tidak setuju

   2 = tidak setuju

   3 = setuju

   4 = sangat setuju

4. Jika Bapak/Ibu memiliki kritik dan saran, silakan tulis pada kolom catatan yang tersedia.

| No | Aspek Penilian | Skala Penilaian | | | | Catatan |
|----|----------------|---|---|---|---|---------|
|    |                | 1 | 2 | 3 | 4 |         |
| 1 | Petunjuk pengisian dalam lembar kuisioner ditulis dengan bahasa yang jelas dan mudah dipahami | | | | | |
| 2 | Pertanyaan kuisioner sesuai dengan teori *need analysis* Hutchinson dan Waters (1987) | | | | | |

| No | Aspek Penilian | Skala Penilaian | | | | Catatan |
|----|----------------|---|---|---|---|---------|
| | | 1 | 2 | 3 | 4 | |
| 3 | Pertanyaan kuisioner sesuai dengan topik penelitian | | | | | |
| 4 | Pertanyaan disajikan dengan bahasa yang jelas dan mudah dipahami. | | | | | |
| 5 | Pertanyaan disajikan dengan tata bahasa yang baik dan benar. | | | | | |

**Penilaian General**

1. Mohon Bapak/Ibu memberikan penilaian secara umum terkait instrumen analisis kebutuhan siswa dengan memberikan tanda *checklist* (√) pada salah satu kolom berikut dengan ketentuan:

    1= Sangat tidak valid dan sangat tidak layak digunakan

    2= Tidak valid dan tidak layak digunakan

    3= Valid dan layak digunakan dengan revisi

    4= Valid dan layak digunakan tanpa revisi

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| | | | |

Purwokerto, 22 April 2024

Validator,

**Irra Wahidiyati, M.Pd**

144

**LEMBAR VALIDASI TERHADAP INSTRUMEN VALIDASI AHLI MEDIA POWERPOINT INTERAKTIF SEBAGAI MEDIA PEMBELAJARAN LISTENING SKILL SISWA KELAS 8 MTS AL-ITTIHADIYAH 1 KALIJURANG, BREBES**

**Petunjuk Pengisian:**

1. Melalui lembar validasi ini, Bapak/Ibu dimintai penilaian tentang instrumen validasi ahli media yang telah dibuat untuk mendapatkan data penelitian.

2. Penilaian yang Bapak/Ibu berikan akan digunakan sebagai masukan untuk menyempurnakan pembuatan instrumen validasi ahli.

3. Mohon berikan penilaian Bapak/Ibu dengan memberikan tanda *checklist* (√) pada salah satu kolom dengan ketentuan sebagai berikut.

   1 = sangat tidak setuju

   2 = tidak setuju

   3 = setuju

   4 = sangat setuju

4. Jika Bapak/Ibu memiliki kritik dan saran, silakan tulis pada kolom catatan yang tersedia.

| No | Aspek Penilian | Skala Penilaian | | | | Catatan |
|----|----------------|---|---|---|---|---------|
| | | 1 | 2 | 3 | 4 | |
| 1 | Petunjuk pengisian dalam instrumen validasi ahli media ditulis dengan bahasa yang jelas dan mudah dipahami | | | | | |
| 2 | Pernyataan yang terdapat dalam instrumen validasi ahli sesuai dengan teori kelayakan media menurut winarno (2009) | | | | | |

145

| No | Aspek Penilian | Skala Penilaian | | | | Catatan |
|----|----------------|---|---|---|---|---------|
|    |                | 1 | 2 | 3 | 4 |         |
| 3 | Pernyataan disajikan dengan bahasa yang jelas dan mudah dipahami. | | | | | |
| 4 | Pernyataan disajikan dengan tata bahasa yang baik dan benar. | | | | | |

**Penilaian General**

2. Mohon Bapak/Ibu memberikan penilaian secara umum terkait instrumen validasi ahli media dengan memberikan tanda *checklist* (√) pada salah satu kolom berikut dengan ketentuan:

   1= Sangat tidak valid dan sangat tidak layak digunakan

   2= Tidak valid dan tidak layak digunakan

   3= Valid dan layak digunakan dengan revisi

   4= Valid dan layak digunakan tanpa revisi

| **1** | **2** | **3** | **4** |
|-------|-------|-------|-------|
|       |       |       |       |

Purwokerto, 20 Mei 2024

Validator,

**Irra Wahidiyati, M.Pd.**

**LEMBAR VALIDASI TERHADAP INSTRUMEN VALIDASI AHLI MATERI PADA POWERPOINT INTERAKTIF SEBAGAI MEDIA PEMBELAJARAN LISTENING SKILL SISWA KELAS 8 MTS AL-ITTIHADIYAH 1 KALIJURANG, BREBES**

**Petunjuk Pengisian:**

5. Melalui lembar validasi ini, Bapak/Ibu dimintai penilaian tentang instrumen validasi ahli materi yang telah dibuat untuk mendapatkan data penelitian.

6. Penilaian yang Bapak/Ibu berikan akan digunakan sebagai masukan untuk menyempurnakan pembuatan instrumen validasi ahli materi tersebut.

7. Mohon berikan penilaian Bapak/Ibu dengan memberikan tanda *checklist* (√) pada salah satu kolom dengan ketentuan sebagai berikut.

   1 = sangat tidak setuju

   2 = tidak setuju

   3 = setuju

   4 = sangat setuju

8. Jika Bapak/Ibu memiliki kritik dan saran, silakan tulis pada kolom catatan yang tersedia.

| No | Aspek Penilian | Skala Penilaian | | | | Catatan |
|----|----------------|---|---|---|---|---------|
| | | 1 | 2 | 3 | 4 | |
| 1 | Petunjuk pengisian dalam instrumen validasi ahli media ditulis dengan bahasa yang jelas dan mudah dipahami | | | | | |
| 2 | Pernyataan yang terdapat dalam instrumen validasi ahli sesuai dengan teori kelayakan media menurut winarno (2009) | | | | | |

147

| No | Aspek Penilian | Skala Penilaian | | | | Catatan |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| 3 | Pernyataan yang terdapat dalam instrumen validasi ahli sesuai dengan kisi-kisi | | | | | |
| 4 | Pernyataan disajikan dengan bahasa yang jelas dan mudah dipahami. | | | | | |
| 5 | Pernyataan disajikan dengan tata bahasa yang baik dan benar. | | | | | |

**Penilaian General**

3. Mohon Bapak/Ibu memberikan penilaian secara umum terkait instrumen validasi ahli materi dengan memberikan tanda *checklist* (√) pada salah satu kolom berikut dengan ketentuan:

1= Sangat tidak valid dan sangat tidak layak digunakan

2= Tidak valid dan tidak layak digunakan

3= Valid dan layak digunakan dengan revisi

4= Valid dan layak digunakan tanpa revisi

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| | | | |

Purwokerto, 20 Mei 2024

Validator,

**Irra Wahidiyati, M.Pd.**

**LEMBAR VALIDASI TERHADAP INSTRUMEN ANGKET PENILAIAN SISWA (TARGET USER) TERHADAP POWERPOINT INTERAKIF SEBAGAI MEDIA PEMBELAJARAN LISTENING SKILL SISWA KELAS 8 MTS AL-ITTIHADIYAH 1 KALIJURANG, BREBES**

**Petunjuk Pengisian:**

9. Melalui lembar validasi ini, Bapak/Ibu dimintai validasi tentang instrumen angket penilaian siswa sebagai *target user* terhadap media pembelajaran PowerPoint Interaktif yang telah dibuat untuk mendapatkan data penelitian.

10. Penilaian yang Bapak/Ibu berikan akan digunakan sebagai masukan untuk menyempurnakan pembuatan instrumen angket tersebut.

11. Mohon berikan penilaian Bapak/Ibu dengan memberikan tanda *checklist* (√) pada salah satu kolom dengan ketentuan sebagai berikut.

    1 = sangat tidak setuju

    2 = tidak setuju

    3 = setuju

    4 = sangat setuju

12. Jika Bapak/Ibu memiliki kritik dan saran, silakan tulis pada kolom catatan yang tersedia.

| No | Aspek Penilian | Skala Penilaian | | | | Catatan |
|----|----------------|---|---|---|---|---------|
| | | 1 | 2 | 3 | 4 | |
| 1 | Petunjuk pengisian dalam instrumen validasi ahli media ditulis dengan bahasa yang jelas dan mudah dipahami | | | | | |
| 2 | Pernyataan yang terdapat dalam instrumen validasi ahli sesuai dengan teori kelayakan media menurut winarno (2009) | | | | | |

149

| No | Aspek Penilian | Skala Penilaian | | | | Catatan |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| 3 | Pernyataan disajikan dengan bahasa yang jelas dan mudah dipahami. | | | | | |
| 4 | Pernyataan disajikan dengan tata bahasa yang baik dan benar. | | | | | |

**Penilaian General**

4. Mohon Bapak/Ibu memberikan penilaian secara umum terkait instrumen angket penilaian siswa sebagai *target user* terhadap media pembelajaran PowerPoint Interactive dengan memberikan tanda *checklist* (√) pada salah satu kolom berikut dengan ketentuan:

1= Sangat tidak valid dan sangat tidak layak digunakan

2= Tidak valid dan tidak layak digunakan

3= Valid dan layak digunakan dengan revisi

4= Valid dan layak digunakan tanpa revisi

| **1** | **2** | **3** | **4** |
|---|---|---|---|
| | | | |

Purwokerto, 20 Mei 2024

Validator,

**Irra Wahidiyati, M.Pd.**

# APPENDIX D (Experts Judgment and Target User Grid and Questionnaire)

**KISI-KISI INSTRUMEN VALIDASI AHLI MEDIA**

| No | Aspek | Sub-Aspek | Nomor Butir |
|----|-------|-----------|-------------|
| 1 | *Interface* | Tampilan media pembelajaran secara general | 1 |
| | | Kombinasi warna dalam media pembelajaran | 2 |
| | | Kemenarikan dan kesesuaian animasi dengan konten yang terdapat dalam media pembelajaran | 3 |
| | | Kemenarikan dan kesesuaian gambar dengan konten yang terdapat dalam media pembelajaran | 4 |
| | | Kemenarikan dan kesesuaian video dengan konten yang terdapat dalam media pembelajaran | 5 |
| | | Kualitas audio yang digunakan dalam media pembelajaran | 6 |
| | | Keterbacaan teks yang terdapat dalam media pembelajaran | 7 |
| | | Ukuran teks yang terdapat dalam media pembelajaran | 8 |
| 2 | *Navigation* | Konsistensi tombol navigasi yang terdapat dalam media pembelajaran | 9 |
| | | Pengoprasian tombol navigasi yang terdapat dalam media pembelajaran | 10 |
| | | Eksistensi menu *home* dan menu *exit* dalam media pembelajaran | 11 |
| 3 | *Robustness* | Pengoperasian konten yang terdapat dalam media pembelajaran | 12 |

| | | Kemudahan pengguna dalam mengakses video | 13 |
|---|---|---|---|
| | | Kemudahan pengguna dalam mengakses audio | 14 |

**INSTRUMEN VALIDASI AHLI MEDIA TERHADAP POWERPOINT INTRAKTIF SEBAGAI MEDIA PEMBELAJARAN LISTENING SKILL SISWA KELAS 8 MTS AL-ITTIHADIYAH 1 KALIJURANG, BREBES**

**Petunjuk Pengisian:**

1. Melalui lembar validasi ini, Bapak/Ibu dimintai penilaian terhadap media pembelajaran PowerPoint Interaktif yang telah dikembangkan.

2. Penilaian yang Bapak/Ibu berikan akan digunakan sebagai acuan dalam menganalisis dan menentukan kelayakan dari media pembelajaran PowerPoint Interaktif yang telah dikembangkan.

3. Mohon berikan pendapat Bapak/Ibu dengan memberikan tanda *checklist* (√) pada salah satu kolom dengan ketentuan sebagai berikut.

   1 = sangat tidak setuju

   2 = tidak setuju

   3 = setuju

   4 = Sangat setuju

4. Jika Bapak/Ibu memiliki kritik dan saran, silakan tulis pada kolom catatan yang tersedia.

5. Kritik dan saran yang Bapak/Ibu berikan akan digunakan sebagai bahan acuan untuk merevisi media pembelajaran PowerPoint Iteraktif.

| No | Pernyataan | Skala Penilaian | | | | Catatan |
|----|-----------|---|---|---|---|---------|
| | | 1 | 2 | 3 | 4 | |
| 1 | Tampilan media pembelajaran secara general sudah menarik | | | | | |
| 2 | Kombinasi warna yang digunakan dalam media pembelajaran sesuai | | | | | |

154

| No | Pernyataan | Skala Penilaian | | | | Catatan |
|----|-----------|---|---|---|---|---------|
| | | 1 | 2 | 3 | 4 | |
| 3 | Animasi yang terdapat dalam media pembelajaran menarik dan sesuai dengan konten media pembelajaran | | | | | |
| 4 | Gambar yang terdapat dalam media pembelajaran menarik dan sesuai dengan konten media pembelajaran | | | | | |
| 5 | Video yang terdapat dalam media pembelajaran menarik dan sesuai dengan konten media pembelajaran | | | | | |
| 6 | Audio yang digunakan dalam media pembelajaran dapat didengar dengan jelas | | | | | |
| 7 | Teks yang terdapat dalam media pembelajaran sesuai | | | | | |
| 8 | Ukuran teks yang terdapat dalam media pembelajaran sesuai | | | | | |

| No | Pernyataan | Skala Penilaian | | | | Catatan |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| 9 | Tombol navigasi yang terdapat dalam media pembelajaran ditampilkan secara konsisten | | | | | |
| 10 | Tombol navigasi dapat dioperasikan dengan baik | | | | | |
| 11 | Terdapat menu ke halaman *home* (menu utama) dan menu *exit* dalam media pembelajaran | | | | | |
| 12 | Semua konten yang terdapat dalam media pembelajaran dapat dioperasikan dengan mudah | | | | | |
| 13 | Video yang terdapat dalam media pembelajaran dapat diputar dan jarang terjadi *error* | | | | | |
| 14 | Audio yang terdapat dalam media pembelajaran dapat diputar dan jarang terjadi *error* | | | | | |

## KISI-KISI INSTRUMEN VALIDASI AHLI MATERI

| No | Aspek | Sub-Aspek | Nomor Butir |
|----|-------|-----------|-------------|
| 1 | *Subject Matter* | Kesesuaian materi yang terdapat dalam media peembelajaran dengan tujuan pembelajaran dan kompetensi dasar | 1 |
| | | Relevansi kosa kata yang terdapat dalam materi | 2 |
| | | Kesesuaian contoh yang terdapat dalam media pembelajaran dengan tujuan pembelajaran dan kompetensi dasar | 3 |
| | | Kesesuaian contoh yang terdapat dalam media peembelajaran dengan materi | 4 |
| | | Relevansi contoh yang terdapat dalam media peembelajaran dengan pengalaman dan kehidupan sehari-hari siswa | 5 |
| | | Penggunaan penutur bahasa Inggris asli dalam audio *listening* | 6 |
| | | Manfaat materi dan contoh yang terdapat dalam media pembelajaran dalam kehidapan sehari-hari siswa | 7 |
| 2 | *Pedagogy* | Kesesuaian soal atau kuis *listening practice* dengan materi yang terdapat dalam media peembelajaran | 8 |
| | | Kesesuaian soal atau kuis *listening practice* dengan jenisnya (mudah dan sulit) | 9 |
| | | Kesesuaian pembahasan soal atau kuis *listening practice* | 10 |

| No | Aspek | Sub-Aspek | Nomor Butir |
|---|---|---|---|
| | | Tingkat kemudahan siswa dalam memahami pembahasan soal atau kuis *listening practice* | 11 |
| | | Tingkat keinteraktifan kuis *listening* | 12 |
| 3 | *Auxiliary Information* | Eksistensi informasi tentang tujuan pembelajaran dan kompetensi dasar dalam media pembelajaran | 13 |
| | | Eksistensi informasi tentang sumber materi yang digunakan dalam media pembelajaran | 14 |
| 4 | *Language* | Kesesuaian bahasa yang terdapat dalam media pembelajaran dengan perkembangan kognitif siswa | 15 |
| | | Tingkat kemudahan siswa dalam memahami bahasa yang digunakan dalam media pembelajaran | 16 |
| | | Kesesuaian ejaan yang terdapat dalam media pembelajaran | 17 |
| | | Kesesuaian tata bahasa yang terdapat dalam media pembelajaran | 18 |
| | | Kesesuaian diksi atau pilihan kata yang terdapat dalam media pembelajaran | 19 |
| | | Kesesuaian kapitalisasi yang terdapat dalam media pembelajaran | 20 |
| | | Kesesuaian penggunaan tanda baca yang terdapat dalam media pembelajaran | 21 |

**INSTRUMEN VALIDASI AHLI MATERI PADA POWERPOINT INERAKTIF SEBAGAI MEDIA PEMBELAJARAN LISTENING SKILL SISWA KELAS 8 MTS AL-ITTIHADIYAH 1 KALIJURANG, BREBES**

**Petunjuk Pengisian:**

1. Melalui lembar validasi ini, Bapak/Ibu dimintai penilaian terhadap materi yang terdapat dalam media pembelajaran PowerPoint Interaktif yang telah dikembangkan.

2. Penilaian yang Bapak/Ibu berikan akan digunakan sebagai acuan dalam menganalisis dan menentukan kelayakan dari materi yang terdapat dalam media pembelajaran PowerPoint Interaktif yang telah dikembangkan.

3. Mohon berikan penilaian Bapak/Ibu dengan memberikan tanda *checklist* (√) pada salah satu kolom dengan ketentuan sebagai berikut.

   1 = sangat tidak setuju

   2 = tidak setuju

   3 = setuju

   4 = Sangat setuju

4. Jika Bapak/Ibu memiliki kritik dan saran, silakan tulis pada kolom catatan yang tersedia.

5. Kritik dan saran yang Bapak/Ibu berikan akan digunakan sebagai bahan acuan untuk merevisi media pembelajaran PowerPoint Interaktif.

| No | Pernyataan | Skala Penilaian | | | | Catatan |
|----|-----------|---|---|---|---|---------|
| | | 1 | 2 | 3 | 4 | |
| 1 | Materi yang terdapat dalam media pembelajaran sesuai dengan tujuan pembelajaran | | | | | |
| 2 | Materi yang terdapat dalam media pembelajaran memuat | | | | | |

159

| No | Pernyataan | Skala Penilaian | | | | Catatan |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| | menggunakan kosa kata yang relevan | | | | | |
| 3 | Contoh yang terdapat dalam media pembelajaran sesuai dengan tujuan pembelajaran | | | | | |
| 4 | Contoh yang terdapat dalam media pembelajaran sesuai dengan materi | | | | | |
| 5 | Contoh yang terdapat dalam media pembelajaran relevan dengan pengalaman siswa | | | | | |
| 6 | Materi dan contoh bermanfaat bagi kehidupan sehari-hari siswa | | | | | |
| 7 | Soal *listening skill* yang terdapat dalam media pembelajaran menggunakan penutur bahasa Inggris asli | | | | | |
| 8 | Soal *listening skill* sesuai dengan materi | | | | | |

| No | Pernyataan | Skala Penilaian | | | | Catatan |
|----|-----------|---|---|---|---|---------|
| | | 1 | 2 | 3 | 4 | |
| | yang terdapat dalam media pembelajaran | | | | | |
| 9 | Soal *listening skill* sesuai dengan jenis soalnya (mudah dan sulit) | | | | | |
| 10 | Pembahasan soal *listening skill* sesuai | | | | | |
| 11 | Pembahasan soal *listening skill* mudah dipahami | | | | | |
| 12 | Kuis *listening* yang terdapat dalam media pembelajaran disajikan dengan konsep yang interaktif | | | | | |
| 13 | Terdapat informasi mengenai tujuan pembelajaran dan komptensi dasar dalam media pembelajaran | | | | | |
| 14 | Terdapat informasi mengenai sumber materi yang digunakan dalam media pembelajaran | | | | | |
| 15 | Bahasa yang digunakan dalam media pembelajaran sesuai | | | | | |

| No | Pernyataan | Skala Penilaian | | | | Catatan |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| | dengan perkembangan kognitif siswa | | | | | |
| 16 | Bahasa yang digunakan dalam media pembelajaran mudah dipahami | | | | | |
| 17 | Ejaan yang digunakan dalam media pembelajaran sesuai dan benar | | | | | |
| 18 | Tata bahasa yang digunakan dalam media pembelajaran sesuai | | | | | |
| 19 | Pemilihan kata yang digunakan dalam media pembelajaran sesuai dan benar | | | | | |
| 20 | Kapitalisasi yang terdapat dalam media pembelajaran sesuai dan benar | | | | | |
| 21 | Penggunaan tanda baca dalam media pembelajaran sesuai dan benar | | | | | |

162

**KISI-KISI INSTRUMEN PENILAIAN SISWA (TARGET USER)**

| No | Aspek | Sub-Aspek | Nomor Butir |
|---|---|---|---|
| 1 | *Interface* | Tampilan media pembelajaran secara kesulurahan | 1 |
| | | Kombinasi warna dalam media pembelajaran | 2 |
| | | Kemenarikan animasi dengan konten yang terdapat dalam media pembelajaran | 3 |
| | | Kemenarikan gambar dengan konten yang terdapat dalam media pembelajaran | 4 |
| | | Kemenarikan video dengan konten yang terdapat dalam media pembelajaran | 5 |
| | | Kualitas audio yang digunakan dalam media pembelajaran | 6 |
| | | Kesesuaian teks yang terdapat dalam media pembelajaran | 7 |
| | | Ukuran teks yang terdapat dalam media pembelajaran | 8 |
| 2 | *Navigation* | Pengoperasian konten yang terdapat dalam media pembelajaran | 9 |
| | | Konsistensi tombol navigasi yang terdapat dalam media pembelajaran | 10 |
| | | Kemudahan siswa dalam memahami fungsi dari masing-masing tombol navigasi dalam media pembelajaran | 11 |
| | | Kemudahan siswa dalam mengakses video | 12 |
| | | Kemudahan siswa dalam mengakses audio | 13 |
| 3 | *Affective Consideration* | Dampak media pembelajaran terhadap motivasi belajar siswa | 14 |
| | | Dampak media pembelajaran terhadap semangat belajar siswa | 15 |
| | | Dampak media pembelajaran terhadap daya serap atau pemahaman siswa | 16 |

163

| No | Aspek | Sub-Aspek | Nomor Butir |
|----|-------|-----------|-------------|
| | | Dampak media pembelajaran terhadap ketertarikan siswa dalam mempelajari *listening practice* | 17 |

**ANGKET PENILAIAN SISWA (TARGET USER) TERHADAP POWERPOINT INTERAKTIF SEBAGAI MEDIA PEMBELAJARAN LISTENING SKILL SISWA KELAS 8 MTS AL-ITTIHADIYAH 1 KALIJURANG, BREBES**

**Petunjuk Pengisian Angket**

1. Melalui angket ini, Anda diminta penilaian terhadap terhadap media pembelajaran PowerPoint Interaktif yang telah diimplementasikan di kelas Anda.

   2. Mohon Anda memilih satu jawaban dengan memberi tanda checklist (√) pada salah satu kolom dengan ketentuan sebagai berikut.

      1 = sangat tidak setuju

      2 = tidak setuju

      3 = setuju

      4 = sangat setuju

   3. Tulislah alasan dari jawaban Anda di kolom catatan yang sudah tersedia!

   4. Informasi yang diberikan tidak ada kaitannya dengan prestasi belajar Anda dalam bahasa Inggris. Oleh karena itu, informasi yang diberikan harus sesuai dengan pendapat Anda.

| No | Pernyataan | Skala Penilaian | | | | Catatan |
|----|------------|---|---|---|---|---------|
| | | 1 | 2 | 3 | 4 | |
| 1 | Menurut saya tampilan media pembelajaran tersebut menarik secara general | | | | | |
| 2 | Menurut saya kombinasi warna yang digunakan dalam media pembelajaran sesuai | | | | | |
| 3 | Menurut saya animasi yang terdapat dalam media pembelajaran menarik | | | | | |

165

| No | Pernyataan | Skala Penilaian | | | | Catatan |
|----|------------|---|---|---|---|---------|
| | | 1 | 2 | 3 | 4 | |
| 4 | Menurut saya gambar yang terdapat dalam media pembelajaran menarik | | | | | |
| 5 | Menurut saya video yang terdapat dalam media pembelajaran menarik | | | | | |
| 6 | Menurut saya audio yang digunakan dalam media pembelajaran dapat didengar dengan jelas | | | | | |
| 7 | Menurut saya teks yang terdapat dalam media pembelajaran sesuai | | | | | |
| 8 | Menurut saya ukuran teks yang terdapat dalam media pembelajaran sesuai. | | | | | |
| 9 | Saya dapat mengoperasikan tombol navigasi dengan mudah | | | | | |
| 10 | Menurut saya tombol navigasi ditampilkan secara konsisten | | | | | |
| 11 | Saya dapat memahami fungsi dari tombol navigasi dengan mudah | | | | | |
| 12 | Saya dapat mengakses video yang terdapat dalam media pembelajaran dengan mudah | | | | | |

166

| No | Pernyataan | Skala Penilaian | | | | Catatan |
|----|------------|---|---|---|---|---------|
|    |            | 1 | 2 | 3 | 4 |         |
| 13 | Saya dapat mengakses audio yang terdapat dalam media pembelajaran dengan mudah | | | | | |
| 14 | Saya lebih termotivasi untuk belajar *listening skill* menggunakan media pembelajaran PowerPoint Interaktif | | | | | |
| 15 | Saya lebih semangat belajar *listening skill* menggunakan media pembelajaran PowerPoint Interaktif | | | | | |
| 16 | Saya lebih mudah memahami materi dan *listening practice* menggunakan media pembelajaran PowerPoint Interaktif | | | | | |
| 17 | Saya lebih tertarik belajar *listening skill* menggunakan media pembelajaran PowerPoint Interaktif dari pada media pembelajaran lain | | | | | |

# APPENDIX E (The Result of Expert Validator)

## VALIDASI INSTRUMEN ANALISIS KEBUTUHAN SISWA KLAS 8 MTS AL-ITTIHADIYAH 1 KALIJURANG, BREBES DALAM PMBELAJARAN LISTENING SKILL

**Petunjuk Pengisian:**

1. Melalui lembar validasi ini, Bapak/Ibu dimintai pendapat tentang instrumen kuisioner analisis kebutuhan yang telah dibuat untuk mendapatkan data penelitian.

2. Pendapat yang Bapak/Ibu berikan akan digunakan sebagai masukan untuk menyempurnakan pembuatan lembar kuesioner ini untuk mendapatkan data penelitian.

3. Mohon berikan pendapat Bapak/Ibu dengan memberikan tanda *checklist* (√) pada salah satu kolom dengan ketentuan sebagai berikut.

   1 = sangat tidak setuju

   2 = tidak setuju

   3 = setuju

   4 = sangat setuju

4. Jika Bapak/Ibu memiliki kritik dan saran, silakan tulis pada kolom catatan yang tersedia.

| No | Aspek Penilian | Skala Penilaian | | | | Catatan |
|----|----------------|---|---|---|---|---------|
| | | 1 | 2 | 3 | 4 | |
| 1 | Petunjuk pengisian dalam lembar kuisioner ditulis dengan bahasa yang jelas dan mudah dipahami | | | | √ | Sesuai |
| 2 | Pertanyaan kuisioner sesuai dengan teori *need analysis* Hutchinson dan Waters (1987) | | | | √ | Sesuai |

| No | Aspek Penilian | Skala Penilaian | | | | Catatan |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| 3 | Pertanyaan kuisioner sesuai dengan topik penelitian | | | | √ | Sesuai |
| 4 | Pertanyaan disajikan dengan bahasa yang jelas dan mudah dipahami. | | | | √ | beberapa typo, sdahkan dibenarkan |
| 5 | Pertanyaan disajikan dengan tata bahasa yang baik dan benar. | | | | √ | Sesuai |

**Penilaian General**

1. Mohon Bapak/Ibu memberikan penilaian secara umum terkait instrumen analisis kebutuhan siswa dengan memberikan tanda *checklist* (√) pada salah satu kolom berikut dengan ketentuan:

   1= Sangat tidak valid dan sangat tidak layak digunakan

   2= Tidak valid dan tidak layak digunakan

   3= Valid dan layak digunakan dengan revisi

   4= Valid dan layak digunakan tanpa revisi

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| | | √ | |

Purwokerto, 22 April 2024

Validator,

**Irra Wahdiyati, M.Pd.**

# VALIDASI INSTRUMEN WAWANCARA GURU BAHASA INGGRIS

**Petunjuk Pengisian:**

1. Melalui lembar validasi ini, Bapak/Ibu dimintai pendapat tentang instrument wawancara yang telah dibuat untuk mendapatkan data penelitian.

2. Pendapat yang Bapak/Ibu berikan akan digunakan sebagai masukan untuk menyempurnakan pertanyaan wawancara untuk mendapatkan data penelitian.

3. Mohon berikan pendapat Bapak/Ibu dengan memberikan tanda *checklist* (√) pada salah satu kolom dengan ketentuan sebagai berikut.

   1 = sangat tidak setuju

   2 = tidak setuju

   3 = setuju

   4 = sangat setuju

4. Jika Bapak/Ibu memiliki kritik dan saran, silakan tulis pada kolom catatan yang tersedia.

| No | Aspek | Skala Penilaian | | | | Catatan |
|----|-------|---|---|---|---|---------|
|    |       | 1 | 2 | 3 | 4 |         |
| 1  | Pertanyaan wawancara sesuai dengan topik penelitian | | | | √ | |
| 2  | Pertanyaan wawancara sesuai dengan tujuan penelitian | | | | √ | |
| 3  | Pertanyaan wawancara mudah dipahami | | | | √ | |

| No | Aspek | Skala Penilaian | | | | Catatan |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| 4 | Pertanyaan wawancara disajikan dengan bahasa yang baik | | | | ✓ | |

**Penilaian General**

1. Mohon Bapak/Ibu memberikan penilaian secara umum terkait instrumen pertanyaan wawancara dengan memberikan tanda *checklist* (√) pada salah satu kolom berikut dengan ketentuan:

   1= Sangat tidak valid dan sangat tidak layak digunakan

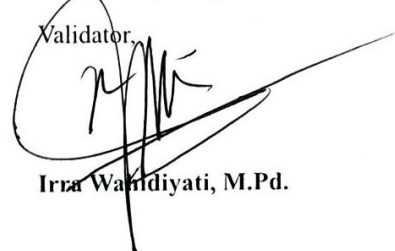   2= Tidak valid dan tidak layak digunakan

   3= Valid dan layak digunakan dengan revisi

   4= Valid dan layak digunakan tanpa revisi

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| | | ✓ | |

Purwokerto, 22 April 2024

Validator,

**Irra Wahidiyati, M.Pd**

172

## LEMBAR VALIDASI TERHADAP INSTRUMEN VALIDASI AHLI MATERI PADA POWERPOINT INTERAKTIF SEBAGAI MEDIA PEMBELAJARAN LISTENING SKILL SISWA KELAS 8 MTS AL-ITTIHADIYAH 1 KALIJURANG, BREBES

**Petunjuk Pengisian:**

1. Melalui lembar validasi ini, Bapak/Ibu dimintai penilaian tentang instrumen validasi ahli materi yang telah dibuat untuk mendapatkan data penelitian.

2. Penilaian yang Bapak/Ibu berikan akan digunakan sebagai masukan untuk menyempurnakan pembuatan instrumen validasi ahli materi tersebut.

3. Mohon berikan penilaian Bapak/Ibu dengan memberikan tanda *checklist* (√) pada salah satu kolom dengan ketentuan sebagai berikut.

   1 = sangat tidak setuju

   2 = tidak setuju

   3 = setuju

   4 = sangat setuju

4. Jika Bapak/Ibu memiliki kritik dan saran, silakan tulis pada kolom catatan yang tersedia.

| No | Aspek Penilian | Skala Penilaian | | | | Catatan |
|----|----------------|---|---|---|---|---------|
| | | 1 | 2 | 3 | 4 | |
| 1 | Petunjuk pengisian dalam instrumen validasi ahli media ditulis dengan bahasa yang jelas dan mudah dipahami | | | | V | |
| 2 | Pernyataan yang terdapat dalam instrumen validasi ahli sesuai dengan teori kelayakan media menurut winarno (2009) | | | | V | |

173

| No | Aspek Penilian | Skala Penilaian | | | | Catatan |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| 3 | Pernyataan yang terdapat dalam instrumen validasi ahli sesuai dengan kisi-kisi | | | | ✓ | |
| 4 | Pernyataan disajikan dengan bahasa yang jelas dan mudah dipahami. | | | | ✓ | |
| 5 | Pernyataan disajikan dengan tata bahasa yang baik dan benar. | | | | ✓ | |

**Penilaian General**

1. Mohon Bapak/Ibu memberikan penilaian secara umum terkait instrumen validasi ahli materi dengan memberikan tanda *checklist* (√) pada salah satu kolom berikut dengan ketentuan:

   1= Sangat tidak valid dan sangat tidak layak digunakan

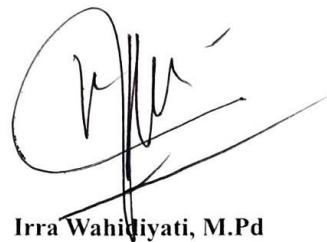   2= Tidak valid dan tidak layak digunakan

   3= Valid dan layak digunakan dengan revisi

   4= Valid dan layak digunakan tanpa revisi

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| | | | ✓ |

Purwokerto, 20 Mei 2024

Validator,

Irva Wahidiyati, M.Pd.

**LEMBAR VALIDASI TERHADAP INSTRUMEN VALIDASI AHLI MEDIA POWERPOINT SEBAGAI MEDIA PEMBELAJARAN LISTENING SKILL SISWA KELAS 8 MTS AL-ITTIHADIYAH 1 KALIJURANG, BREBES**

**Petunjuk Pengisian:**

1. Melalui lembar validasi ini, Bapak/Ibu dimintai penilaian tentang instrumen validasi ahli media yang telah dibuat untuk mendapatkan data penelitian.

2. Penilaian yang Bapak/Ibu berikan akan digunakan sebagai masukan untuk menyempurnakan pembuatan instrumen validasi ahli.

3. Mohon berikan penilaian Bapak/Ibu dengan memberikan tanda *checklist* (√) pada salah satu kolom dengan ketentuan sebagai berikut.

   1 = sangat tidak setuju

   2 = tidak setuju

   3 = setuju

   4 = sangat setuju

4. Jika Bapak/Ibu memiliki kritik dan saran, silakan tulis pada kolom catatan yang tersedia.

| No | Aspek Penilian | Skala Penilaian | | | | Catatan |
|----|----------------|---|---|---|---|---------|
| | | 1 | 2 | 3 | 4 | |
| 1 | Petunjuk pengisian dalam instrumen validasi ahli media ditulis dengan bahasa yang jelas dan mudah dipahami | | | | √ | |
| 2 | Pernyataan yang terdapat dalam instrumen validasi ahli sesuai dengan teori kelayakan media menurut winarno (2009) | | | | √ | |
| 3 | Pernyataan disajikan dengan | | | | | |

| No | Aspek Penilian | Skala Penilaian | | | | Catatan |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| | bahasa yang jelas dan mudah dipahami. | | | | ✓ | |
| 4 | Pernyataan disajikan dengan tata bahasa yang baik dan benar. | | | | ✓ | |

**Penilaian General**

1. Mohon Bapak/Ibu memberikan penilaian secara umum terkait instrumen validasi ahli media dengan memberikan tanda *checklist* (√) pada salah satu kolom berikut dengan ketentuan:

   1= Sangat tidak valid dan sangat tidak layak digunakan
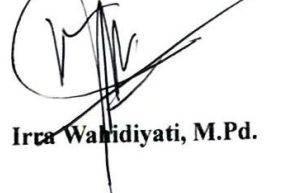
   2= Tidak valid dan tidak layak digunakan

   3= Valid dan layak digunakan dengan revisi

   4= Valid dan layak digunakan tanpa revisi

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| | | | ✓ |

Purwokerto, 20 Mei 2024

Validator,

**Irra Wahidiyati, M.Pd.**

176

**LEMBAR VALIDASI TERHADAP INSTRUMEN ANGKET PENILAIAN SISWA (TARGET USER) TERHADAP POWERPOINT INTERAKIF SEBAGAI MEDIA PEMBELAJARAN LISTENING SKILL SISWA KELAS 8 MTS AL-ITTIHADIYAH 1 KALIJURANG, BREBES**

**Petunjuk Pengisian:**

1. Melalui lembar validasi ini, Bapak/Ibu dimintai validasi tentang instrumen angket penilaian siswa sebagai *target user* terhadap media pembelajaran PowerPoint Interaktif yang telah dibuat untuk mendapatkan data penelitian.

2. Penilaian yang Bapak/Ibu berikan akan digunakan sebagai masukan untuk menyempurnakan pembuatan instrumen angket tersebut.

3. Mohon berikan penilaian Bapak/Ibu dengan memberikan tanda *checklist* (√) pada salah satu kolom dengan ketentuan sebagai berikut.

   1 = sangat tidak setuju

   2 = tidak setuju

   3 = setuju

   4 = sangat setuju

4. Jika Bapak/Ibu memiliki kritik dan saran, silakan tulis pada kolom catatan yang tersedia.

| No | Aspek Penilian | Skala Penilaian | | | | Catatan |
|----|----------------|---|---|---|---|---------|
|    |                | 1 | 2 | 3 | 4 |         |
| 1  | Petunjuk pengisian dalam instrumen validasi ahli media ditulis dengan bahasa yang jelas dan mudah dipahami |   |   |   | √ |         |
| 2  | Pernyataan yang terdapat dalam instrumen validasi ahli sesuai dengan teori kelayakan media menurut winarno (2009) |   |   |   | √ |         |

177

| No | Aspek Penilian | Skala Penilaian | | | | Catatan |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| 3 | Pernyataan disajikan dengan bahasa yang jelas dan mudah dipahami. | | | | ✓ | |
| 4 | Pernyataan disajikan dengan tata bahasa yang baik dan benar. | | | | ✓ | |

**Penilaian General**

1. Mohon Bapak/Ibu memberikan penilaian secara umum terkait instrumen angket penilaian siswa sebagai *target user* terhadap media pembelajaran PowerPoint Interactive dengan memberikan tanda *checklist* (√) pada salah satu kolom berikut dengan ketentuan:

   1= Sangat tidak valid dan sangat tidak layak digunakan

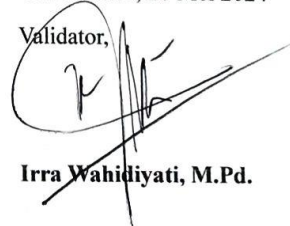   2= Tidak valid dan tidak layak digunakan

   3= Valid dan layak digunakan dengan revisi

   4= Valid dan layak digunakan tanpa revisi

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| | | | ✓ |

Purwokerto, 20 Mei 2024

Validator,

Irra Wahidiyati, M.Pd.

178

# APPENDIX F (Exemplification of Need Analysis Questionnaire )

**INSTRUMEN KUISIONER ANALISIS KEBUTUHAN SISWA**

Nama        : Rhindy Rudiani

Kelas       : VIII B

Sekolah     : MTS Al-ittihadiyah kalijurang 01

**Petunjuk Pengisian:**

1. Berikan pendapat Anda mengenai pernyataan dibawah ini dengan memberi tanda *checklist* (√) pada salah satu kolom dengan ketentuan sebagai berikut.

   1 = sangat tidak setuju

   2 = tidak setuju

   3 = setuju

   4 = sangat setuju

2. Tulislah alasan dari pendapat Anda di kolom yang sudah tersedia!

3. Informasi yang diberikan tidak ada kaitannya dengan prestasi belajar Anda dalam bahasa Inggris. Oleh karena itu, informasi yang diberikan harus sesuai dengan pendapat Anda.

| No | Pertanyaan | Jawaban | | | | Alasan |
|----|------------|---|---|---|---|--------|
| | | 1 | 2 | 3 | 4 | |
| 1 | Tujuan saya mempelajari bahasa Inggris adalah untuk bisa berkomunikasi dengan penutur asli. | | | | √ | karena saya pengen mempelajari bahasa inggris untuk bisa bahasa inggris utk kepentingan pembelajaran bahasa inggris. |
| 2 | Tujuan saya mempelajari bahasa Inggris adalah agar bisa berkomunikasi dalam kehidupan sehari- hari menggunakan bahasa Inggris. | | | | √ | untuk kita belajar dg mudah berkomunikasi dg kehidupan sehari-hari. |

180

| 3 | *Listening skill* penting untuk dipelajari. | | ✓ | | | karena saya tidak tahu dan tidak me ngerti dg Listening skill. ~~Ret~~ |
| 4 | *Listening skill* sangat berguna untuk meningkatkan kemampuan bahasa Inggris saya. | | ✓ | ✓ | | karena Listening skill mudah dipahami dan dipelajari utk siswa - siswi utk kemampuan kita. |
| 5 | Saya mengalami kesulitan dalam memahami dan meningkatkan kemampuan *listening skill*. | | | ✓ | | karena saya tidak tahu dg bahasa inggris dg kosakatanya, terje mahannya, atau mengartikan bahasa inggris. |
| 6 | Saya ingin belajar *listening skill* agar dapat memahami orang lain berbicara dalam bahasa Inggris. | | | | ✓ | Saya mau bisa bahasa inggris ~~Inc~~ utk ada pembelajaran b.inggris Saya bisa dan tidak susah dg artinya. |
| 7 | Guru bahasa Inggris saya sering mengadakan *Listening practice* di kelas. | | ✓ | ✓ | | karna saya tidak mengerti dg Listening practice. |
| 8 | Guru bahasa Inggris saya sering mengadakan *listening quiz* terkait materi bahasa Inggris di kelas. | | ✓ | ✓ | | karna Listening quiz sangat memahami siswa - siswi di sekolah. |
| 9 | *Quiz* membuat saya lebih semangat dalam belajar *listening skill*. | | ✓ | | | dg kata - kata saya jadi tidak mengerti. |

181

| | | | | | | |
|---|---|---|---|---|---|---|
| 10 | Saya lebih mudah memahami materi lewat *quiz*. | | | / | ✓ | karna quiz lebih mengerti. |
| 11 | Guru bahasa Inggris saya menyajikan materi *personal recount text* dengan media pembelajaran yang bervariatif. | | | | ✓ | Sangat lebih memahami personal recount text dg kita. |
| 12 | Guru bahasa Inggris saya menyajikan materi *personal recount text* dengan baik. | | | ✓ | | karna guru saya menyajihannya dg baik dan dipahami. |
| 13 | Saya mengalami kesulitan dalam memahami materi *personal recount text*. | | | ✓ | | Personal recount text itu kata2 yg pendek di materi b. inggris |
| 14 | Saya sering menggunakan sumber belajar selain buku untuk memahami materi bahasa Inggris. | | | | ✓ | belajar b. inggris sulit dan saya akan belajar setiap hari, menggunakan buku. |
| 15 | Guru bahasa Inggris saya sering menggunakan media pembelajaran selain buku. | ✓ | | | | karna tidak pernah pakai sosial media. |
| 16 | Saya lebih mudah memahami materi melalui media pembelajaran yang berisi gambar, video, audio, atau animasi. | | | | ✓ | karna lebih mudah dg media sosial. |
| 17 | Saya lebih bersemangat jika guru menggunakan media pembelajaran yang menarik dan interaktif di | | | ✓ | | biasa saja. |

| | | | | | |
|---|---|---|---|---|---|
| | kelas. | | | | |
| 18 | Guru bahasa Inggris saya sering menggunakan PowerPoint Interaktif sebagai media pembelajaran dalam mengajarkan *listening skill*. | ✓ | | | karna tidah pernah panai Power point. |
| 19 | Saya tertarik dan ingin belajar *listening skill* menggunakan PowerPoint Interaktif. | | | ✓ | Saya pengen banget belajar di powerPoing. |

# APPENDIX G (Exemplification of Media Expert, Material Expert, and Target Users Questionnaire )

## VALIDASI AHLI MEDIA TERHADAP POWERPOINT INTRAKTIF SEBAGAI MEDIA PEMBELAJARAN LISTENING SKILL SISWA KELAS 8 MTS AL-ITTIHADIYAH 1 KALIJURANG, BREBES

Formulir ini merupakan formulir validasi ahli media untuk menilai, memberikan saran, dan kritik terhadap media pembelajaran *Listening Skill* yang berupa Powerpoint Interaktif. Adapun penilaian yang Bapak berikan akan digunakan sebagai acuan dalam menganalisis dan menentukan kelayakan dari media pembelajaran PowerPoint Interaktif tersebut. Sedangkan kritik dan saran yang Bapak berikan akan digunakan sebagai bahan untuk merevisi media pembelajaran Powerpoint Interaktif yang telah dikembangkan.

Nama Validator (dengan gelar) *

Fachri Amsury M.Kom

Institusi Tempat Mengajar *

Universitas Nusa Mandiri

PERNYATAAN

Mohon berikan pendapat Bapak dengan memilih jawban pada salah satu skala linier dengan ketentuan sebagai berikut.
1 = sangat tidak setuju
2 = tidak setuju
3 = setuju
4 = Sangat setuju

1. Tampilan media pembelajaran menarik secara general  *

| | 1 | 2 | 3 | 4 | |
|---|---|---|---|---|---|
| Sangat Tidak Setuju | ○ | ○ | ○ | ◉ | Sangat Setuju |

2. Kombinasi warna yang digunakan dalam media pembelajaran sesuai *

| | 1 | 2 | 3 | 4 | |
|---|---|---|---|---|---|
| Sangat Tidak Setuju | ○ | ○ | ○ | ◉ | Sangat Setuju |

3. Animasi yang terdapat dalam media pembelajaran menarik dan sesuai dengan konten media  *
pembelajaran

| | 1 | 2 | 3 | 4 | |
|---|---|---|---|---|---|
| Sangat Tidak Setuju | ○ | ○ | ○ | ◉ | Sangat Setuju |

4. Gambar yang terdapat dalam media pembelajaran menarik dan sesuai dengan konten media  *
pembelajaran

| | 1 | 2 | 3 | 4 | |
|---|---|---|---|---|---|
| Sangat Tidak Setuju | ○ | ○ | ○ | ◉ | Sangat Setuju |

5. Video yang terdapat dalam media pembelajaran menarik dan sesuai dengan konten media pembelajaran *

| | 1 | 2 | 3 | 4 | |
|---|---|---|---|---|---|
| Sangat Tidak Setuju | ○ | ○ | ○ | ◉ | Sangat Setuju |

6. Audio yang digunakan dalam media pembelajaran dapat didengar dengan jelas *

| | 1 | 2 | 3 | 4 | |
|---|---|---|---|---|---|
| Sangat Tidak Setuju | ○ | ○ | ○ | ◉ | Sangat Setuju |

7. Jenis teks yang terdapat dalam media pembelajaran dapat terbaca dengan jelas *

| | 1 | 2 | 3 | 4 | |
|---|---|---|---|---|---|
| Sangat Tidak Setuju | ○ | ○ | ○ | ◉ | Sangat Setuju |

8. Ukuran teks yang terdapat dalam media pembelajaran sesuai *

| | 1 | 2 | 3 | 4 | |
|---|---|---|---|---|---|
| Sangat Tidak Setuju | ○ | ○ | ○ | ◉ | Sangat Setuju |

9. Tombol navigasi yang terdapat dalam media pembelajaran ditampilkan secara konsisten *

|  | 1 | 2 | 3 | 4 |  |
|---|---|---|---|---|---|
| Sangat Tidak Setuju | ○ | ○ | ○ | ◉ | Sangat Setuju |

10. Tombol navigasi dapat dioperasikan dengan mudah *

|  | 1 | 2 | 3 | 4 |  |
|---|---|---|---|---|---|
| Sangat Tidak Setuju | ○ | ○ | ○ | ◉ | Sangat Setuju |

11. Terdapat menu ke halaman home (menu utama) dan menu exit dalam media pembelajaran *

|  | 1 | 2 | 3 | 4 |  |
|---|---|---|---|---|---|
| Sangat Tidak Setuju | ○ | ○ | ○ | ◉ | Sangat Setuju |

12. Semua konten yang terdapat dalam media pembelajaran dapat dioperasikan dengan baik *

|  | 1 | 2 | 3 | 4 |  |
|---|---|---|---|---|---|
| Sangat Tidak Setuju | ○ | ○ | ○ | ◉ | Sangat Setuju |

13. Video yang terdapat dalam media pembelajaran dapat diputar dan jarang terjadi error *

|  | 1 | 2 | 3 | 4 |  |
|---|---|---|---|---|---|
| Sangat Tidak Setuju | ○ | ○ | ○ | ◉ | Sangat Setuju |

14. Audio yang terdapat dalam media pembelajaran dapat diputar dan jarang terjadi error *

|  | 1 | 2 | 3 | 4 |  |
|---|---|---|---|---|---|
| Sangat Tidak Setuju | ○ | ○ | ○ | ◉ | Sangat Setuju |

Jika Bapak memiliki kritik dan saran terkait media pembelajaran Powerpoint Interaktif tersebut, silakan tulis di kolom berikut. Kritik dan saran yang diberikan akan dijadikan sebagai rujukan bagi peneliti untuk merevisi media pembelajaran Powerpoint Interaktif tersebut.

Kritik dan Saran *

Secara keseluruhan penyajian power point sudah sangat baik dengan semua proporsi yang seimbang baik dari design power point, kombinasi warna, gambar, audio, animasi dan materi.

Google Formulir

# INSTRUMEN VALIDASI AHLI MATERI PADA POWERPOINT INTERAKTIF SEBAGAI MEDIA PEMBELAJARAN LISTENING SKILL SISWA KELAS 8 MTS AL-ITTIHADIYAH 1 KALIJURANG, BREBES

**Petunjuk Pengisian:**

1. Melalui lembar validasi ini, Bapak/Ibu dimintai penilaian terhadap materi yang terdapat dalam media pembelajaran PowerPoint Interaktif yang telah dikembangkan.

2. Penilaian yang Bapak/Ibu berikan akan digunakan sebagai acuan dalam menganalisis dan menentukan kelayakan dari materi yang terdapat dalam media pembelajaran PowerPoint Interaktif yang telah dikembangkan.

3. Mohon berikan penilaian Bapak/Ibu dengan memberikan tanda *checklist* (√) pada salah satu kolom dengan ketentuan sebagai berikut.

   1 = sangat tidak setuju

   2 = tidak setuju

   3 = setuju

   4 = sangat setuju

4. Jika Bapak/Ibu memiliki kritik dan saran, silakan tulis pada kolom catatan yang tersedia.

5. Kritik dan saran yang Bapak/Ibu berikan akan digunakan sebagai bahan acuan untuk merevisi media pembelajaran PowerPoint Interaktif.

| No | Pernyataan | Skala Penilaian | | | | Catatan |
|----|------------|---|---|---|---|---------|
| | | 1 | 2 | 3 | 4 | |
| 1 | Materi yang terdapat dalam media pembelajaran sesuai dengan tujuan pembelajaran | | | | √ | Materi sesuai dengan Permendikbud No.37 Tahun 2018 tentang KI dan KD Kurtilas Pada Jenjang Diksdasmen |

190

| No | Pernyataan | Skala Penilaian | | | | Catatan |
|----|------------|---|---|---|---|---------|
| | | 1 | 2 | 3 | 4 | |
| 2 | Materi yang terdapat dalam media pembelajaran memuat menggunakan kosa kata yang relevan | | | | ✓ | Mudah dipahami |
| 3 | Contoh yang terdapat dalam media pembelajaran sesuai dengan tujuan pembelajaran | | | ✓ | | Relevan |
| 4 | Contoh yang terdapat dalam media pembelajaran sesuai dengan materi | | | ✓ | | Relevan |
| 5 | Contoh yang terdapat dalam media pembelajaran relevan dengan pengalaman siswa | | | ✓ | | Pengalaman siswa dilingkungan madrasah perlu juga dibuat sebagai contoh |
| 6 | Materi dan contoh bermanfaat bagi kehidupan sehari-hari siswa | | | | ✓ | Menambah pengalaman siswa |
| 7 | Soal *listening skill* yang terdapat dalam media pembelajaran menggunakan penutur bahasa Inggris asli | | | | ✓ | Kualitas suara supaya lebih baik lagi |

191

| No | Pernyataan | Skala Penilaian | | | | Catatan |
|----|-----------|---|---|---|---|---------|
| | | 1 | 2 | 3 | 4 | |
| 8 | Soal *listening skill* sesuai dengan materi yang terdapat dalam media pembelajaran | | | ✓ | | Sesuai dengan materi Recount Text |
| 9 | Soal *listening skill* sesuai dengan jenis soalnya (mudah dan sulit) | | | | ✓ | Memper mudah user/ siswa untuk menggu nakan media tersebut |
| 10 | Pembahasan soal *listening skill* sesuai dengan soalnya | | | ✓ | | Sesuai juga dengan tingkat kesditan |
| 11 | Pembahasan soal *listening skill* mudah dipahami | | | ✓ | | Tidak berbelit-belit ( sederhana) |
| 12 | Kuis *listening* yang terdapat dalam media pembelajaran disajikan dengan konsep yang interaktif | | | | ✓ | Sangat Interaktif dan menarik |
| 13 | Terdapat informasi mengenai tujuan pembelajaran dan komptensi dasar dalam media pembelajaran | | | | ✓ | Lengkap |
| 14 | Terdapat informasi mengenai sumber materi yang digunakan dalam media pembelajaran | | | | ✓ | Sumber informasi tersaji dengan jelas |

192

| No | Pernyataan | Skala Penilaian | | | | Catatan |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| 15 | Bahasa yang digunakan dalam media pembelajaran sesuai dengan perkembangan kognitif siswa | | | | ✓ | Ok |
| 16 | Bahasa yang digunakan dalam media pembelajaran mudah dipahami | | | | ✓ | Ok |
| 17 | Ejaan yang digunakan dalam media pembelajaran sesuai dan benar | | | ✓ | | Ok |
| 18 | Tata bahasa yang digunakan dalam media pembelajaran sesuai | | | ✓ | | Ok |
| 19 | Pemilihan kata yang digunakan dalam media pembelajaran sesuai dan benar | | | | ✓ | Sesuai dengan jen jangnya, untuk siswa kelas VIII |

193

**ANGKET PENILAIAN SISWA (TARGET USER) TERHADAP POWERPOINT INTERAKTIF SEBAGAI MEDIA PEMBELAJARAN LISTENING SKILL SISWA KELAS 8 MTS AL-ITTIHADIYAH 1 KALIJURANG, BREBES**

**Petunjuk Pengisian Angket**

1. Melalui angket ini, Anda diminta penilaian terhadap terhadap media pembelajaran PowerPoint Interaktif yang telah diimplementasikan di kelas Anda.

2. Mohon Anda memilih satu jawaban dengan memberi tanda checklist (√) pada salah satu kolom dengan ketentuan sebagai berikut.

   1 = sangat tidak setuju

   2 = tidak setuju

   3 = setuju

   4 = sangat setuju

3. Tulislah alasan dari jawaban Anda di kolom catatan yang sudah tersedia!

4. Informasi yang diberikan tidak ada kaitannya dengan prestasi belajar Anda dalam bahasa Inggris. Oleh karena itu, informasi yang diberikan harus sesuai dengan pendapat Anda.

| No | Pernyataan | Skala Penilaian | | | | Catatan |
|----|-----------|---|---|---|---|---------|
|    |           | 1 | 2 | 3 | 4 |         |
| 1 | Menurut saya tampilan media pembelajaran tersebut menarik secara general | | | √ | | karena dalam pembelajaran dg media itu lebih baik dan lebih paham. |
| 2 | Menurut saya kombinasi warna yang digunakan dalam media pembelajaran sesuai | | | √ | | Ya karena warna sangat cocok dg media pembelajaran dan juga bisa dilihat dg sesuai. |
| 3 | Menurut saya animasi yang terdapat dalam media pembelajaran menarik | | | | √ | karena animasi ini sangat menarik bagi saya walaupun animasi itu kartun. |

194

| No | Pernyataan | Skala Penilaian | | | | Catatan |
|----|-----------|:-:|:-:|:-:|:-:|---------|
| | | 1 | 2 | 3 | 4 | |
| 4 | Menurut saya gambar yang terdapat dalam media pembelajaran menarik | | | ✓ | | menarik sekali untuk belajor dg mudah dan memahami. |
| 5 | Menurut saya video yang terdapat dalam media pembelajaran menarik | | | | ✓ | karena video itu mena rik dan jelas. |
| 6 | Menurut saya audio yang digunakan dalam media pembelajaran dapat didengar dengan jelas | ✓ | | | | karena audio kurang jelas dalam menje laskan |
| 7 | Menurut saya teks yang terdapat dalam media pembelajaran sesuai | | | ✓ | | |
| 8 | Menurut saya ukuran teks yang terdapat dalam media pembelajaran sesuai. | | | ✓ | | |
| 9 | Saya dapat mengoperasikan tombol navigasi dengan mudah | | | | ✓ | dg mudan karena terbod ang berpindah dan tdk berpindah. |
| 10 | Menurut saya tombol navigasi ditampilkan secara konsisten | | | | ✓ | karena berpindah - pindah. |
| 11 | Saya dapat memahami fungsi dari tombol navigasi dengan mudah | | | ✓ | | saya belum memahami fungsi dari navigasi. |
| 12 | Saya dapat mengakses video yang terdapat dalam media pembelajaran dengan mudah | | ✓ | | | karena tidak mudah |

| No | Pernyataan | Skala Penilaian | | | | Catatan |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| 13 | Saya dapat mengakses audio yang terdapat dalam media pembelajaran dengan mudah | | ✓ | | | Saya tidak memahami nya. |
| 14 | Saya lebih termotivasi untuk belajar *listening skill* menggunakan media pembelajaran PowerPoint Interaktif | | | ✓ | | karena saya mau belajar di Listening Skill |
| 15 | Saya lebih semangat belajar *listening skill* menggunakan media pembelajaran PowerPoint Interaktif | | | | ✓ | karena mudah sekali |
| 16 | Saya lebih mudah memahami materi dan *listening practice* menggunakan media pembelajaran PowerPoint Interaktif | | | | ✓ | Saya sangat memahami |
| 17 | Saya lebih tertarik belajar *listening skill* menggunakan media pembelajaran PowerPoint Interaktif dari pada media pembelajaran lain | | | | ✓ | |

# APPENDIX H (Documentations)

**The documentation after Interviewing the English Teacher**



**The Documentation of Needs Analysis Questionnaire**

**The Documentation of First Implementation on 11 May 2024**



**The Documentation of Second Implementation on 17 May 2024**

**The Documentation after Distributing the Target Users Questionnaire**

# APPENDIX I (Research Permission )

## MTs AL ITTIHADIYAH
### TERAKREDITASI : A
Alamat : Jl. Raya No. 26 Kalijurang Tonjong  Brebes
☎085642280087 ✉52271

---

### SURAT KETERANGAN PENELITIAN
Nomor : C.115/MTs-IV/06.2024

Yang bertanda tangan di bawah ini:

| | |
|---|---|
| Nama | : **MOHAMMAD AKROM, S.H.I.** |
| NIP | : - |
| Jabatan | : Kepala Madrasah |

Menerangkan dengan sebenarnya bahwa:

| | |
|---|---|
| Nama | : **DINI NUR FAOZIYAH** |
| NIM | : 2017404069 |
| Jurusan/Prodi | : Tadris Bahasa Inggris |
| Mahasiswa | : UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto |

Yang bersangkutan telah melakukan penelitian di madrasah kami pada bulan : April - Mei untuk menyusun skripsi dengan judul : "The Development Of Interactive Power Point as a Quiz-Based Instructional Media in Teaching Listening For 8th Grade Junior High School Students".

Demikian keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Kalijurang, 15 Juni  2024
Kepala Madrasah,

**MOHAMMAD AKROM, S.H.I.**