



Written and Submitted to the Nahdlatul Ulama University of Blitar as One of the Requirements for Completing the Bachelor Program in English Education Department

¹Moh Eko Yulianto, ²Ahmad Saifudin, ³Widiarini, ⁴Istina Atul Makrifah

^{1,2,3,4}Universitas Nahdlatul Ulama Blitar

Email: ¹ekojuliana2133@gmail.com, ²saif.ahmad123coretandinding@gmail.com,
³widiarini@unublitar.ac.id, ⁴istina.atulmakrifah@gmail.com

Abstrak: This research aims to develop an interactive PowerPoint (PPT) as a learning media to enhance students' writing skills, specifically in composing procedure texts for 10th grade students at MA Ma'arif NU Blitar. The study employed the Research and Development (R&D) method, using the ADDIE model which consists of five phases: Analysis, Design, Development, Implementation, and Evaluation. Data were collected through observation, interviews, questionnaires, pre-tests, and post-tests. The findings revealed that the developed interactive PPT significantly improved students' writing performance. This improvement was evident in the increase of average scores from pre-test to post-test, and supported by positive responses from students regarding the clarity, engagement, and effectiveness of the media. Media validation results also showed a high level of feasibility and appropriateness. The interactive PPT includes animations, quizzes, and hyperlinks to foster active learning. In conclusion, this interactive PPT proved to be a feasible and effective media to support writing instruction and enhance students' engagement and achievement.

Tersedia online di

<https://ojs.unublitar.ac.id/index.php/jpip>

Sejarah artikel

Diterima pada : 01 – 05 – 2025

Disetujui pada : 20 – 05 – 2025

Dipublikasikan pada : 31 – 05 – 2025

Key words: Interactive PowerPoint, Writing Skill, Procedure Text, Media Development, ADDIE model

DOI:<https://doi.org/10.28926/jpip.v5i2.2183>

INTRODUCTION

Education is the main foundation for the progress of a nation. As one of the pillars of development, education is a major concern of the Indonesian government. This is reflected in UNDANG UNDANG DASAR REPUBLIK INDONESIA, 1945, which states that the state aims to educate the nation's life. The government is obliged to provide proper education to all citizens without exception. Quality education is also an important tool in realizing social welfare and increasing the nation's competitiveness in the global arena. It also aligns with the article titled The Impact of Education on the Income of the Economically Active Population in the European Union. According to Kuznetsova (2019) Education is people's primary wealth source since it raises earnings, increases labor productivity, and lowers unemployment. Therefore, the progress of education is very important for the progress of a country.

Based on UU NOMOR 20 TAHUN, 2003, the National Education System explains that education is a conscious and planned effort to create a learning atmosphere and learning process. The ultimate goal is for learners to actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. This law emphasizes the importance of equitable and quality education for all Indonesians. Through this law, the state seeks to ensure access to proper education for all. One of the concrete manifestations of the state's commitment to improving the quality of education is the implementation of the Independent Curriculum.

This curriculum is designed to provide freedom and flexibility to schools and teachers in developing learning programs that suit the characteristics and needs of students. In addition, Implementation of an independent curriculum has many advantages. One of the advantages is critical thinking. Based on the research conducted by Priawasana & Subiyantoro (2024) Project-based learning strategy in implementing an independent curriculum can increase engagement in learning, critical thinking, and student creativity. The independent curriculum also emphasizes the development of student competencies, both from the cognitive, affective, and psychomotor aspects. With an approach that is more contextual and relevant to the needs of the times, this curriculum is expected to create an adaptive and innovative generation.

The main purpose of implementing the independent Curriculum is to free students from rigid learning and limit them to certain materials. Through an independent curriculum, students are expected to develop creativity and critical thinking skills. This statement has been proven by Annam et al. (2023) In their study, the implementation of an independent curriculum significantly increased students' critical thinking abilities from 75% to 85% in the good category. In addition, the independent Curriculum also aims to reduce the administrative burden on teachers. Darlis et al. (2022) also stated that the independent learning curriculum in elementary schools reduces the administrative burden for teachers by simplifying lesson modules and allowing them free time to improve competence through various platforms. Hopefully, this curriculum can facilitate more inclusive, meaningful, and enjoyable learning for students.

English learning is one of the important subjects that is focused on the implementation independent curriculum. English is considered an essential skill that students must have to face the challenges of globalization. In the Independent Curriculum, English learning is no longer only oriented towards the ability to memorize grammar but rather emphasizes the ability to communicate effectively. Implementing an independent Curriculum increases learning motivation, student involvement, English language skills, especially speaking and writing, and creativity and critical thinking skills. In the study, which is done by (Rintaningrum et al., 2023) Implementing an independent curriculum increases English skills, and also increases motivation, creativity, and critical thinking. The existence of an independent curriculum makes students active in speaking, listening, reading, and writing in English because in this learning the material is connected to the context of daily life.

English skills are essential for the future of the nation's next generation. Given the role of English as an international language, mastery of this language will open wider opportunities for students to participate in the global workforce. Based on the research findings of (Anil B Patil, 2021) in his article entitled Mastering English and Soft Skills: A Journey from Campus to Corporate, he said that mastering English and soft skills in the world of work helps graduates to get jobs and comfort in their profession and helps them to succeed in the world of careers. The same was expressed by (Chan, 2021) According to him, good English skills can help graduates overcome communication challenges such as a lack of knowledge about the field they are teaching. Therefore, mastery of the English language is a must for their careers and communication skills later in the world of work.

Writing in English is widely considered one of the most challenging language skills to master (Dian Agustin et al., 2021). This is because effective writing requires the integration of several foundational elements, including correct punctuation, proper grammar, and a broad vocabulary. Among these components, vocabulary often presents the greatest obstacle for learners. Without a sufficient range of vocabulary, students struggle to express their thoughts clearly and precisely (Saifudin A & alhim mubarak T, 2020). Limited word choice can lead to vague or repetitive writing, which weakens the overall message and coherence of the text. Furthermore, an inadequate vocabulary restricts the writer's ability to convey nuanced ideas, emotions, and arguments. Therefore, expanding one's vocabulary is essential for developing strong writing skills and achieving proficiency in English.

This intrinsic link between strong writing, heavily dependent on vocabulary, and overall language proficiency becomes particularly relevant when considering observed classroom dynamics. For instance, observations conducted by the researcher in Class 10

at MA Ma'arif NU, Kota Blitar, revealed persistently low student motivation in learning English. This lack of engagement manifests through various indicators: minimal student participation during lessons, reluctance to complete assignments, and a general disinterest in engaging with English-language materials both inside and outside the classroom. It is plausible that students' awareness of their limited vocabulary and the resulting difficulty in expressing themselves in writing contributes significantly to this lack of motivation. This creates a self-perpetuating cycle in which low confidence in writing skills leads to disengagement, further hindering vocabulary acquisition and overall English proficiency.

This issue is further substantiated by the results of a pre-test conducted by the researcher, which highlights students' specific struggles with writing. Sixteen out of twenty-four 10th-grade students at MA Ma'arif NU, Kota Blitar, were asked to compose a procedure text on a topic of their choice. The results revealed an average score of 70, which falls below the minimum passing standard (KKM of 75). These findings confirm that many students have not yet mastered the essential components of writing, including proper structure, grammar, and vocabulary usage. This performance gap not only reflects their limited writing competence but also reinforces the motivational challenges previously observed, underscoring the urgent need for instructional strategies that strengthen vocabulary and writing proficiency to break the cycle of disengagement.

To address the challenges students face in learning English, particularly in writing, the researcher proposes the integration of interactive and engaging learning media, with interactive PowerPoint as one promising solution. Unlike traditional methods, PowerPoint brings learning to life through quizzes, animations, and videos that invite active participation and spark curiosity. As highlighted by Savitri et al. (2022), training in interactive PowerPoint enables English teachers to create fun, game-based activities that energize the classroom and make language learning more dynamic. Moreover, according to Li (2013), incorporating interactive PowerPoint presentations into English instruction can significantly enhance students' motivation, enjoyment, and involvement while simultaneously supporting the development of all four language skills—speaking, listening, reading, and writing. This approach not only makes learning more enjoyable but also empowers students to engage deeply with the material.

The implementation of teaching media in the form of Interactive PowerPoint (PPT) has proven to be effective in improving students' abilities, especially in learning English. Based on the research of Rahayu et al. (2023) The use of Interactive PPT in MA Bustanul Mutaalimin successfully improved the writing skills of grade XI students. This media encourages students' enthusiasm and active participation, with 77% media validation, 66% material validation, and 0.784 reliability, which shows its reliability and feasibility. Meanwhile Angkarini (2022) Found that Interactive PPT significantly improved students' speaking ability during online learning, with the average score increasing from 62.83 to 76.06 after the intervention. The interactive multimedia format integrating video, animation, and sound effects supported students' pronunciation, vocabulary, and motivation. The findings confirm that Interactive PPT is a practical and effective tool to support active learning and improve students' English skills in both face-to-face and online learning contexts..

Despite these valuable contributions, a research gap remains in the exploration of interactive PPTs for teaching writing skills, particularly in specific text types like procedure or narrative texts. While previous studies have focused on improving students' speaking abilities and understanding of procedure texts, there is limited research on how interactive PPT can be specifically developed and utilized to enhance students' writing skills. Therefore, this study aims to fill this gap by developing an interactive PPT tailored for teaching writing, with a focus on improving students' ability to produce coherent and structured written texts.

Based on this gap, the final decision of this study is to develop an interactive PowerPoint specifically designed to teach writing skills. This research will focus on improving students' ability to produce coherent and structured written texts while maintaining engagement and active participation in the learning process.

METHOD

Research method

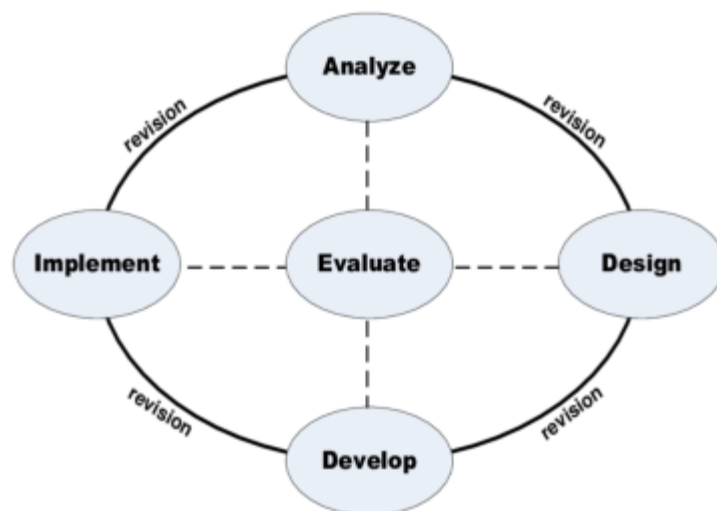
This research integrates the Research and Development (R&D) model with the ADDIE model to develop effective educational products. Before developing the product, researcher must conduct a needs analysis—a process used to identify the target audience's needs and guide the development of suitable learning materials (Sugiyono, 2013).

The ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation ((Branch, 2010) is commonly used in the fields of education and training. In the analysis phase, the researcher examined the problems faced by students in Class X B at MA Maarif NU. Based on this analysis, they identified students' learning needs and determined that an interactive PowerPoint presentation would be an appropriate tool to support the teaching of writing skills.

The use ADDIE model provided a structured and systematic framework for product development. By conducting a needs analysis and testing the media in an actual classroom setting, the researcher created a tool that aligns with student needs and enhances instructional strategies for teaching English writing skills. This process not only results in effective, engaging learning tools but also opens opportunities for further pedagogical innovation in various educational contexts.

Research procedure

This research uses the ADDIE development model, a model developed by Branch. ADDIE is an acronym for the five main stages in the development process, namely analysis, design, development, implementation, and evaluation (Branch, 2010). This model is designed to ensure that each step in the development process is carried out in a systematic and structured manner, resulting in an effective and appropriate learning product.



picture 1 ADDIE model (Branch, 2009)

ADDIE model research steps

a) Analysis

The analysis phase aims to identify the main causes of possible performance gaps. In this stage, data and information are collected to understand the learning needs, student characteristics, and problems faced. The results of this analysis become the basis for designing appropriate and effective learning solutions to overcome these gaps.

b) Design

The design phase aims to ensure the desired performance is achieved and to determine the appropriate testing method. At this stage, appropriate learning objectives, materials, strategies, and evaluation tools are designed to support the learning process. The results of the design phase guide the development of effective and appropriate teaching tools. At this stage, researcher determine how the product is based on the need analysis that researcher conducted in the previous stage.

c) Develop

The development phase is to produce and validate the learning resources that have been designed. At this stage, teaching materials, media, and learning tools are made by a predetermined design. In addition, validation is conducted to ensure that the resources are up to standard, effective, and can be used to optimally support the learning process. In line with this information, at this stage, the researcher will begin to develop products in the form of interactive PowerPoint as a teaching media for teaching writing procedure text.

d) Implementation

The implementation phase in the development of teaching media aims to ensure that the media developed can be used effectively in the actual learning environment. This process includes preparing teachers to understand how to use the teaching media optimally, as well as preparing students to be ready to receive learning through the media. Once the teaching media is tested in a real learning context, students can start using the media to build knowledge and skills designed to address performance gaps.

e) Evaluation

The evaluation phase assesses the extent to which the media that have been developed effectively support the learning process. Thus, the evaluation phase plays an important role in ensuring the quality of teaching media, both in terms of design and implementation, and providing guidance for improvement and further development. Evaluation also provides information on whether the teaching media is effective in achieving the desired learning objectives.

Data and Data Source

Data

There are 2 types of data that will be used in this research. The researcher will use qualitative and quantitative data. Both quantitative and qualitative data will be explained as follows :

a. Qualitative Data

Qualitative data is a type of data in the form of descriptions, narratives, or categories that numbers cannot measure. Qualitative data is useful to understand the characteristics, properties, or qualities of an object or phenomenon. Simply put, qualitative data explains things that are often invisible in numbers, such as a person's feelings, views, or experiences.

In qualitative research, data can be obtained from various sources, such as interviews with sources, direct observations in the field, written documents, audio or video recordings, and objects that have cultural value. All of these sources are used to get a more complete and in-depth picture. To ensure that the data collected is accurate and reliable, researchers often use a method called triangulation. According to Sugiyono (2013) triangulation is a way of checking and comparing data from various sources or methods so that the results are more valid.

Qualitative data in this study includes observation sheets and interviews from teachers. Then the data is processed with a qualitative approach.

b. Quantitative Data.

Quantitative data refers to numerical information that is only measured and analyzed using statistical methods. These data points represent quantities such as count, number, and size, which are essentially numerical. Due to its measurable nature, quantitative data is well-suited for a variety of statistical techniques that aim to identify patterns, trends, correlations, and distributions (Cunningham et al., 2015). This type of data plays an important role in empirical research, allowing researchers to draw objective conclusions and make data-driven decisions.

Based on this information, in this study, the data categorised as quantitative data includes: validation instruments, validation media, and validation products. Because the results of the instrument are numeric, the data is processed with a quantitative approach.

Data source

In this research, both primary data and secondary data will be used for a data source. Both primary data and secondary data will be explained as follows;

1. Primary Data

Primary sources are data sources that provide data directly to data collectors.(Sugiyono, 2013). In this context, the primary data source is the 10th-grade students of Ma Marif NU. Class 10 B. The student of class X-B consists of 24 students. In this research, Researchers use a purposive sampling technique. Purposive sampling is a method of obtaining data specifically to a relevant group(Sugiyono, 2013)

The other primary sources are a media validator, a material validator, and an instrument validator.

2. Secondary Data

Secondary sources are sources that do not directly provide data to data collectors, for example, through other people or documents(Sugiyono, 2013:225) In this case, secondary data from earlier research on the same subject will be used to increase the level of interest in the current study.

Data Collection Technique

Some research techniques will be used to collect data. Techniques that will be used include an unstructured interview and a questionnaire. Both techniques will be explained as follows;

1. Observation

Observation refers to the act of noticing or perceiving something, often to gather information or understand a phenomenon. Observation enables researchers to understand behaviors, environments, and processes in real-world contexts. Observation involves focused perception, guided by attention and often influenced by theoretical considerations or background knowledge. It is not just seeing, but purposefully examining with the intent to understand or analyzing (Elmas et al., 2022)

2. Questionnaire

A questionnaire is a data collection method where a set of written questions or statements is provided to respondents, who then provide their answers(Sugiyono, 2013). This technique allows researchers to gather information from a larger group of people in a structured way, with respondents providing their responses in writing. In this research, questionnaires were given to media experts, media validators, linguists and product validators.to answer.

3. Pre-Test

A pre-test is an evaluative tool administered before formal instruction begins, designed to assess learners' existing knowledge, skills, or attitudes related to a specific topic (Brown, 2004). It serves multiple educational purposes: identifying baseline proficiency, guiding instructional planning, and measuring student growth over time. By pinpointing areas of strength and weakness early on, educators can adapt their strategies to better meet learner needs and optimize outcomes. Research in educational measurement supports the use of pre-tests as part of formative assessment practices, demonstrating that when used thoughtfully, they enhance learner engagement and promote deeper self-awareness. In short, pre-tests aren't just diagnostic—they're strategic instruments for more responsive and effective teaching.

The pretest is conducted to obtain students of X-B at MA Ma'arif NU Kota Blitar to evaluate their prior knowledge, specifically in writing. By conducting pre test, researcher can evaluate how the student capability in writing especially in writing procedure text

4. Post-Test

A post-test is an assessment given after a learning activity or instructional intervention to assess students' comprehension and the efficacy of the teaching technique or materials employed (Brown, 2004). It aids in determining the extent to which learning objectives have been met and provides instructors with useful data for improving future education (Tesch, A., 2016). In this study, a post-test will be administered to examine students' writing performance after they have used the interactive PowerPoint prepared for the class X-B of MA Ma'arif NU Kota Blitar. The post-test score will be compared to the pre-test results to assess the intervention's progress and effectiveness.

Research Instruments

Research will use some instruments to collect data systematically and accurately. The instruments used to ensure the data are reliable, valid, and suitable for answering the research questions or testing the hypothesis. In this research, both field note and some questionnaire sheets will be used to collect data. Both the data will be explained as follows:

1. Field Note

A field note is a qualitative data collection tool used by researchers, particularly in ethnographic or observational studies, to record their observations, impressions, and reflections during fieldwork. This guide provides a concise guide to collecting, incorporating, and disseminating field notes in qualitative research, ensuring rich context persists beyond the original research team (Phillippi & Lauderdale, 2018).

In this research, the researcher will note students' behaviour among the implemented media. A detailed and contextualized record of student behavior is crucial for understanding the impact and effectiveness of the implemented media.

2. Questionnaire Sheet

a. Questionnaire for Media Expert

Table 1 validation media

No	Aspect	question	Rating 1,2,3,4,5	Comment
	Desain dan tampilan	Apakah desain layout sudah menarik? Apakah kombinasi warna yang digunakan nyaman di mata dan sesuai dengan tema?		



Apakah font yang digunakan mudah dibaca dan konsisten di seluruh slide?

interaktivitas

Apakah fitur interaktif (misalnya tombol navigasi, hyperlink, atau animasi berfungsi dengan baik?
Apakah flow atau alur navigasi logis dan mudah dimengerti oleh pengguna?
Apakah semua link atau tombol mengarah ke tujuan yang benar?
Apakah animasi dan transisi tidak berlebihan sehingga mengganggu pengguna?

b. Questionnaire validation for Material Expert

Table 2 Material Validation

No	kriteria	Uraian Penilaian	Aspek	Skala Penilaian					comments
				1	2	3	4	5	
1.	Kesesuaian dengan cp	Materi selaras dengan kompetensi yang ditetapkan dalam CP dan ATP.							
2.		Urutan penyampaian materi mengikuti struktur pembelajaran yang logis.							
3.		Materi berbasis fakta yang benar dan sesuai dengan standar akademik							
4.		materi mencerminkan perkembangan terkini dalam ilmu dan teknologi							
5.		Bahasa yang digunakan sesuai dengan tingkat pemahaman siswa							
6.		penyajian materi mengikuti struktur yang jelas dan sistematis							
7.		Tata bahasa dalam materi sudah benar dan tidak							

	<i>menimbulkan ambiguitas</i>
8.	<i>Penyajian materi menggunakan teknik visual atau interaktif yang memperkuat pemahaman</i>
9.	<i>Materi memadukan teori dan contoh secara efektif</i>
10.	<i>kualitas gambar atau animasi cukup baik untuk mendukung pemahaman materi</i>
percentage	

c. instrument validation

Table 3 Instrument Validation

<i>no</i>	<i>indicator</i>	<i>Rating</i> <i>1,2,3,4,5</i>
1)	<i>Instrumen sesuai dengan tujuan penelitian dan dapat mengukur variable yang di inginkan</i>	
2)	<i>Intrument mencakup semua aspek penting yang hendak di teliti</i>	
3)	<i>Pertanyaan tidak ambigu dan mudah di mengerti</i>	
4)	<i>Instrument disusun sesuai dengan dengan subjek penelitian</i>	
5)	<i>Format yang digunakan dalam instrument mudah dimengerti</i>	
6)	<i>Bahasa yang digunakan dalam instrument mudah dipahami oleh siswa</i>	
7)	<i>Identifikasi area yang membutuhkan penyemournaan atau penyesuaian</i>	
8)	<i>Instrument sesuai dengan pedoman yang berlaku dalam penelitian.</i>	
9)	<i>Pada uji coba yang berbeda, instrument menunjukan hasil yang konsisten</i>	
10)	<i>Instrument dapat mengatur kontruksi teoretis yang sama</i>	

d. Questionnaire sheet for students

Table 4 student satisfaction

No	Aspect	Question	Rating 1,2,3,4,5	comment
1	Pemahaman dan Keterlibatan	<i>Bagaimana pendapat Anda tentang tampilan dan desain media interaktif PPT yang digunakan? Apakah media ini membantu Anda memahami materi yang diajarkan dengan lebih mudah? Seberapa menarik media ini dibandingkan dengan metode pengajaran lainnya? Apakah media ini membuat Anda lebih terlibat selama proses pembelajaran?</i>		
2	Efektivitas dalam Belajar Writing	<i>Apakah fitur interaktif pada PPT (seperti animasi, tautan, atau kuis membantu Anda belajar menulis dengan lebih baik? Apakah penggunaan media ini mempermudah Anda memahami struktur atau tata bahasa dalam penulisan? Bagaimana pengaruh media ini terhadap kemampuan Anda mengembangkan ide dalam menulis?</i>		
3	Motivasi belajar	<i>Apakah media interaktif PPT meningkatkan motivasi Anda untuk belajar menulis?</i>		

3. Scoring Rubric

scoring rubric is an important tool in evaluation because it provides a clear and consistent structure for assessing performance based on specific criteria. In the context of English writing, a scoring rubric is used to measure the quality of students' written work. It helps ensure that student writing is evaluated fairly and systematically. Scoring rubric is used to assess students' writing of procedural text. the following instruction is the overview of the student task

Buatlah teks procedure

1. Pilih satu topik yang kamu kuasai atau kamu sukai. Memiliki
2. Tulis teks prosedur dengan struktur

Then, after the task has been given. Students should make a procedure test based on the following instructions. After that, the researcher will collect students' tasks. The following scoring rubric will be used to measure student tasks:

Table 5 Writing Scoring Rubric

Aspek	Skor 4 (Sangat Baik)	Skor 3 (Baik)	Skor 2 (Cukup)	Skor 1 (Kurang)
1. Struktur Teks	Memiliki struktur lengkap: title, goal/aim, materials, dan steps; urutan sangat logis	Sebagian besar struktur ada dan cukup terorganisir; urutan cukup logis	Struktur tidak lengkap (1–2 bagian hilang; urutan kurang logis di beberapa bagian	Struktur tidak jelas atau banyak bagian hilang; tidak ada urutan logis
2. Kelengkapan Konten	Semua langkah jelas, akurat, mudah diikuti; materials lengkap & spesifik	Sebagian besar langkah jelas; materials cukup lengkap dengan sedikit kekurangan	Beberapa langkah kurang detail atau membingungkan; materials tidak lengkap/spesifik	Banyak langkah hilang/tidak jelas; materials tidak lengkap atau tidak relevan
3. Penggunaan Bahasa	Imperative sentences digunakan konsisten dan benar; temporal connectives tepat; grammar & spelling sangat baik	Sebagian besar imperative sentences benar; ada temporal connectives; grammar baik dengan sedikit kesalahan	Kadang menggunakan imperative; temporal connectives jarang/kacau; ada beberapa kesalahan grammar & spelling	Tidak pakai imperative; tidak ada temporal connectives; banyak kesalahan grammar/spelling

4. Kejelasan & Keterbacaan	<i>Tulisan sangat jelas, mudah dibaca; format rapi & menarik</i>	<i>Tulisan cukup jelas & mudah dibaca; format cukup rapi</i>	<i>Tulisan cukup jelas, beberapa bagian membingungkan; format kurang rapi di beberapa bagian</i>	<i>Tulisan tidak jelas & sulit dibaca; format berantakan/tidak teratur</i>
---------------------------------------	--	--	--	--

Validity

Validity is closely related to the validation process of instruments, materials, language, and media, which aims to ensure each element is fit for purpose and functioning optimally (Sugiyono, 2013). Instrument validation ensures a measurement tool, such as a questionnaire or test, can actually measure what it is supposed to measure by ensuring its construct, content and criterion validity. Content validation assesses the relevance and scope of the content to ensure it supports the overall learning or research objectives. Language validation ensures the use of clear, understandable and audience-appropriate language to avoid ambiguity. Meanwhile, media validation evaluates whether the media used, such as videos, images, or software, effectively supports the delivery of information or learning. Through thorough validation, each element is trustworthy, relevant, and supports the success of the programme or research.

Analysis Data

In this research, the researcher will use some method to analyze the data. The data gained will be analyzed using both qualitative and quantitative data analysis, depending on the type of data to be analyzed. Qualitative data analysis and quantitative data analysis will be explained as follows:

a. Qualitative data analysis

According to Sugiyono (2013) Qualitative research methods are research methods based on the philosophy of postpositivism or enterpretatif, used to research natural object conditions, where researchers are key instruments, data collection techniques are triangulated combined observation, interviews, documentation, the data obtained tends to be qualitative, data analysis is inductive/qualitative, and research results are to understand meaning, understand uniqueness, construct phenomena, and find hypotheses. In this study, the observation sheet was used to obtain information about the learning process that the researchers studied.

b. Quantitative data analysis

This research uses quantitative methods, according to Sugiyono (2013), Quantitative data analysis is method of research analysis that focuses on hypothesis testing, where the data used must be measured and will produce generalisable conclusions. The scale used in the preparation of this research questionnaire is the Likert scale. Data are generally ordinal in nature, and

individual Likert questions are best for evaluating attitudes. When responding to questions on a Likert scale, respondents determine their level of agreement with a statement by selecting one of the available options. Usually, four scale options are provided with a format such as

Table 6 linkert scale

Scale types	score
Sangat setuju	4
Setuju	3
Tidak setuju	2
Sangat tidak setuju	1

In addition, to determine the results of the Likert scale, the researcher used the following formula:

Equation 1 percentages score

$$P = \frac{x}{N} \times 100\%$$

P: percentage score

X; score gained

N: maximum score

a. Technique Analysis Data for Questionnaire Sheets

The validity data is obtained from feasibility tests by experts. media, material. Afterwards, using formulas modified from (Arikunto, 2019), the validity data collected from the experts via validation questionnaires is examined descriptively and quantitatively.

Table 7 degree of feasibility

No	Percentage %	Eligibility Category
1.	81%-100%	Very Feasible
2.	61%-80%	Feasible
3.	41%-60%	Moderately Feasible

4.	21%-40%	Less Feasible
5.	<21%	Not Feasible

b. Technique Analysis for Student Satisfaction Sheet.

Students who have used the product will be given a questionnaire to assess the effectiveness of the media in enhancing their learning engagement. The questionnaire items were adapted from Arikunto (2019) and consisted of statements describing the content and features of the media. Students will be asked to indicate the extent to which they agree with each statement, reflecting whether the implemented media supported their learning. The levels of agreement are explained as follows:

Table 8 degree of satisfaction

No	Percentage	%Valid
1.	81%-100%	Very valid
2.	61%-80%	valid
3.	41%-60%	Moderately valid
4.	21%-40%	Less valid
5.	<21%	Not valid

The development media is considered feasible if the percentage of each validation has reached around 61% or above.

c. Technique for analysis of increased score

Students will be given a writing task. The score obtained from the student will be analyzed using a writing scoring rubric. After analyzing the students' were gained as post-test scores, the post-test will be compared to the pre-test. Comparing the pre-test with the post-test is used to determine the score gap. The formula for analyzing student pre-test and post-test will be explained as follows

Equation 2 increased score

$$\text{Score increased} = \text{average post-test} - \text{average pre-test}$$

RESULT AND DISCUSSION

This chapter presents the results of the research that has been conducted and their discussion. The data obtained were analyzed to answer the research questions and test the effectiveness of the media developed. In addition, the discussion was conducted by relating the findings to previous theories and research.

Results Development

This research was conducted in the 10th grade of MA Marif Nu in Blitar City. In this development research, the researcher used the ADDIE model approach. The ADDIE model stands for analysis, design, development, implementation, and evaluation.

a. Analysis

Analysis is the stage in which researchers conduct an in-depth study of the object being researched. In this study, class X-B MA MA'ARIF NU Kota Blitar is the subject of research. The researcher uses purposive sampling. This technique was chosen because it is a method for collecting specific data from a relevant group.

Data collection consists of two stages. The first stage was conducted on October 2, 2024, and the second stage was conducted on October 10, 2024. In the first stage, the researcher conducted classroom observations and interviews with the teacher teaching Class X-B. The classroom observations yielded field notes, which were subsequently analyzed using a descriptive qualitative method. The following are the results of the observations made by the researcher.

Table 9 field note

CATATAN LAPANGAN		
Pengamatan/Wawancara		
waktu	3 oktober 2024	10.12-11.10
Waktu penyusunan	21.10	
Narasumber	guru	
Dari hasil pengamatan yang dilakukan pada kelas x b, kelas 10 b terdiri dari 23 siswa, Peneliti di tugaskan untuk mengajar kelas 10 b. Pembelajaran bahasa inggris di kelas 10 b terdiri dari mata pelajaran bahasa inggris dan mata pelajaran bahasa dan sastra inggris. Mata pelajaran bahasa dan sastra inggris dilaksanakan pada hari selasa sedangkan mata pelajaran bahasa inggris dilaksanakan pada hari kamis. Kedua pembelajaran mata pelajaran tersebut sama sama dilakukan pada jam 6-7 dengan rincian jam 11.10 sampai 12.30. Namun, karena disana siswa di wajibkan untuk puasa senin kamis. Maka pembelajaran pada kamis kurang efektif. Hal tersebut di karenakan, siswa harus belajar ditengah menjalankan ibadah puasa sunah. akibatnya, siswa kurang fokus dengan mata pelajaran. Oleh karenanya, guru menyarankan saat pengajaran menggunakan media pembelajaran yang menarik agar siswa tidak jenuh dan tetap memperhatikan pembelajaran.		

Di ma marif sendiri, pembelajaran sudah menggunakan IT, di setiap kelas sudah terpasang smart tv guna mendukung pembelajaran. di kelas 10 b juga telah terpasang sarana penunjang pembelajaran. Di kelas tersebut telah tersedia smart tv di depan kelas. Oleh karenanya, penggunaan media berbasis IT sangat sesuai.

Based on observations conducted in class X B MA Ma'arif NU Kota Blitar, English language learning faces specific challenges related to the effectiveness of implementation on Thursdays. This is due to the obligation of students to perform sunnah fasting from Monday to Thursday, which affects the physical and psychological condition of students when participating in learning. Students tend to be less focused and easily fatigued due to learning while hungry and thirsty, especially during the final session of the school day, which takes place from 11:10 AM to 12:30 PM.

This situation made the learning process on Thursday less than optimal. Therefore, teachers suggested that the learning process be supplemented with interesting and interactive media to maintain students' interest and attention. The use of innovative learning media can help reduce boredom, increase student engagement, and keep the learning process enjoyable even when conducted in less than ideal physical conditions.

Considering the context, the use of information technology (IT-based media, such as interactive media through smart TVs available in the classroom, is an appropriate and relevant solution to support the effective achievement of learning objectives.

In the second stage, the researcher conducted a pre-test on the students. The pre-test was conducted to test the students' basic understanding, and the pre-test assessment used a scoring rubric. The contents of the scoring rubric are as follows:

Table 10 scoring rubric

Aspek	Skor 4 (Sangat Baik)	Skor 3 (Baik)	Skor 2 (Cukup)	Skor 1 (Kurang)
1. Struktur Teks	Memiliki struktur lengkap: title, goal/aim, materials, dan steps; urutan sangat logis	Sebagian besar struktur ada dan cukup terorganisir; urutan cukup logis	Struktur tidak lengkap (1–2 bagian hilang; urutan kurang logis di beberapa bagian	Struktur tidak jelas atau banyak bagian hilang; tidak ada urutan logis

2. Kelengkapan Konten	<i>Semua langkah jelas, akurat, mudah diikuti; materials lengkap & spesifik</i>	<i>Sebagian besar langkah jelas; materials cukup lengkap dengan sedikit kekurangan</i>	<i>Beberapa langkah kurang detail atau membingungkan ; materials tidak lengkap/spesifik</i>	<i>Banyak langkah hilang/tidak jelas; materials tidak lengkap atau tidak relevan</i>
3. Penggunaan Bahasa	<i>Imperative sentences digunakan konsisten dan benar; temporal connectives tepat; grammar & spelling sangat baik</i>	<i>Sebagian besar imperative sentences benar; ada temporal connectives ; grammar baik dengan sedikit kesalahan</i>	<i>Kadang menggunakan imperative; temporal connectives jarang/kacau; ada beberapa kesalahan grammar & spelling</i>	<i>Tidak pakai imperative; tidak ada temporal connectives; banyak kesalahan grammar/spelling</i>
4. Kejelasan & Keterbacaan	<i>Tulisan sangat jelas, mudah dibaca; format rapi & menarik</i>	<i>Tulisan cukup jelas & mudah dibaca; format cukup rapi</i>	<i>Tulisan cukup jelas, beberapa bagian membingungkan ; format kurang rapi di beberapa bagian</i>	<i>Tulisan tidak jelas & sulit dibaca; format berantakan/tidak teratur</i>

The results of the pre-test administered to class X-B are as follows

Table 11 pre test score

student	Pre test
1.	70
2.	70
3.	65
4.	70
5.	80

6.	80
7.	80
8.	80
9.	65
10.	60
11.	75
12.	65
13.	65
14.	70
15.	70
16.	70
17.	70
18.	65
19.	65
20.	65
21.	65
22.	70
23.	70
AVERAGE	69

Based on the pre-test results, the average score obtained was 69. According to the Ministry of Education and Culture's standards, a score of 69 falls under category C, which is considered adequate. This score is below the minimum standard of 75. The score obtained indicates that students are experiencing difficulties in writing procedural texts.

nilai interval	kategori	keterangan
88-100	A	sangat baik
74-87	B	baik
60-73	C	cukup
<60	D	kurang

Based on the results of the pre-test and observation, it can be concluded that attractive media are essential in learning. The pre-test results also show that

the need of writing learning is necessary. So, choosing interactive media with has specialty in writing is needed. i

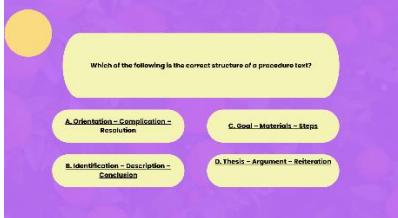
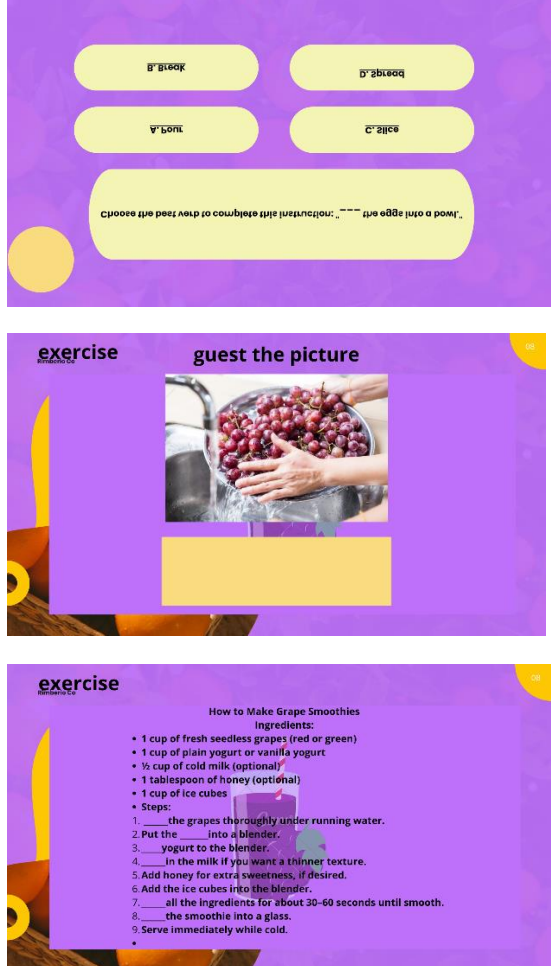
b. Design

In this stage, the researcher collected relevant materials and determined the type of learning media to be developed. The materials were gathered from various online sources, including educational websites, teaching blogs, and digital libraries, to ensure their accuracy and relevance to the curriculum. The collected content was then organized and selected based on the learning objectives of the 10th-grade writing class, specifically focusing on procedural text. At this stage, the researcher also decided on the form of the media—an interactive PowerPoint presentation—which was considered suitable for classroom use and aligned with students' learning needs and available school facilities.

c. Development

After designing the product, the next step is development. At this stage, researchers begin to create media intended for teaching writing. Interactive PowerPoint media is created using the Canva application. The overview of interactive PowerPoint made by canva as follows

Table 12 development media

Before	After
	

Before revision, the media is only involve 1 type of exercise; after revision the media is consists of 3 types of exercises. The types are cosisting of multiple choices, fill in the blank and guess the picture

After developing media, the media will be measured by a validator, so the researcher needs to make a questionnaire validation for the developed media.to ensure that the questionnaire media validation was objective for measuring the product. The researcher needs to perform instrument validation. Instrument validation is used to ensure the arranged questionnaire for media and material can be measured objectively. the researcher chose one of the lectures of Nahdlatul Ulama Blitar to evaluate the questionnaire. The result of instrument validation is explained as follows

Table 13 instrument validation result

No	Indicator	Rating 1,2,3,4,5,	Comment
1	Instruments are appropriate for the research objectives and can measure the desired variables.	4	
	Instruments are appropriate for the research objectives and can measure the desired variables.	4	
	Questions that are unambiguous and easy to understand	3	
	The instrument was designed in accordance with the research subject.	4	
	The format used in the instrument is easy to understand.	4	
	The language used in the instrument is easy for students to understand.	4	
	Identify areas that need improvement or adjustment	3	
	The instrument complies with the applicable guidelines for research.	4	
	In different trials, the instrument showed consistent results.	3	
	The instrument can set the same theoretical construction	4	
Total		37	
percentage		74%	

based on the result of instrument validation, the score obtained was 74%. According to Arikunto (2019), the score between 61%-80% is

categorized as feasible. The feasible category indicates that the questionnaire has been developed is feasible to measure the media and materials.

Although the score was categorized as feasible, there were several parts of the questionnaire that needed improvement. Based on the validator's suggestions, the questionnaire should be consistent. The questionnaire should consist of statements rather than questions.

After revising the questionnaire for validation, the researcher chose one of the lectures of UNU Blitar to measure the developed media. The result of validation for media is explained as follows:

Table 14 Media validation result

No	Aspect	question	Rating 1,2,3,4,5	Comment
1.	Design and layout	The layout design is attractive.	4	
		The colour combination used is easy on the eyes and fits the theme.	4	
		The font used is easy to read and consistent throughout the slides.	4	
2	Interactivity element	interactive features (e.g. navigation buttons, hyperlinks, or animations work properly	3	
		logical navigation that is easy for users to understand	4	
		all links or buttons lead to the correct destination	5	
		Animations and transitions are not excessive, so they do not distract users.	3	
Total			27	
Percentage			77,14	

The percentages of media validation have reached 77,14%. The percentage indicates valid. According to Arikunto (2019) Percentages between 61%-80% are categorized as valid.

After the media revision, the media would be validated by the material validator. The researcher chose the teacher who taught the student of X-B. The result of the material validation will be explained as follows

Table 15 Result of Material validation

No	kriteria	Uraian Penilaian	Aspek	Skala Penilaian					comments
				1	2	3	4	5	
1.	Kesesuaian dengan cp	<i>Materi selaras dengan kompetensi yang ditetapkan dalam CP dan ATP.</i>					4		
2.		<i>Urutan penyampaian materi mengikuti struktur pembelajaran</i>					3		

<i>yang logis.</i>		
3.	<i>Materi berbasis fakta yang benar dan sesuai dengan standar akademik</i>	3
4.	<i>materi mencerminkan perkembangan terkini dalam ilmu dan teknologi</i>	4
5.	<i>Bahasa yang digunakan sesuai dengan tingkat pemahaman siswa</i>	4
6.	<i>penyajian materi mengikuti struktur yang jelas dan sistematis</i>	4
7.	<i>Tata bahasa dalam materi sudah benar dan tidak menimbulkan ambiguitas</i>	4
8.	<i>Penyajian materi menggunakan teknik visual atau interaktif yang memperkuat pemahaman</i>	4
9.	<i>Materi memadukan teori dan contoh secara efektif</i>	3
10.	<i>kualitas gambar atau animasi cukup baik untuk mendukung pemahaman materi</i>	3
percentage		71

The percentage of material validation has reached 71%. The percentage indicates feasibility. According to Arikunto 2019, percentages between 61%-80% are categorized as valid. The media can be feasibly implemented.

d. Implementation

The implementation phase was conducted in Class X-B at MA Ma'arif NU Kota Blitar, the number of X B is consists of 24, but during implementation, there were only 21 students. This phase aimed to observe the practicality and effectiveness of the developed interactive PPT in improving students' writing skills, specifically in composing procedural texts. After the media was implemented for teaching writing. The researcher gave post post-test and a student satisfaction sheet.

e. Evaluation

At the evaluation stage of this research, the main objective is to comprehensively evaluate the effectiveness, quality, and overall feasibility of the interactive PowerPoint developed as a tool for teaching writing. This evaluation is crucial to determine whether the media is appropriate for the established learning objectives and meets the needs and expectations of its users.

To evaluate the effectiveness of developed media, student satisfaction, and comparisons between post-test and pre-test were needed.

1. comparisons between post-test and pre-test**Table 16 Pre test and post test comparison**

student	Pre test	Post test
1)	70	80
2)	70	85
3)	65	75
4)	70	75
5)	80	80
6)	80	85
7)	80	85
8)	80	85
9)	65	75
10)	60	75
11)	75	80
12)	65	75
13)	65	75
14)	70	80
15)	70	80
16)	70	85
17)	70	70
18)	65	70
19)	65	70
20)	65	70
21)	65	75
total	1445	1605

average	69,29	76,43
---------	-------	-------

To obtain student satisfaction with the implemented media, the researchers gave a student satisfaction sheet.

Increased score = percentages of post test – percentages of pre test

$$76,43-69,29=\text{increased score}$$

$$7 = \text{increased score}$$

The increased score obtained is 7 points. there is an improvement writing score

Table 17

student satisfaction

RESPONDENTS	Question item								TOTAL
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	
R.1	4	3	3	4	2	4	3	4	29
R.2	3	4	4	3	4	4	3	4	25
R.3	4	3	2	4	2	4	2	4	26
R.4	3	4	2	4	3	4	3	4	27
R.5	4	4	3	4	4	3	4	3	29
R.6	4	2	4	2	4	4	3	4	25
R.7	2	4	3	4	3	3	4	4	27
R.8	3	4	3	4	3	4	4	3	29
R.9	4	4	3	3	4	4	3	3	27
R.10	4	4	3	4	3	4	4	4	27
R.11	3	4	4	3	4	4	3	3	28
R.12	3	4	3	4	3	4	3	3	25
R.13	3	4	4	4	3	3	4	3	30
R.14	4	4	3	3	4	4	3	3	28
R.15	4	4	3	3	4	3	4	3	27
R.16	4	4	4	3	4	3	4	3	28
R.17	3	3	4	4	3	3	4	3	28
R.18	4	3	3	4	2	4	3	4	28
R.19	3	4	4	3	4	4	3	4	29
R.20	4	3	2	4	2	4	2	4	27
R.21	3	4	3	4	3	4	3	3	25
TOTAL	70	73	63	70	67	71	70	65	573

Although students of X-B consist of 23 students, 2 students were absent during the lesson, so the researcher just obtained 21 student satisfaction ratings among the implemented media. To measure student satisfaction, the following formula is needed.

$$P = \frac{\text{total gained score}}{\text{maximum score}} \times 100\%$$

$$p = \frac{574}{840} \times 100\%$$

The score obtained from student satisfaction was 68%. According to Arikunto (2019), the score is between. According to Arikunto (2019), the score between 61%-80% is categorized as satisfied. the reached score indicated that student feels satisfied among implemented media.

f. Discussion

The results of this study reaffirm and extend the findings of previous research on the use of interactive PowerPoint (PPT) in English language teaching. Several prior studies demonstrated the effectiveness of interactive PPT in enhancing student engagement and learning outcomes in various language skills, such as speaking and grammar. For instance, Sarawa et al. (2020) successfully implemented interactive PPT to teach Subject-Verb Agreement in rural primary schools, which improved students' understanding and engagement. Similarly, Susanti et al. (2024) showed that interactive PPT significantly enhanced students' speaking abilities in narrative texts, confirming its role in fostering oral proficiency.

The current research aligns with these findings by highlighting the positive impact of interactive PPT on writing instruction, particularly in the context of procedure text. The integration of multimedia elements such as hyperlinks, animations, and quizzes in the developed PPT not only engaged students but also addressed motivational issues and writing challenges, as observed in the pre-test stage. This echoes Rahayu et al. (2023) and Savitri et al. (2022), who emphasized that interactive PPT can boost enthusiasm and comprehension in English classes.

However, unlike most previous studies, this research focused specifically on writing skills, which had been relatively underexplored. While Nizar Nursabila et al. (2024) developed an interactive PPT to support learning of procedure texts, their focus was primarily on understanding rather than writing performance. The novelty of this study lies in its comprehensive development process using the ADDIE model and its targeted aim to improve students' writing competence, especially in structure, vocabulary use, and text clarity.

Furthermore, in contrast to Ardini (2022), who combined PowerPoint with the RCG strategy for report texts, this study solely utilized interactive PPT as the central teaching medium. The findings show an average post-test score improvement from 69 to a higher value (data not fully shown but implied in the implementation section), indicating its effectiveness in enhancing student writing outcomes.

Therefore, this study contributes new insights by bridging the gap in prior research, specifically addressing the application of interactive PPT in writing skill development, particularly within the genre of procedure texts. It validates the interactive PPT not just as a tool for engagement but also as an effective medium for achieving tangible academic improvements in writing, thus supporting its broader adoption in English language classrooms aligned with the Independent Curriculum.

KESIMPULAN

Based on the results of the research discussed by the researcher regarding “DEVELOPING AN INTERACTIVE PPT TO TEACH WRITING FOR 10th GRADE AT MA MARIF NU BLITAR,” the researcher can draw the following conclusions:

1. Process

The development process of the interactive PowerPoint (PPT as a media for teaching writing followed the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation stages. In the Analysis stage, the researcher identified students' lack of focus during Thursday classes due to fasting and the need for engaging media to support learning. During the Design stage, relevant materials were collected and the form of media—a visually engaging and interactive PPT—was determined based on classroom needs and facilities. In the Development stage, the interactive PPT was created using Canva, incorporating procedure text content, quizzes, hyperlinks, and exercises. The product underwent validation for instruments, media, and material, with minor revisions applied. In the Implementation stage, the media were tested in a real classroom setting with 23 students of Class X-B. In the Evaluation stage, the effectiveness of the media was assessed through pre-test and post-test comparisons, as well as a student satisfaction survey.

2. Results

The result of the media development showed positive outcomes. The post-test average score increased from 69.29 to 76.43, indicating improved student performance in writing procedural texts. The media validation score was 77.14%, material validation was 71.42%, and instrument validation was 74%—all categorized as feasible based on Arikunto (2019). The student satisfaction score reached 85%, indicating students were satisfied with the use of the developed media.

Overall, the interactive PPT was proven to be a feasible, effective, and engaging tool for improving students' writing skills in procedural texts.

REFERENCES

- Abdullah, R., & Nasution, M. I. P. (2024). Efektivitas penggunaan PowerPoint interaktif dalam mendorong kolaborasi dan komunikasi siswa. *El-Mujtama: Jurnal Pengabdian Masyarakat*, 4(4). <https://doi.org/10.47467/elmujtama.v4i4.3745>
- Andriani, R. (2019). Pembuatan perangkat belajar secara digital kepada guru SDN Umbulwidodo.
- Angkarini, T. (2022). Utilizing interactive PowerPoint to develop students' speaking skills in new normal. *Journal of Language and Islamic Studies*, 2(2). <https://doi.org/10.46637/jlis.v2i2.26>
- Patil, A. B. (2021). Mastering English and soft skills: A journey from campus to corporate.
- Annam, F. K., Lestari, M. I., Okvisari, R., Hasanah, T. L., & Handayani, V. (2023). Pengembangan keterampilan berpikir kritis dalam penerapan Kurikulum Merdeka di sekolah dasar. *Jurnal Pendidikan Guru Sekolah Dasar*, 1(2). <https://doi.org/10.47134/pgsd.v1i2.204>
- Ardini, D. A. (2022). Improving writing skill on report text by using RCG strategy with PPT for students of senior high school. *Journal of Development Research*, 6(1). <https://doi.org/10.28926/jdr.v6i1.218>
- Arikunto, S. (2019). Prosedur penelitian. Rineka Cipta.
- Asmin, R., Sahabuddin, E. S., & Makkasau, A. (2021). Pengembangan modul pembelajaran ilmu pengetahuan alam berbasis literasi siswa kelas IV SD Negeri 2 Terang-Terang Kabupaten Bulukumba.
- Branch, R. M. (2009). Instructional design: The ADDIE approach. Springer US. <https://doi.org/10.1007/978-0-387-09506-6>
- Branch, R. M. (2010). Instructional design: The ADDIE approach. Springer US. <https://doi.org/10.1007/978-0-387-09506-6>
- Brown, H. D. (2004). Language assessment: Principles and classroom practices. Pearson/Longman.
- Carter, B. (2018). The practice of writing. *Journal of Child Health Care*, 22(2), 173–174. <https://doi.org/10.1177/1367493518777030>
- Chan, C. S. C. (2021). University graduates' transition into the workplace: How they learn to use English for work and cope with language-related challenges. *System*, 100. <https://doi.org/10.1016/j.system.2021.102530>
- Cunningham, D., Hofstedt, P., & Meer, K. (2015). How to make quantitative data on the web searchable and interoperable: Part of the common vocabulary. Ingo Schmitt (Ed.). <http://www.w3.org/1999/xhtml>
- Darlis, A., Sinaga, A. I., Perkasyah, M. F., Sersanawawi, L., & Rahmah, I. (2022). Pendidikan berbasis Merdeka Belajar. *Analytica Islamica*, 11(2). <http://jurnal.uinsu.ac.id/index.php/analytica/index>

- Dewi, T., & Kareviati, E. (2021). The use of PowerPoint as the instructional media in teaching English for young learners. *EduLite: Journal of English Education, Literature and Culture*, 4(4).
- Dian Agustin, N., Widiarini, R., S., & Alhim Mubarak, T. (2021). Developing task-based writing supplementary material of descriptive text accompanied by audio-visual media. *Patria Education Journal*, 1. <https://ojs.unublitar.ac.id/index.php/pej>
- Elmas, R., Pamuk, S., & Saban, Y. (2022). How gifted primary school students make sense of the definition, purpose and process of observation. *International Journal of Contemporary Educational Research*, 8(2), 206–218. <https://doi.org/10.33200/ijcer.886013>
- Fauzan, F., Ansori, R. A. M., Dannur, M., Pratama, A., & Hairit, A. (2023). The implementation of the Merdeka Curriculum in strengthening students' character in Indonesia. *Aqlamuna: Journal of Educational Studies*, 1(1), 136–155. <https://doi.org/10.58223/aqlamuna.v1i1.237>
- Garcia, A., & O'Donnell-Allen, C. (2016). Wobbling with writing: Challenging existing paradigms of secondary writing instruction and finding new possibilities. *Literacy Research: Theory, Method, and Practice*, 65(1), 348–364.
- Grabowski, S. (2003). Teaching & media: A systematic approach: The Gerlach & Ely model.
- Harmer, J. (1986). *The practice of English language teaching* (5th ed.). Longman.
- Isaacs, D. (2014). Writing well. *Journal of Paediatrics and Child Health*, 50(7), 497. <https://doi.org/10.1111/jpc.12668>
- Kjeldsen, J. E. (2006). The rhetoric of PowerPoint. *Seminar.net: International Journal of Media, Technology and Lifelong Learning*, 2.
- Kononova, T., Lazareva, O., Goreva, O., & Sokolov, A. (2018). Education as universal tendency of the present. In *Proceedings of the International Scientific Conference*. <https://doi.org/10.15405/epsbs.2018.02.85>
- Kuznetsova, A. (2019). The impact of education on the income of the economically active population in the European Union. <https://orcid.org/0000-0003-0273-4801>
- Li, L. (2013). Analyzing the role of PowerPoint in college English learning. In *Proceedings of the 2013 International Conference on Computational and Information Sciences (ICCIS)* (pp. 1754–1756). <https://doi.org/10.1109/ICCIS.2013.458>
- Marlina Gysberthus, X., Sakinah, R., Wihdati, D., Veniayu, C., Ramadhani, I., Dari, R. W., Ayuni Putri, S., Karmila, K., Marwiyah, S., & Anugrah Wati, E. (2023). Perbandingan prestasi belajar siswa di SMAN 4 Kota Jambi dan SMAN 3 Muaro Jambi. *Jurnal Ilmiah Dikdaya*, 13(1), 139. <https://doi.org/10.33087/dikdaya.v13i1.405>
- Ninda Akilla, Nurhasanah, R. S., & Mustafiyanti, M. (2023). Alur tujuan pembelajaran dan asesmen. *Al-Tarbiyah: Jurnal Ilmu Pendidikan Islam*, 2(1), 231–238. <https://doi.org/10.59059/al-tarbiyah.v2i1.793>
- Nursabila, A. N., Bahtiar, Y., Fikri, A. K., & Wahab Hasbullah, K. A. (2024). Developing an interactive PowerPoint as supporting media for teaching procedure text. *Application: Applied Science in Learning Research*, 4(1).

- Phillippi, J., & Lauderdale, J. (2018). A guide to field notes for qualitative research: Context and conversation. *Qualitative Health Research*, 28(3), 381–388. <https://doi.org/10.1177/1049732317697102>
- Priawasana, E., & Subiyantoro, S. (2024). Evaluating the K-13 versus Merdeka Curriculum: Impacts on primary, junior, and senior high school education in Indonesia. *Jurnal Kependidikan*, 10(3), 859. <https://doi.org/10.33394/jk.v10i3.12060>
- Priya, M. M. (2012). PowerPoint use in teaching. <http://www.davegrayinfo.com>
- Puja Sayekti, D., Rofi'ah, S., & Makrifah, I. A. (2023). Development of interactive PowerPoint learning media to teach asking and giving opinion material. *Journal of Education and Teaching (JET)*, 4(3), 357–371. <https://doi.org/10.51454/jet.v4i3.284>
- Rahayu, K., Mubarak, T. A., & Saifudin, A. (2023). Developing interactive PPT as learning media for writing skill in eleventh grade MIA class at MA Bustanul Muta'alimin.
- Rintaningrum, R., Fahmi, A., Nuswantara, K., Trisyanti, U., Yusuf, K., & Zahrok, S. (2023). Strengthening English language learning through an independent curriculum approach. *International Journal of Science and Society*, 5(5). <http://ijsoc.goacademica.com>
- Saifudin, A., & Mubarak, T. A. (2020). Pengembangan buku ajar mata kuliah writing berbasis media sosial Story Bird di Program Studi Pendidikan Bahasa Inggris Universitas Nahdlatul Ulama Blitar. *Briliant: Jurnal Riset dan Konseptual*, 5.
- Salamun, A., Kiky, H., & Mukaddar, A. (2022). Student demotivation in learning English (Demotivasi siswa dalam pembelajaran bahasa Inggris). *Uniqbu Journal of Social Sciences*.
- Saputri, R. P., Yulastri, A., Ganefri, G., Giatman, M., Irfan, D., & Effendi, H. (2025). Impact of interactive media utilization on enhancing learning outcomes: Meta-analysis. *Jurnal Penelitian Pendidikan IPA*, 11(3), 40–49. <https://doi.org/10.29303/jppipa.v11i3.10438>
- Sarawa, G., Drahman, A. F., & Hashim, H. (2020). Integrating interactive PowerPoint slides to teach subject-verb-agreement (SVA) in rural primary schools in Sarawak. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 25, 1–9. <https://doi.org/10.9790/0837-2501050109>
- Savitri, W. E., Nugroho, H. A., Akhriyah, S., Dari, R. W., Rahmawati, E., & Chakim, N. (2022). English teacher PPT gamification skills development in Trenggalek. *Community Empowerment*, 7(11), 1881–1887. <https://doi.org/10.31603/ce.8088>
- Sidman, C. L., & Jones, D. (2007). Addressing students' learning styles through skeletal PowerPoint slides: A case study. *MERLOT Journal of Online Learning and Teaching*, 3(4).
- Sugiyono. (2013). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Susanti, R., Zamzam, A., & Lail, H. (2024a). The effectiveness of interactive PowerPoint in teaching speaking of narrative text in senior high school. *Journal of Linguistics, Literacy, and Pedagogy*, 3(2), 64–72. <https://jurnal.untirta.ac.id/index.php/JLLP>
- Wempen, F. (2010). Front matter. In *Microsoft PowerPoint 2010 Bible*. Wiley. <https://doi.org/10.1002/9781118983959.fmatter>