Development of Interactive Power Point Learning Media to Teach Asking and Giving Opinion Material

Dewi Puja Sayekti[1], Siti Rofi'ah[2], Istina Atul Makrifah[3]
English Education, Universitas Nahdlatul Ulama Blitar
Email korepsondesi: dewipujasayekti14@gmail.com

ABSTRACT: This study aims to describe the process of developing interactive power point learning media for asking questions and giving opinions to class X students of SMK Hidayatul Mubtadi'in Kanigoro and to describe the results of developing interactive powerpoint learning media for learning materials asking questions and giving opinions to class X students Hidayatul Mubtadi'in Kanigoro Vocational School. In this research and development method refers to ADDIE model. The reason researchers use the ADDIE model in this study is because the ADDIE model has the right steps for the development of the media being developed (Branch, R.M 2009). After the powerpoint interactive learning media was finished, the researcher brought the interactive power point learning media to media material specialists for evaluation. Considering the percentage of experts' validation, namely (87.5%) media experts and (75.0%) material sheets validation. Furthermore, in the product category included in the "Valid" category as a complement to the media, the results of student answers were (62.10%). This means that interactive PowerPoint learning media is feasible to use.

Keywords: development, interactive PowerPoint, learning media

ABSTRAK: Penelitian ini bertujuan mendeskripsikan proses pengembangan media pembelajaran interaktif powerpoint untuk materi pembelajaran bertanya dan memberikan pendapat kepada siswa kelas X SMK Hidayatul Mubtadi'in Kanigoro dan mendeskripsikan hasil pengembangan media pembelajaran interaktif powerpoint untuk materi pembelajaran bertanya pertanyaan dan pemberian pendapat kepada siswa kelas X SMK Hidayatul Mubtadi'in Kanigoro. Penelitian dan pengembangan ini metode mengacu pada metode model ADDIE. Alasan peneliti menggunakan model ADDIE dalam penelitian ini karena model ADDIE memiliki langkah-langkah yang tepat untuk pengembangan media yang dikembangkan (Branch, R.M 2009). Setelah media pembelajaran interaktif powerpoint selesai dibuat, peneliti membawa media pembelajaran interaktif powerpoint tersebut kepada ahli media dan materi untuk dievaluasi. Berdasarkan proporsi validasi ahli yaitu (87,5%) ahli media dan (75,0%) ahli materi. Selanjutnya pada kategori produk yang termasuk dalam kategori "Valid" sebagai pelengkap media diperoleh hasil jawaban siswa sebesar (62,10%). Hal ini berarti media pembelajaran PowerPoint interaktif layak untuk digunakan.

Kata Kunci: pengembangan, powerpoint interaktif, media pembelajaran

INTRODUCTION

English can be introduced to students from an early age before entering the age of basic education, which will determine the development of students at the next stage of human life. English is the language of science and technology, without mastering English a person will have difficulty socializing with a world that is constantly fast, open and uncontrollable (Yamin, 2017). To teach material asking and giving opinion and others material, media that is fun and easy for

students to understand is needed. Learning media has a significant impact on the learning process to generate motivation, interest, student activity and is also able to present objects or materials that are difficult for students to see directly so that learning becomes easy to understand, not all students can understand English lessons (Malilla & Irwandi, 2022). The student's difficulties are based on a lack of the desire to learn and the utilization of instructional media that nevertheless include teacher-written materials or lessons, Therefore, it is very important to develop learning media that can to teach materials. Learning media is an important factor in improving the quality of learning, media that is fun and easy for students to understand is needed. English as the language of science, technology and business besides that, speaking English skills prepares and equips students for their studies, takes them to a higher level of education or helps them enter the world of work in their respective fields according to (Wulandari, 2022).

Based on the results of observations made in Class X of SMK Hidayatul Mubtadi'in Kanigoro it was found that English was still relatively low. This can be seen from the results of observations made by researcher using interview sheets with teacher and students which will be attached here. Lack of mastery of English material, especially in the material of asking and giving opinion is relatively low, because there are still many students who cannot speak English. The cause of low English proficiency is that teacher in introducing English still use media made of paper and blackboard which are easily damaged not durable to use, such as in descriptive text material the teacher uses pictures and examples of text made of paper, in asking and giving opinion the teacher gives paper as an intermediary medium that contains material or dialogue to be practiced with students as a learning medium and the teacher still uses the blackboard. In addition, there is no updating of learning media which makes students bored. The process of delivering material that is less attractive to students only uses existing modules and these modules are made by the teacher himself, so the teacher only uses some of the media as above to teach material, especially in asking and giving opinion material. This becomes commonplace for students so that boredom arises, as a result students do not pay attention to the teacher in learning. So it is necessary to have the latest innovations from existing media because students will be interested in something new, by using interactive power point media students will tend to be more active and interested in learning, because the display of material is presented with animations and also videos that can make students more enthusiastic Study. In the animation that will be presented will also be related on this asking and giving opinion material, because this video animation is a dubbing of asking and giving opinion material where students will imitate the animation that will be played and obtain learning information starting from the correct pronunciation, vocabulary for asking and giving opinion material, and others.

PowerPoint has several technical advantages as a learning medium, including practical media, has an attractive presentation design, can display images, animations, sounds, and can also display videos to make it more

interesting for students to observe, and can be used. with repetitive learning activities. This is in accordance with the research objective to development of power point interactive learning media to teach asking and giving opinion material of grade X student of SMK Hidayatul Mubtadi'in Kanigoro, media power point is a program from Microsoft that is used as software to present material to students during the learning process, which is expected to help achieve learning objectives and increase student motivation (Kurniawati, 2011). It may be the researchers inferred from some of the thoughts above that media power point is an application made for presenting multimedia programming.Multimedia has been widely used by teachers/educators to communicate teaching materials to students. The use of multimedia in learning activities is believed to improve the results of learning activities. Presentation software such as Microsoft PowerPoint combines different types of media. Teacher use various learning media. including dynamic power point content. An application called media power point is made for showcasing multimedia content. Teachers and other educators frequently employ multimedia to convey educational content to pupils. The use of multimedia in learning activities is believed to improve the results of learning activities. Presentation software such as Microsoft PowerPoint combines various types of media into an attractive presentation package that will hold students' attention and increase motivation.

In previous research using interactive power point learning media can increase learning motivation and learning in students, as stated by (Rahmani, 2014) in her research entitled "Pengembangan Media Interaktif power point pembelajaran wayang untuk siswa SMP Kelas VIII di Yogyakarta" The study's findings may be divided into two categories: user reactions and media quality. On the aspect of media quality, the assessment is carried out by media experts and experts material. In the aspect of user responses, the assessment is carried out by teachers and students. Ratings by media experts get a percentage of 63%. Assessment by material experts gets a percentage of 90%. Assessment by subject teachers get a percentage of 83%. Assessment by students get a percentage by 65.5%. The overall rating average is 75%. Results This study proves that power point interactive learning media is feasible to use and declared "valid" based on validation tests by material experts and media experts. As well as previous research from (Desnawati, 2022) entitled "Pengembangan Media Pembelajaran Berbasis Power Point Interaktif pada Materi Pencemaran Lingkungan Hidup Untuk Peserta Didik SMP" The study's findings demonstrate that validation of media experts and material experts who obtained an average score of 3.735 and 3.73 respectively with the criteria of "valid" and not revision. Then on division Questionnaire response of students to group trials conducted at 10 students get an average score of 3.4 and on trials the field obtained an average score of 3.625 with both received the "highly attractive" criterion.

Based on the problems above, it can be interpreted that learning outcomes will be affected if the learning media used is less attractive, learning Asking and Giving Opinion Material in class X students of SMK Hidayatul Mubtadi'in Kanigoro needs to use interesting learning media such as learning

media using PPT (Power Point) and Power Point. interactive points on Asking and Giving Opinion material so that students are more active. and smoothly, so this research will focus on "Development of Power Point Interactive Learning Media to Teach Asking and Giving Opinion Material of Class X Student of SMK

METHODs

In this research and development method refers to the method research development namely the development of the ADDIE model, the reason researchers used the ADDIE model in this study and did not use other models model because the ADDIE model has exact steps for development media being developed (Branch, 2009). The data used in this study are the results of observations on learning English in Class X SMK Hidayatul Mubtadi'in Kanigoro. Quantitative data were obtained by using a questionnaire or questionnaire technique using a rating scale in the form of a Likert Scale. Documentation is done as a form of information in the form of photos that are used as evidence of the origin of the information. The subjects of this study were class X students of SMK Hidayatul Mubtadi'in Kanigoro, totaling 26 students consisting of 14 female students and 12 male students. Research in this class uses saturated sampling because the number of research population is relatively small or less than 30 (Sugiyono, 2019). Saturated Sampling is a sample selection technique when all members of the population are sampled. All study populations were sampled using the Saturated Sampling Technique, which was employed in this study. Product validation is carried out to determine the feasibility of the productin this study validation for teaching speaking skills for class X students of SMK Hidayatul Mubatdi'in Kanigoro, the researcher provides 2 validation sheets which will be given in order to assess items, to the material and media specialist validators. The use of this test through an internal reliability process. The researcher also performed calculations to measure the reliability of the instrument which had been predetermined by material experts, media experts, and linguists using all items that could be understood by the research respondents and did not have double meanings for each instrument item.
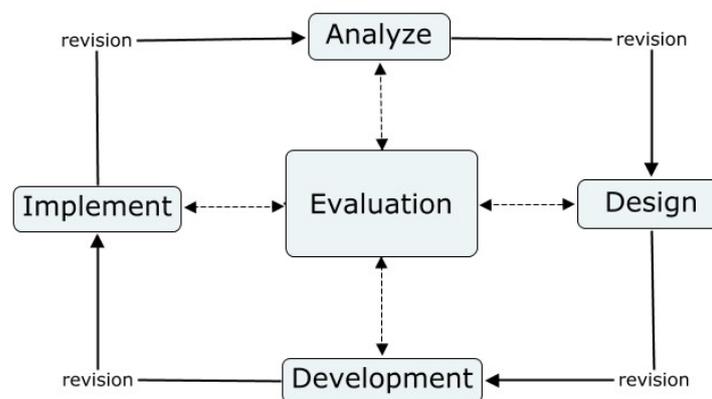

Figure 1. Research Procedures (Branch, 2009)

This stage includes steps such as the following:

This problem analysis aims to identify the basic problems faced by teachers and students in how to teach asking and giving opinion material using old media such as paper, modules, and blackboards. This analysis was carried out by observing at Hidayatul Mubtadi'in Kanigoro Vocational School with the problems that occurred. The indicators in this study were carried out according to the level of student material at Hidayatul Mubtadi'in Kanigoro Vocational School. This indikator only targets students' mastery of speaking skills. The material that can be given to students is only limited to simple vocabulary such as utterance vocabulary, conversation examples. This analysis was carried out by observation to observe student characteristics. After the researcher has conducted a needs analysis to obtain data as described earlier, from this data the researcher then evaluates it to design a solution to the problem found, then the researchers conducts another analysis To confirm the data's veracity then enters the revision stage before going to the next stage namely the design stage.The design stage is intended to design material on power point interactive learning media. The researcher designs how the media will be developed, after the material design is finished, then proceed with an interesting initial design on interactive learning media in learning using Microsoft PowerPoint, and from this stage the researcher conducts an evaluation to test the feasibility of the design, after being evaluated, the researcher revises the design first. Formerly. Media development was developed with several animations and vocabulary in it to increase student interest and also equipped with class X material at SMK Hidayatul Mubtadi'in which was developed through interactive power point media. After that the product development stage will be evaluated, and get input from experiments conducted by researchers, before moving on to the second experiment the researchers will revise the product first and continue product development again. Learning media that has been developed can be tested/implemented on students, namely in class X SMK Hidayatul Mubtadi'in Kanigoro. This implementation also determines whether or not the teaching media can be used in teaching students' speaking skills or not. After that the researcher evaluates whether there are deficiencies in the product, if there are deficiencies, the researcher will revise the product. This evaluation is carried out if there is something lacking in the teaching media, if the teaching media has gaps that make it unusable for teaching then the teaching media needs to be restyled/redesigned.

The researcher provides 2 validation sheets which will be given validator and the material expert validator to assess goods. Product validation will be carried out by: 1). The english will complete the material expert validation document. Subject teacher at SMK Hidayatul Mubtadi'in Kanigoro, 2). Media expert validation will be carried out by lecturers majoring in English education.

The reliability and validity test in this study uses the theory from Arikunto in (Riyadi, 2011) :

$$P = \frac{\Sigma X x 100\%}{\Sigma X i}$$

Information:

P = Reliability

∑ X = Number of assessment answer

∑ Xi = Highest number of answer

The following table shows the product reliability criteria:

Table 1. Reliability Criteria

Percentage	Reliability Level
80- 100 %	Very Reliable
60 – 79 %	Reliable
40 – 59 %	Quite Reliable
0 – 39 %	Less Reliable

The findings of this study are based on observations of students learning English in Class X at Smk Hidayatul Mubtadi'in Kanigoro. A questionnaire or questionnaire approach utilizing a rating scale form of a Likert Scale data collection was used to acquire quantitative data. Documentation is done as a form of information in the form of photos that are used as evidence of the origin of the information. There are several instruments used in collecting data as follows:

Media Expert Validation Questionnaire

The media validator is addressed to people who are experts in learning media, the following are the instruments that will be filled in by the media expert validator:

Table 2. Media Expert Validation Questionnaire

No.	Aspects	Indicator	Question Number
1	Display suitability	a). Material Accuracy	1,2
		b).Animation and Image Accuracy	3,4
		c). Design accuracy	5,6
2.	Presentation	a). Ease of Use of media	7,8
		b). Clarity Instructions	9,10

Material Expert Validation Questionnaire

The following is the expert validation of the material provided by the researche :

Table 3. Material Expert Validation Questionnaire

No.	Aspect	Indicator	Question Number
1	Material Accuracy	a). Based on Curriculum	1,2
		b). Based on Learning Achievement	3,4

| 2. | Learning Accuracy | a).Load student knowledge | 5,6,7 |
| | | b). loading student skills | 8,9,10 |

Students Response Quesionnaire

Data collection instruments used for students as follows:

Table 4. Students Response Quesionnaire

No.	Aspect	Indicator	Quetions Number
1	Media Interactive Speaking	a). The appearance of the media is attractive making it easier for students to learn	1,2
		b). The design used is attractive so it is more fun	3,4
		c). Media can make students more active	5,6
2	Material	a). The material is easier to understand by using interactive power point media	7,8,
		b). can apply greetings material	9,10

This qualitative data analysis technique was carried out in a qualitative descriptive way, which describes the quality of interactive PowerPoint media in English subjects that have been made and the results of developing the use of media. Based on a quote from the theory of (Sugiyono, 2007) there are three stages in qualitative research, namely 1). stage of description, 2). reduction stage, 3). selection stage. Quantitative data is the form of numbers or qualitative data scores (Sugiyono, 2015) the second data used by researcher is quantitative data, to the get quantitative data researcher use quesionnaire sheet.

To determine these data researchers use a Likert scale with a value of 1-4 using the following formula:

Table 5. Scala Likert

No.	Answer Choices	Scale Value
1	Verry not good	1
2	Not Good	2
3	Good	3
4	Verry Good	4

From the results of the Likert scale will then be calculated to the interpretation of the overall questionnaire value using the following formula:

$$\Sigma = \frac{X x 100\%}{N}$$

Information:
∑ = Eligibility
X = Total score obtainted
N = Maximum score

To determine validity of the product, the researcher uses the following percentage table, use the table exemplified by (Arikunto, 2013):

Table 6. Percentage of Validity

Achievement Precentage	Interpretation
76 - 100 %	Very Valid
56 – 75 %	Valid
40 – 55 %	Less Valid
0 – 39 %	Very Less Valid

To find out the results of student responses, how appropriate the learning media is used, use the table exemplified by Arikunto in (Riyadi, 2011).

Table 7. Percentage Scale According to Arikunto

Achievement Precentage	Interpretation
76 - 100 %	Very Decent
56 – 75 %	Feasible
40 – 55 %	Decent Enough
0 – 39 %	Very Implorer

FINDINGS AND DISCUSSION

Researchers used interview and observation sheets for teachers and students to get results of what teachers and students needed, along with a description of the results of the interviews. Interview sheets were conducted with teachers and representatives of one of class X students at SMK Hidayatul Mubtadi'in Kanigoro because it was not possible for all students to conduct interviews one by one, in filling out the interview sheets the researcher involved teachers and students to get conclusions about what is needed for learning in SMK Hidayatul Mubtadi'in Kanigoro especially in learning English, following from the Quisionnaire sheet.

The results of interactive power point learning products or media can be seen as follows:
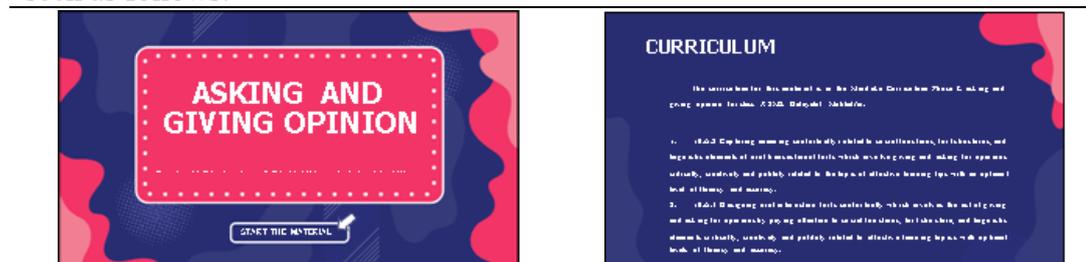
Figure 2. Interactive Power Point Learning Media

Table 8. Media Validation Results

No	Aspect	Statement	Skor			
			Maximum Score	Total Score Obatined	Precentage	Validation
			N	X	%	Σ
1	Display presented	1. Media in accordance with curriculum	4	3	75%	Valid
		2. Media in accordance with learning objectives	4	3	75%	Valid
		3. Animation used in appropriate media with material	4	4	100%	Very Valid
		4. Color combinations and images on media clear and appropriate	4	3	75%	Valid

Penulis Koresponden: Dewi Puja Sayekti (dewipujasayekti14@gmail.com)

		learning material				
		5. Appearance media attract	4	4	100%	Very Valid
		6. Design used clear	4	4	100%	Very Valid
2	Presentation	7. Media which can be developed used by teachers easily	4	4	100%	Very Valid
		8. Instructions in the media clear	4	4	100%	Very Valid
		9. The Media used facilitate to teaching asking and giving opinion material	4	3	75%	Valid
		10. Easy to understand usage media	4	3	75%	Valid

The data above is the result of validation which is calculated using the following formula:

$$\sum = \frac{X \times 100\%}{N}$$

Overall score result = $\sum = \frac{875 \times 100\%}{10}$ = 87,5%

From the results of the media expert validation above, it can be said that power point interactive learning media has a "Very Valid" level of validity. This is proven by the results of the media expert's assessment of obtaining 87.5%.

Table 9. Material Expert Validation Results

No	Aspect	Statement	Skor			
			Maximum Score	Total Score Obtained	Precentage	Eligibility
			N	**X**	**%**	**∑**
1	Material	1. Head material in accordance with curriculum	4	3	75 %	Valid
		2. Material according too Asking ang Giving material	4	3	75%	Valid
		3. Content material in accordance with student understanding	4	3	75%	Valid
		4. Purpose and benefit learning be delivered clearly	4	3	75%	Valid
2	Learners	5. The material is easy understand	4	3	75%	Valid

	6. Material according to learning asking and giving opinion	4	3	75%	Valid
	7. The material contains 4 clear examples	4	3	75%	Valid
	8. Animasi sesuai dengan materi	4	3	75%	Valid
	9. Material can be submitted clearly	4	3	75%	Valid
	10. Material become easy on understanding	4	3	75%	Valid

The data above is the result of validation which is calculated using the following formula:

$$\Sigma = \frac{X x 100\%}{N}$$

Overall score result = $\Sigma = \frac{750 x 100\%}{10} = 75\%$

From the results of the material expert validation above, it can be said that power point interactive learning media has a "Valid" level of validity. This is proven by The media expert's judgment of getting a proportion of 75,0%

Table 10. Student Response Questionnaire

No	Aspect	Statement	Total Score Item
1	Interactive Media	1. Attractive Media Display	61
		2. Display is appropriate and makes it easy for students to learn	63
		3. The design used is not monotonous so it seems exciting	62
		4. The media used is not boring	63
		5. The media used make students more active	58
		6. The media used makes students active in learning asking and giving opinions	63
2	Material	7. The material contains clear examples	63
		8. The material becomes easy for students to understand	62
		9. Material can be received clearly	61
		10. Easy to catch material asking and giving opinion	65

From the results of the student response questionnaire , it can be said that power point interactive learning media has a "Feasible" level. The findings of

the student answer questionnaire evaluation, which was used to determine a percentage of 62,10%. The product trial was carried out on May 20 2023 at Hidayatull Mubtadi'in Kanigoro Vocational School and was attended by 20 students out of 26 students, because there were 6 students whose permission could not take part in the trial . Before conducting the trial the researcher showed the final product to the English teacher and explained its use and provided feedback that the learning media used was indeed interesting. and easy to use, especially for teaching asking and giving opinion material.

DISCUSSION

This research is using the ADDIE model. Research & Development (R&D) is the initial stage and the exploratory stage by conducting research and development and testing of a product and service to see how effective the product to be developed is. Research & Development (R&D) development is defined as a process or procedure for developing a new product or improving an existing product. The development stage to develop products in the form of learning media that have passed the revision stage from media experts. In previous research using interactive power point learning media can increase learning motivation and learning in students, as stated by (Rahmani, 2014) in her research entitled *"Pengembangan Media Interaktif power point pembelajaran wayang untuk siswa SMP Kelas VIII di Yogyakarta"* The findings of this study are divided into two categories: media quality and user responses. The assessment of media quality is carried out by media professionals and material specialists. The examination of user answers is carried out by professors and students. The proportion of media specialists is 63%, the proportion of material experts is 90%, the proportion of professors is 83%, and the proportion of students is 65.5%. The total grade is 75%. It is possible to draw conclusions from these findings.As well as previous research from (Desnawati, 2022). In Previous research using interactive power point learning the presence of media and material validation establishes the feasibility of the developed media and material. Contained in the media for the media expert as stated by (Nikmah, 2021). The development of Interactive Power Point media is said to be feasible to use and apply, this also exists in previous research entitled " Development of Learning Mediarme Based Interactive PowerPoint Algebra Materials for Grade VII SMP" in accredited national journals 3 The results showed that it was developed the media is declared valid with the percentage of two expert validators of 87% and from the student response questionnaire by 76% with the practical category (Dewi 2020).

Based on the validation result by the media expert, this interactive PowerPoint was stated decently by a validator media expert with a percentage of 82.5%. Then based on material expert, it was also stated that the material contained in interactive PowerPoint media was very decent by validator material expert with a percentage of 90%. This interactive PowerPoint clip might be perceived as being ideal for teaching reading. This validation was obtained from a learning media expert, namely Ahmad Saifuddin M.Pd as a lecturer at Nahdlatul Ulama University as well as a media expert and without revision and is feasible to be tested as a learning media. In the aspect of user responses, the

assessment is carried out by students, from the results of the media expert validation above, it can be said that power point interactive learning media has a "Very Valid" level of validity. This is proven by the results of the media expert's assessment of obtaining a percentage of 87.5 %. In the validation process, the material expert validator who evaluates the content's quality and suitability for the learning media developed assigns a score based on their findings of 75.0% is obtained in the "Valid" category and the material can be declared in accordance with the interactive PowerPoint media developed. Material Expert Assessment Results Validation conducted by mathematicians assessed the appearance of this interactive PowerPoint media, such as color, design, image selection and others, which means this media is good for use. The next step is product trials conducted at Hidayatul Mubtadi'in Kanigoro Vocational School consisting of 20 students because not all students can take part in this trial. Researchers taught students employing multimedia for interactive PowerPoint learning. In class X, interactive powerpoint is used for learning, the first time students were told about interactive powerpoint learning media and the teacher. the researcher then gave an explanation of the interactive PowerPoint learning media which was equipped with material, vocabulary, examples of pictures and video dubbing animations, the researcher also gave instructions to the teacher on how to operate the interactive PowerPoint learning media. Then, the researcher also gave questionnaires to students to find out their responses after using this interactive PowerPoint media in the teaching and learning process and on student responses the media used by the researcher got a score of 62.10% which means "Good/Feasible". The use of interactive PowerPoint media is used to develop learning media in the learning process. This media can add to the attractiveness because there is a combination of animation, vocabulary, material, videos, so learning is not monotonous and good in learning.

CONLUSSION

Based on the results of the research and discussion, the following conclusions are obtained: 1). The development of interactive power point learning media begins with selecting material based on the curriculum, and product development which includes vocabulary, animation, and also video dubbing to support class X asking and giving opinion material.2). After the Power point interactive learning media were finished, the researcher brought the power point interactive learning media to media and material specialist for evaluation. Considering the percentage of expert endorsement, namely 87.5 percent of media experts and 75.0 percent of material experts. Furthermore, in the product category included in the "Valid" category as a complement to the media, the results of student answers were 62.10 percent. This means that interactive PowerPoint learning media is feasible to use.

ACKNOWLEDGEMENTS

study program and all parties who have helped in completing the writing of this article.

REFERENCES

Branch, R. M. (2009). *Instructional design: The ADDIE approach* (Vol. 722). New York: Springer.

Dewi, M. D., & Izzati, N. (2020). Pengembangan media pembelajaran powerpoint interaktif berbasis rme materi aljabar kelas vii smp. *Delta: Jurnal Ilmiah Pendidikan Matematika*, *8*(2), 217.

Hughes, D., & Hitchcock, G. (2008). Arikunto, Suharsimi, Prosedur Penelitian Suatu Pendekatan Praktik, Jakarta: PT. Rineka Cipta, 2006, Cet. 6. *Unpublished Thesis*.

Kurniawati, A. (2011). Pengembangan Media Pembelajaran Menggunakan Microsoft PowerPoint Pada Mata Pelajaran Tekhnologi Informasi dan Komunikas Siswa Kelas VII di SMP Negeri 2 Plupuh Sragen. *Fakultas Teknik, Universitas Negeri Yogyakarta*.Rahmani, N. F. (2014). Pengembangan Media Interaktif Powerpoint Pembelajaran Wayang Untuk Siswa SMP Kelas VIII Di Yogyakarta. Skripsi.

Nikmah, B. H., Makrifah, I. A., Saifudin, A., No, B. J. M., & Kepanjenkidul, K. B. (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), 565-575.

Malilla, R., & Irwandi, I. (2022). The Effectiveness of Using WhatsApp in English Language Teaching during the Covid-19 Pandemic for Junior High School Students. *Journal of Education and Teaching (JET)*, *3*(2), 185-194. https://doi.org/10.51454/jet.v3i2.157

Melsa, A. D. (2022). *PENGEMBANGAN MEDIA PEMBELAJARAN BERBASIS POWERPOINT INTERAKTIF PADA MATERI PENCEMARAN LINGKUNGAN UNTUK PESERTA DIDIK SMP* (Doctoral dissertation, UIN RADEN INTAN LAMPUNG).

Rahmani, N. F. (2014). Pengembangan Media Interaktif Powerpoint Pembelajaran Wayang Untuk Siswa SMP Kelas VIII Di Yogyakarta. Skripsi.

Riyadi, A. S. (2011). Pengembangan Media Pembelajaran Berbasis Komputer Untuk Mata Diklat Mengoperasikan Mesin CNC Dasar Di SMK Negeri 2 Depok Sleman Yogyakarta. *Skripsi. Yogyakarta: Program Studi Pendidikan Teknik Mesin Fakultas Teknik UNY*.

Sugiyono, M. P. P. P. K. (2007). Kualitataif dan r&d, Bandung: Alfabeta, 2010. *Sugiyono, Metode Penelitian Kuantitatif Kualitatif Dan R&D Bandung: Alfabeta*.

Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D.* Bandung: Alfabeta. Yani, J. A., Mangkunegara, A. A. P., Revisi, P. K. E., & Aditama, R. (1995). Sugiyono. 2017, Metode penelitian kuantitatif, kualitatif, dan R&D. bandung: Alfabeta. *Procrastination And Task Avoidance: Theory, Research and Treatment. New York: Plenum Press, Yudistira P, Chandra, Diktat Ku*.

Penulis Koresponden: Dewi Puja Sayekti (dewipujasayekti14@gmail.com)

Sugiyono, D. (2010). Metode penelitian kuantitatif dan R&D. *Bandung: Alfabeta*.

Yamin, M. (2017). Metode pembelajaran bahasa inggris di tingkat dasar. *Jurnal Pesona Dasar*, *1*(5), 82-97.