

**DESIGNING ENGLISH INTERACTIVE POWERPOINT  
ANIMATION FOR READING SKILL  
AT SMPN 7 PALOPO**

*A Thesis*

*Submitted to the English Language Education Study Program of  
Education and Teacher Training Faculty of State Islamic University  
of Palopo for Undergraduate Degree in English Education*



**Composed by :**

**AULIA LESTARI**

20 0202 0023

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
EDUCATION AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF PALOPO**

**2025**

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**AULIA LESTARI**  
20 0202 0023

**Supervised by:**

- 1. Amalia Yahya, S.E., M.Hum**
- 2. Yuyun Ruqiyat Said S.Pd., M.Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
EDUCATION AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF PALOPO**

**2025**

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Name: : Aulia Lestari  
Registration Number : 2002020023  
Faculty : Education and Teacher Training  
Study Program : English Language Education Study Program

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Regards,



*Aulia Lestari*






Aulia Lestari

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This thesis entitled “**Designing English Interactive PowerPoint Animation for Reading Skill at SMPN 7 Palopo**”, which was written by **Aulia Lestari**, Reg. Number 20 0202 0023, a student of English Language Education Study Program of UIN Palopo, has been examined and defended in **Munaqasyah** session which was carried out on July 23<sup>rd</sup>, 2025 M/Muharram 27<sup>th</sup>, 1447 H, it has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

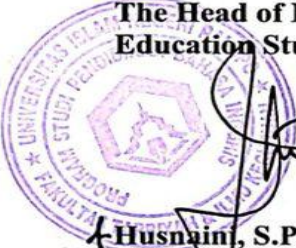
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Approved by

  
The Dean of Education and Teacher  
Education Faculty  
**H. Sukirman, S.S., M.Pd.**  
NIP. 19670516 200003 1 002

  
The Head of English Language  
Education Study Program  
**Husnaini, S.Pd.I., M.Pd.**  
NIP. 19840820 200902 2 007

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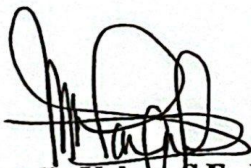
Written By:

Name : Aulia Lestari  
Reg. Number : 20 0202 0023  
Faculty : Education and Teacher Training  
Study Program: English Language Education

Has been corrected and approved for thesis Munaqasyah examination.

Palopo, 2 July 2025

**Consultant I**



**Amalia Yahya, S.E., M.Hum.**  
**NIP. 19771013 200501 2 006**

**Consultant II**



**Yuyun Ruqiyat Said, S.Pd., M.Pd.**  
**NIP. 19870419 202321 2 030**

## EXAMINER APPROVAL

**Thesis Entitled:**      **DESIGNING ENGLISH INTERACTIVE  
POWERPOINT ANIMATION FOR READING SKILL  
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**Written By:**

**Name**            : **Aulia Lestari**

**Reg Number**   : **20 0202 0023**

**Faculty**         : **Education and Teacher Training**

**Study Program:** **English Language Education**

**Has been corrected and approved for thesis Munaqasyah examination.**

**Palopo, 1 July 2025**

**Examiner I**



**St. Hartina, S.Pd., M.Pd.**  
**NIP. 19910909 201903 2 021**

**Examiner II**



**Nurhayati Usman, S.Pd.I., M.Hum.**  
**NIP. 19831108 202321 2 024**

## NOTA DINAS PEMBIMBING

Lam : -

Hal : Skripsi an. Aulia Lestari

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

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Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

Nama : Aulia Lestari

NIM : 20 0202 0023

Program Studi : Pendidikan Bahasa Inggris

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Pembimbing I



**Amalia Yahya, S.E., M.Hum**

**NIP. 19771013 200501 2 006**

## NOTA DINAS PEMBIMBING

Lam : -

Hal : Skripsi an. Aulia Lestari

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

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Nama : Aulia Lestari

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Pembimbing II



**Yuyun Ruqiyvat Said, S.Pd., M.Pd**  
**NIP. 198704192 023212 030**

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وَأَصْحَابِهِ وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ الدِّينِ، أَمَا بَعْدُ

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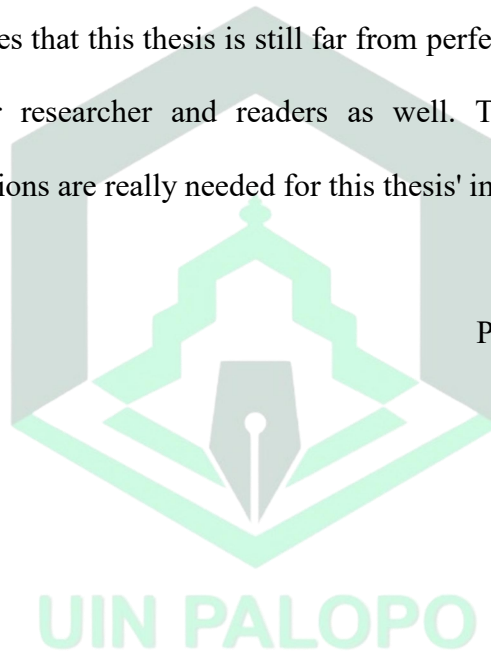
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The researcher realizes that this thesis is still far from perfection but it is expected to benefit the other researcher and readers as well. Therefore, constructive criticism and suggestions are really needed for this thesis' improvement.



Palopo, March 09, 2025

The Researcher

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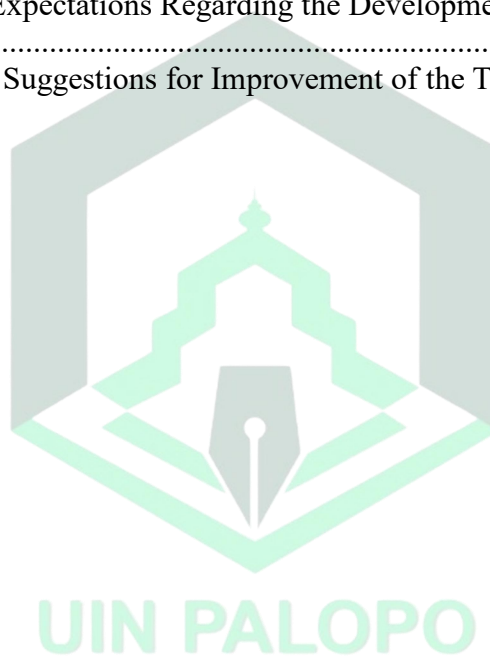
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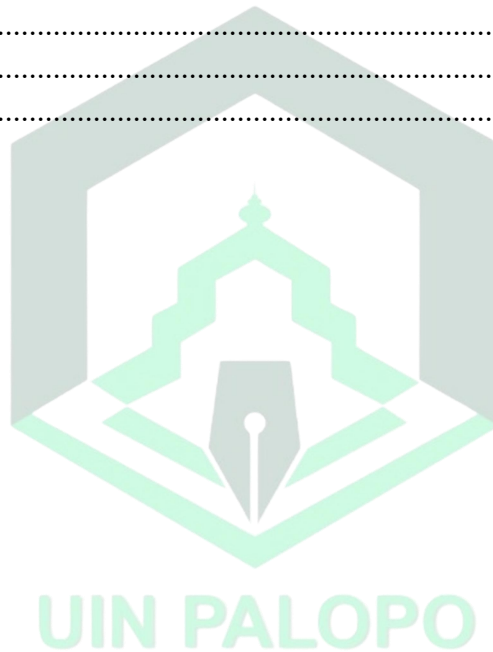
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## ABSTRACT

**Aulia Lestari, 2025.** *“Designing English Interactive PowerPoint Animation for Reading Skill at SMPN 7 Palopo”*. A thesis of English Language Education Study Program and Teacher Training Faculty, State Islamic University of Palopo. Supervised by Amalia Yahya and Yuyun Ruqiyat Said.

This research aimed to design an English interactive PowerPoint animation for reading skill teaching media to improve students' reading skills at SMPN 7 Palopo. This research employed Research and Development (R&D) method with 4D model (limited to define, design, and develop stages). The participants of this research were an English teacher and 20 students of ninth grade at SMPN 7 Palopo. Data was collected through questionnaires and interviews during the need analysis stage (define stage), followed by experts' validation and product trials in classroom setting. The results showed that the media was highly effective, with an average score of 3.61 and an effectiveness rate of 90.25%, categorized as "Very Good". The most effective interactive elements, animations and activities to integrate into English interactive PowerPoint animation to improve students' reading skill at SMPN 7 Palopo are interactive quizzes, animation (text and images), games, vocabulary audio and text materials that adapted from students' textbook. These components enhanced students' engagement, increased motivation and made the learning process more interactive, enjoyable, and effectively improving students' reading skill.

**Keywords:** *Interactive PowerPoint, Animation, Teaching Media, Reading Skill*


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## ABSTRACT

**Aulia Lestari, 2025.** *“Perancangan Animasi PowerPoint Interaktif Berbahasa Inggris untuk Keterampilan Membaca di SMPN 7 Palopo.”* Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh Amalia Yahya dan Yuyun Ruqiyat Said.

Penelitian ini bertujuan untuk merancang animasi PowerPoint interaktif guna meningkatkan keterampilan membaca siswa di SMPN 7 Palopo. Penelitian ini menggunakan metode Research and Development (R&D) dengan model 4D, (terbatas pada tahapan Define, Design, dan Develop). Peserta penelitian ini adalah seorang guru Bahasa Inggris dan 20 siswa kelas IX di SMPN 7 Palopo. Pengumpulan data dilakukan melalui kuesioner dan wawancara pada tahap analisis kebutuhan (tahap define), kemudian diikuti dengan validasi para ahli, dan uji coba produk di ruang kelas. Hasil penelitian menunjukkan bahwa media tersebut sangat efektif, dengan perolehan skor rata-rata sebesar 3,61 dan tingkat efektivitas sebesar 90,25%, sehingga termasuk dalam kategori “Sangat Baik.” Komponen interaktif yang paling efektif dalam media pembelajaran ini meliputi kuis interaktif, animasi berbasis teks dan gambar, permainan edukatif, audio kosakata, serta materi bacaan yang diperkaya secara visual dan diadaptasi dari buku teks. Komponen-komponen ini secara signifikan meningkatkan keterlibatan dan motivasi siswa, sehingga membuat proses pembelajaran menjadi lebih interaktif, menyenangkan, dan efektif dalam meningkatkan keterampilan membaca.

**Kata kunci:** PowerPoint Interaktif, Animasi, Media Pembelajaran, Keterampilan Membaca

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## الملخص

أوليا ليستاري، ٢٠٢٥. "تصميم عرض باوربوينت تفاعلي متحرك لتعليم مهارة القراءة في المدرسة المتوسطة الحكومية السابعة فالوفو". رسالة جامعية في برنامج دراسة تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية فالوفو، تحت إشراف: أماليا يحيى ويُن رُقِيَّة سعيد.

يهدف هذا البحث إلى تصميم وسيلة تعليمية تفاعلية تعتمد على برنامج باوربوينت المتحرك لتطوير مهارة القراءة لدى طلاب المدرسة المتوسطة الحكومية السابعة فالوفو. وقد استخدم البحث منهج البحث والتطوير (R&D) وفق نموذج 4D الذي يتضمن: التحديد، والتصميم، والتطوير. شملت عينة البحث معلمًا واحدًا مادة اللغة الإنجليزية و ٢٠ طالبًا من الصف الحادي عشر. جُمعت البيانات من خلال الاستبيانات والمقابلات في مرحلة تحليل الاحتياجات (مرحلة التحديد)، ثم خضعت الوسيلة التعليمية للتقويم من قبل خبراء في المجال، وأُجريت تجربة صافية عليها. وأظهرت النتائج أن الوسيلة التعليمية فعّالة جدًا، حيث بلغ متوسط التقييم ٣,٦١ بنسبة فعالية وصلت إلى ٩٠,٢٥٪، مما يضعها ضمن الفئة "ممتازة". ومن أكثر المكونات التفاعلية فعالية في هذه الوسيلة: الاختبارات التفاعلية، والرسوم المتحركة المعتمدة على النصوص والصور، والألعاب التعليمية، والصوتيات الخاصة بالمفردات، والمواد القرائية المدعومة بصريًا والمقتبسة من الكتب المدرسية. وقد ساعدت هذه المكونات على رفع مستوى التفاعل والتحفيز لدى الطلاب، مما جعل عملية التعليم أكثر تفاعلية ومتعة وفعالية في تعزيز مهارة القراءة.

الكلمات المفتاحية: باوربوينت تفاعلي، الرسوم المتحركة، الوسائل التعليمية، مهارة القراءة

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# CHAPTER I

## INTRODUCTION

### A. Background

Language consists of four primary skills that are speaking, listening, writing, and reading, these four skills of language are very important, and one of the most important skills to teach is reading skill. Reading is a fundamental skill that students should master to be successful in learning because most of the learning processes involve reading.<sup>1</sup> By reading, students can find some specific information, understand the whole story, find reasons, explanations, summaries, and comments from the news they read. Students can also be entertained by reading especially when students read comics, novels, short stories, etc.<sup>2</sup>

In the teaching process, reading skill is related to reading material, and motivation is the main factor influencing student's reading interests. Reading interest has ongoing positive effects on reading achievement.<sup>3</sup> Reading material that is not interesting and lacks motion can cause students lose interest in reading. Therefore, the reading material teachers use is better and

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<sup>1</sup> Muhammad Azwar Assiddiq, "Authentic Materials in Reading Comprehension Classroom: Its Effectiveness to Indonesian EFL Students' Achievement," *International Journal for Educational and Vocational Studies* 1, no. 7 (2019): 707–12, <https://doi:10.29103/ijevs.v1i7.1676>.

<sup>2</sup> Nurhayati Usman, Hendrik, Madehang, and Wisran, "Difficulties in Understanding the TOEFL Reading Test of English Language Education Study Program at University," *IDEAS: Journal on English Language Teaching and Learning, Linguistic and Literature* 12 no.1 (2024): 755-773. <https://doi:10.24256/ideas>.

<sup>3</sup> Michael Becker, Nele McElvany, and Marthe Kortenbruck, "Intrinsic and Extrinsic Reading Motivation as Predictors of Reading Literacy: A Longitudinal Study." *Journal of Educational Psychology* 102, no. 4 ( 2010): 773–85, <https://doi:10.1037/a0020084>.

not boring, so students can be more motivated to learn reading. In the conventional methods of teaching reading comprehension, the teachers primarily teach through textbooks, which could be more enjoyable for students. Therefore, students confront their reading comprehension problems due to factors such as reading strategies, lack of motivation, and absence of suitable materials. Consequently, teachers have to use different materials to make them interesting, up-to-date, and efficient. Students lack reading skills, and one solution is to create interesting teaching media.

Teaching media encompasses a range of tools and methods, including theory, practice, resources, and technology, aimed at enhancing learning through visual aids, multimedia, and interactive elements. A variety of teaching media is utilized for its pedagogical value and benefits. The same instructional materials can also be utilized. However, the media should enhance the creative presentation of learning materials, enabling students to learn the materials unconsciously. unconscious learning is particularly effective in language learning because the students will not consider the English lesson as a burden due to its difficulty.

Before conducting the research, the researcher conducted observation in SMPN 7 Palopo by conducting interviews with an English teacher in SMPN 7 Palopo; it is known that students at this school still lack in learning English, especially reading skills. This is due to students' lack of interest in reading and the lack of exciting teaching media for reading. This topic is crucial to study in order to produce teaching media that can increase students' interest in reading.

English is a subject that they must learn and will require in the future for their jobs and daily living. Although students at SMPN 7 Palopo are allowed to bring smartphones to school, many of them are still unable to utilize these devices as learning tools. Most students use their smartphones for entertainment rather than for academic purposes due to the absence of suitable and accessible teaching media.

Based on the preliminary study result, the researcher will create an English interactive PowerPoint animation for reading skills at SMPN 7 Palopo. This product will contain reading materials presented in the form of animations, vocabulary audio, quizzes, and games. It is designed as a soft file (PPTX) that can be accessed by both teachers and students without the need for an internet connection. The product can be used by teachers through LCD projectors and can also be accessed individually by students via their smartphones. This media aims to improve the teaching and learning process as a solution to students' lack of interest and difficulties in reading.

## **B. Problem Statement**

“What are the most effective interactive elements, animations, and activities to integrate into an interactive PowerPoint animation to enhance students' reading skill at SMPN 7 Palopo?”

## **C. Objectives of the research**

According to the formulation of the problem statement, the objectives of this research are: “To find out the most effective interactive elements,

animations and activities to integrate into an Interactive PowerPoint Animation to enhance students' reading skill at SMPN 7 Palopo.”

#### **D. Significance of the research**

The significance of this research is:

##### **1. Theoretically**

- a. It is hoped that the result of this study can serve as material for further relevant studies and as a new reference related to the development of teaching materials in the form of interactive PowerPoint animation.
- b. Future researchers are expected to be able to contribute to the development of teaching media, especially for interactive PowerPoint animation teaching media.
- c. For teachers, this research can provide theoretical insights into the use of interactive media in language teaching and contribute to their understanding of how animation-based PowerPoint presentations can enhance student engagement and learning outcomes.

##### **2. Practically**

- a. The product outcome serves as additional material for English learning, particularly for students at SMPN 7 Palopo.
- b. It is hoped that the use of teaching materials, specifically in the form of interactive PowerPoint animation, will help the teachers deliver reading lessons more effectively and attractively.

- c. It is hoped that this research can serve as a reference for other researcher who are interested in developing or studying teaching media, particularly interactive PowerPoint animations based teaching media.

#### **E. Specification of the expected product**

Interactive PowerPoint animation teaching media for reading skill that will be designed has the following specifications:

1. Product content is reading materials that adapted from students' textbook.
2. The product is designed in the form of interactive PowerPoint animation.
3. The product contains animations, quizzes, games, and vocabulary audio.
4. Interactive PowerPoint animation teaching media is intended for ninth-grade students and English teacher at SMPN 7 Palopo.

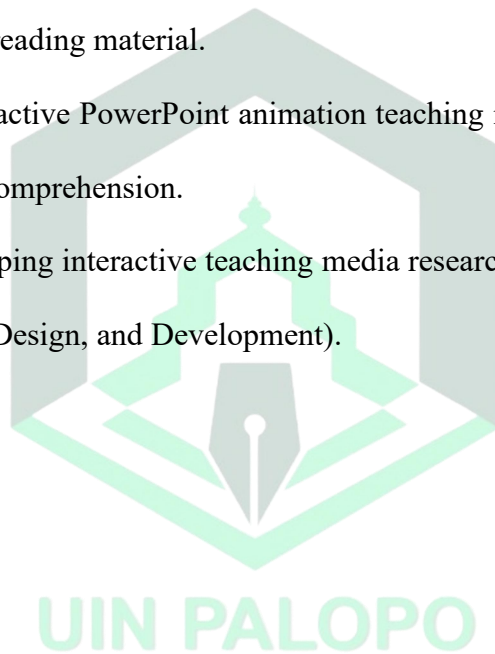
#### **F. The assumption and limitations of the research**

This research has assumptions in designing interactive PowerPoint animation teaching media for reading skills as follows:

1. In evaluating the design of the teaching media, the experts' judgment will be objective.
2. Teachers will utilize the teaching media as a reading material to increase students' interest in reading.

In compiling this research, the researcher has the following limitations:

1. The interactive PowerPoint animation teaching media only contains reading materials, quizzes, and animation.
2. The interactive teaching media will develop based on ninth-grade students reading material.
3. The interactive PowerPoint animation teaching media only focuses on reading comprehension.
4. In developing interactive teaching media researcher will use 4D model (Define, Design, and Development).



## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Study

Dewi et al. had conducted the research entitled “*The Effectiveness of Using Multimedia in Improving the Students’ Reading Comprehension in English Text*”. The aim of this research was to assess how effective multimedia, specifically PowerPoint Presentations (PPT), is in enhancing the reading comprehension of students enrolled in the Elementary Teacher Study Program (PGSD) during the Bahasa Inggris 2 course in the even semester of the 2020/2021 academic year. This study shows that PPTs significantly enhance the reading skills of PGSD students. The similarity between these research is, both research using PowerPoint as a media to improve reading comprehension, the difference of the research is previous research is aim to determine the effectiveness of the use of PowerPoint as a media to improve reading comprehension, while this research is aim to create an interactive PowerPoint animation as teaching media to improve students reading comprehension.<sup>4</sup>

Naimah had conducted the research entitled “*The Use of Animation PowerPoint to Increase Students Listening Skill for Tenth Grade of MAS Al-Falah Lemahabang*”. The research aims to find out how animation PowerPoint as the audio-visual teaching media could increase students

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<sup>4</sup> Anjar Kusuma Dewi, Mashuri Mashuri, and Maf’ulah Maf’ulah, "The Effectiveness of Using Multimedia In Improving the Students’ Reading Comprehension in English Text," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 9, no. 2 (2021): 438–44, <https://doi:10.24256/ideas.v9i2.2338>.

listening skill. The research used the pre-experimental method. The research result indicates that using PowerPoint animation as audio visual teaching media is effective as learning/teaching listening skill at MAS Al-Falah Lemahabang. Furthermore, the previous research has the similarity with this research that is both research using PowerPoint as a teaching media for teaching English. The difference between the previous research is more focused on the use of animation PowerPoint as audio Visual teaching media of listening skill while this research is focused on the use PowerPoint animation as an interactive teaching media for reading skill.<sup>5</sup>

Silvania et al. Had conducted research entitled *“Improving Early Childhood Teachers’ Skills in Creating Animated English Learning Media Through PowerPoint-Based Animated Media Training”*. This study aims to assess how animated learning media developed using PowerPoint influences early childhood teachers' skills in creating animated English learning resources. The result shows that training is being conducted to enhance early childhood teachers’ skills in developing engaging learning materials through the use of PowerPoint. In addition, they are able to integrate these educational resources into their English teaching practices. Furthermore, the research has the similarity with this research that is research using PowerPoint animation as a teaching media. And the difference is Eva S., Enceng M., Sri N. research aims to determines the effect of animated learning media created with PowerPoint

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<sup>5</sup> Khoirotun Naimah, Jufriadi, Fadhliyah Rahmah Muin, "The Use of Animation PowerPoint to Increase Students Listening Skill for Tenth Grade of MAS Al-Falah Lemahabang," *FOSTER Journal of English Language Teaching* 5, no.2 (2023): 59-76, <http://repository.iainpalopo.ac.id/id/eprint/8472>.

on the ability of early childhood teachers to create animated English learning media. While this research aims to designing English interactive PowerPoint teaching media that contain reading materials adapted from students' textbooks.<sup>6</sup>

Nursabila et al. had conducted the research entitled: "*Developing Interactive PowerPoint as A Media to Support Learning Procedure Texts*". The research focuses on developing an interactive PowerPoint as a supporting media for teaching Procedure text, aiming to help students gain a better understanding and enjoy the learning process. According to the research findings, it is known that interactive PowerPoint is effective as teaching media, to enhance teaching process. Furthermore, the research has the similarity with this research that is both research utilize PowerPoint as a medium of interactive teaching media and emphasize the importance of interactive design in the teaching media to engage students. The difference is the previous research aims to enhance students' understanding and interest in learning Procedure text, while this research to improve students' reading skills and comprehension with PowerPoint as a media that contain reading materials adapted from student's textbook.<sup>7</sup>

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<sup>6</sup> Eva Sylvania, Enceng Mulyana, and Sri Nurhayati, "Improving Early Childhood Teachers Skills in Creating Animated English Learning Media Through Powerpoint-Based Animated Media Training," *Empowerment: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah* 13, no. 1 (2024): 33–45.

<sup>7</sup> Aulia Nizar Nursabila, Yuyun Bahtiar, Akhmad Kanzul Fikri, dan Hanifah 'Developing Interactive PowerPoint as A Media To Support Learning Procedure Texts," *APPLICATION: Applied Science in Learning Research*, " 4(1), 1-10. <https://doi.org/10.32764/application.v4i1.4708>

Putriana et al. had conducted the research entitled “*Development of Interactive Multimedia Based on PowerPoint in Science Learning in Elementary School*”. This study aims to produce interactive multimedia as teaching media especially in science learning in elementary schools. Based on the result of this research it is known that interactive multimedia is valid, practical, and effective to be used as a teaching media. The approach applied is focused on Research and Development (RnD). This refers to the improvement of interactive multimedia using PowerPoint software for the purpose of enhancing science education. The model employed for development is the ADDIE model. The results of interactive multimedia using PowerPoint Software are presented as files. Furthermore, the research has the difference from this research that is the previous research is focused on creating interactive learning media for science learning while this research is focused on creating learning media for English learning especially for reading by using reading material from students' textbooks as a reference.<sup>8</sup>

## **B. Theoretical Review**

### **1. Interactive PowerPoint Animation**

Interactive PowerPoint animation in learning refers to the use of Microsoft PowerPoint as a media for interactive learning. This involves designing PowerPoint presentations that incorporate various interactive

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<sup>8</sup> Sania Putriana, Nellitawati, Alwen Bentri, and Nur Azmi Alwi, "Development of Interactive Multimedia Based on Powerpoint in Science Learning in Elementary School", *AL-ISHLAH: Jurnal Pendidikan* 14, no. 2 (2022): 2521–2530, <https://doi:10.35445/alishlah.v14i2.1986>.

elements to engage learners and enhance their understanding of the material.

PowerPoint is frequently used as one of the digital teaching media for various levels of education.<sup>9</sup> The use of PowerPoint-based interactive teaching media that includes visual elements can make the teaching and learning process more enjoyable and motivate students to participate actively.<sup>10</sup> A PowerPoint designed through various interactive methods. However, the most effective methods include the use of video clips on PowerPoint slides, the creation of PowerPoint presentations, and the development of interactive quizzes with audio narratives (also known as voice overs).<sup>11</sup>

The media utilized in education varies based on the subject characteristic. One of the media is interactive animation.<sup>12</sup> The benefits of using animation as a teaching media include its visually attractive, provided with moving images that can be combined with sound, and can

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<sup>9</sup>Ayu Nurwindasari, Setiawan Edi Wibowo, dan Agung Hastomo, "Interactive PowerPoint Development to Improve Elementary Grade II Students' Initial Reading Skills," *Jurnal Penelitian dan Pengembangan Pendidikan* 9, no. 1 (2025): 113–124, <https://doi.org/10.23887/jppp.v9i1.87024>

<sup>10</sup> Ahmad Khobir, Roro Nur Mahmudah, dan Muhammad Miftahul Musa, "Strategies to Reduce Children's Saturation in Distance Learning Through PowerPoint Presentation Media," *Al-Ishlah: Jurnal Pendidikan* 14, no. 4 (2022): 5897–5906, <https://doi.org/10.35445/alishlah.v14i4.2089>.

<sup>11</sup> Zayabalaradjane Zayapragassarazan, and Devi Prasad Mohapatra "Effective Learner Engagement Strategies in Visual Presentations," *Journal of Education Technology in Health Sciences* 8, no. 1 (2021): 2–11, <https://doi:10.18231/j.jeths.2021.002>.

<sup>12</sup> Gede Ngurah Yoga Pramana, Oka Sudana, and Gusti Made Arya Sasmita, "3D Animation Learning Media Regarding The Teachings Of Kanda Pat Sari", *International Journal of Advanced Research and Publications* 4, no.3 (2020).

be utilized individually by teacher and learners to create an engaging and enjoyable learning experience.<sup>13</sup>

Animation-based teaching media involves the combination of text, images, sound, and video in an interactive format, aimed at supporting students in constructing their understanding. Utilizing animation media in education allows students to enhance their learning and achievement results. The use of animation-based media for learning serves as an effective approach to implementing practicum, fostering independent learning, and enhancing interactive media presentations.

Interactive PowerPoint animations can include animations and transitions, 3D models and morphing, interactive elements such as pop-ups and quizzes, audio and video elements, hyperlinks, pen tools, and images. These elements can be used to create a more immersive and engaging learning experience, making it easier for learners to understand and retain the information presented.

## **2. Teaching Media**

### **a. Definition of Teaching Media**

Utilizing media in education serves as an effective tool for conveying messages, capturing attention, stimulating interest, and engaging students' thoughts and emotions during learning activities to meet educational

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<sup>13</sup> Dedi Sastradika, Iskandar, Budi Syefrinando, and Faisal Sulman "Development of Animation-Based Learning Media to Increase Student's Motivation in Learning Physics", *Journal of Physics: Conference Series* 1869, no. 1 (2021), <https://doi.org/10.1088/1742-6596/1869/1/012180>.

objectives. Media serves as an important component within a learning system, significantly influencing the learning process. Teaching media serves to enhance students' comprehension of the material they are studying. Once we have determined the appropriate media to use, it is essential to ensure that students achieve comprehension to facilitate their engagement in a productive learning experience.<sup>14</sup>

In an educational setting that motivates learners to learn, media is a component of learning resources or physical learning resources that contain instructional content. Media serves as an instrument for the teaching and learning process, encompassing all elements that can be used to stimulate the mind, emotions, attention, and abilities or skills of students to stimulate the learning process. It also assists teacher in delivering material more effectively, enhances the teacher's understanding of the media, and facilitates the students' learning process, particularly in accordance with the objectives of a teaching-learning scenario.<sup>15</sup>

#### **b. Kinds of Teaching Media**

Teaching media refers to the various tools and aids used by teachers and students to facilitate learning. These media can be categorized based on their characteristics, functions, and the way they are used in the classroom.

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<sup>14</sup> Kiki Andriani, Ardiana, and Firman "Teaching Media EFL Classroom: What Are They and Why Select Them" , *Journal of Language Testing and Assessment* 2, no. 1 (2022): 87–97, <https://doi.org/10.56983/jlta.v2i1.214>

<sup>15</sup> Aprilia Prabawati, St. Asriati AM, and St. Asmayanti AM, 'The Students ' Perception of the Online Media Used By Teaching in Learning English', *English Language Teaching Methodology* 1, no. 3 (2021): 169–81.

Kinds of Media Distinguishes process media into two and three dimensional media and projection media.

1. 2D buffer. These two-dimensional visual aids include charts, graphs, posters, still images, flat maps, and relief maps, which are basically three-dimensional maps made of clay or paper used as a flat surface.
2. Projected media. Projection media is media that uses a projector to project an image onto a screen. Projected media include films, transparencies, and film strips.<sup>16</sup>

Several different media types, including:

1. Non-projected visual teaching media, for example cartoons, charts, illustrations, graphs, diagram and maps.
2. Projected visual teaching media, for examples overhead projectors (OHP), film strips, slides and opaque projectors.
3. Audio teaching media, for examples tape, radio, telephones, etc.
4. Audio-visual teaching media is a media that combines and visual elements such as, video cassettes, television and CDs.<sup>17</sup>

In the learning process various media can be used for teaching, but the teacher pays little attention to which media is suitable for students and in accordance with the material presented for learning.

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<sup>16</sup> Leli Hasanah Lubis, Budi Febriani, Rendi Fitra Yana, Azhar, dan Mulkan Darajat, "The Use of Learning Media and Its Effect on Improving the Quality of Student Learning Outcomes," *International Journal of Education, Social Studies, and Management (IJESSM)* 3, no. 2 (2023): 7–14, <https://doi.org/10.52121/ijessm.v3i2.148>.

<sup>17</sup> Sari, Imelda Helsy, Riri Aisyah, and Ferli. S. Irwansyah, "Modul Media Pembelajaran", Universitas Islam Negeri Sunan Gunung Djati Bandung, (2019)

In increasingly sophisticated technological developments, teachers are required to be able to use and also develop interactive teaching media. It is to make students can easily understand the entire material presented by the teacher. Teachers are required to be able to create and use interactive media in various forms and variations so that they can interact communicatively with students.<sup>18</sup>

Teaching media consists of hard skills and soft skills and in the form of hard skills, such as learning books, worksheets, modules, and handouts. Meanwhile, the media in the form of soft skills are e-books, e-modules, and slides. The use of teaching media enables teachers to understand and apply learning materials systematically, efficiently, and thematically.<sup>19</sup>

### **3. Reading Skill**

#### **a. Definition of Reading Skill**

Reading is one of the most crucial skills for understanding English as the foundation. Reading is the ability to read, which analyses the visual information found in written texts.<sup>20</sup> Reading is also an essential aspect in ensuring that students have access to the most current resources to help in their English language acquisition.

<sup>18</sup> Anni Holila Pulungan, "The Use of Interactive Learning Media for Teachers in Rural Areas," *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* 4, no. 1 (2021): 524–532, <https://doi.org/10.33258/birle.v4i1.1705>

<sup>19</sup> Dadan Suryana, Novi Engla Sari, Winarti, Lina, Farida Mayar, dan Sri Satria, "English Learning Interactive Media for Early Childhood Through the Total Physical Response Method," *Jurnal Pendidikan Usia Dini (JPUD)* 15, no. 1 (2021): 524–532, <https://doi.org/10.21009/JPUD.151.04>

<sup>20</sup> Fadli Amin and Achmad Yudi Wahyudin, 'The Impact of Video Game: "Age of Empires II" Toward Students' Reading Comprehension on Narrative Text', *Journal of English Language Teaching and Learning* 3, no. 1 (2022): 74–80, <https://doi:10.33365/jeltl.v3i1.1818>.

A simple example is the discovery of novel English phrases that are rarely encountered daily. Nevertheless, the issue is the students' lack of interest in reading to develop their reading abilities. The ability of students to understand the texts they read is significantly influenced by their vocabulary knowledge, which is essential for reading comprehension. It is also suggested that individuals who are good in reading possess a high level of linguistic intellect, which can serve as a fundamental foundation for the future.<sup>21</sup>

Despite the fact that reading is a crucial ability to master, not all students find it easy. The researcher occasionally discovered that students were not motivated to practice reading. They don't realize how important learning English is to their lives. They often think that English is just one of the required courses. Students were unmotivated to practice their reading abilities for a number of reasons, including the complex material and challenging vocabulary, as well as the short time allocation.<sup>22</sup>

#### **b. Teaching Reading Using media**

Reading is one of the communication acts that consist of communicative activity and becomes the centre for concept-building and comprehension-stimulating thinking. By having excellent reading skills,

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<sup>21</sup> Dyah Aminatun, Ngadiso Ngadiso, and Sri Marmanto, 'Applying PLEASE Strategy to Teach Writing Skill on Students with Different Linguistic Intelligence', *TEKNOSASTIK* 16, no. 1 (2019): 34, <https://doi:10.33365/ts.v16i1.120>.

<sup>22</sup> Oktaviari Ayu Sasalia and Fatimah Mulya Sari, "Utilizing Novel in the Reading Class To Explore Students' Viewpoint of Its Effectiveness", *Journal of English Language Teaching and Learning* 1, no. 2 (2020): 56–61, <https://doi:10.33365/jeltl.v1i2.606>.

people can understand English written text well.<sup>23</sup> Teachers need to learn how to effectively determine teaching media to achieve learning objectives in the teaching and learning process. Selecting the right teaching media to optimize the teaching and learning process to achieve learning objectives is necessary.<sup>24</sup>

Various strategies and techniques are applied by teachers to enhance students' reading comprehension. The implementation of media presents significant challenges and is among the most widely utilized by teachers. Therefore, some teachers have started using media into the teaching and learning process to facilitate classroom activities.<sup>25</sup>

Utilizing effective teaching media is a necessity for teachers to facilitate students' comprehension of the target language. For students to be interested in reading, teachers must discover the correct approach to create favourable situations and conditions for teaching and learning, teacher must be creative.<sup>26</sup> Various approaches and methods can be utilized to improve

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<sup>23</sup> Wahidin and Amalia Yahya, "The Use of Snowball Throwing in Teaching Reading at The Second Year Students of SMPN 8 Palopo", *FOSTER: Journal of English Language Teaching* 1, no. 1 (2020): 63–82, accessed doi:10.24256/foster-jelt.v1i1.8.

<sup>24</sup> Nur Azizah E. Ar, Andi Tenrisanna Syam, Madehang, Masruddin, and Husnaini "Increasing Students' Reading Skills Using Reading Box in Junior High School", *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 12, no. 2 (2024): 1249–1260, <https://doi:10.24256/ideas.v12i2.4221>.

<sup>25</sup> Lailatus Sa'adah, 'Using Videos As a Teaching Media for Reading Comprehension: Does It Work?', *Edumedia: Jurnal Keguruan Dan Ilmu Pendidikan* 6, no. 1 (2022), <https://doi:10.51826/edumedia.v6i1.603>.

<sup>26</sup> Yuyun Ruqiyat Said and Puteri Nafiah Tabitah, "The Effectiveness of Speed Reading Technique in Narrative Text to Improve Students' Reading Ability", *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 11, no. 1 (2023): 936–947, <https://doi:10.24256/ideas.v11i1.3626>.

students' reading comprehension, particularly through the use of teaching media.

### **c. The Advantages of PowerPoint for Reading**

The utilization of technology has had a major impact the world of education. Technology offers numerous benefits in the field of education, especially in the context of learning foreign languages. PowerPoint serves as an important instrument within the realm of multimedia technologies.

Using PowerPoint in the teaching English Language has many advantages and disadvantages. For the advantages.

1. Using PowerPoint supports the teaching process and facilitates the material of presentation as well as helps teachers in teaching and illustrating all the information for students.
2. It is classified as one of the easier programs it is not hard to learn how to use it. Also, it allows the users to reflect on lessons and collect any changes.
3. Using PowerPoint improves students' motivation, attracts their attention, and encourages interaction between the teacher and the students.

On the other hand, there are some disadvantages.

- 1 Equipment failure, sometimes the projector does not work as expected, it's rare but possible. The solution here is to have alternative activities such as good preparation.

- 2 File corruption which means that the presentation won't run because of magnetic or physical damage.
- 3 Incompatible media which means the system that the teacher used during his /her preparation is not the same system in the school. In this case, the presentation will not run. The best solution is to be aware of the system to use the school's own laptop.
- 4 PowerPoint is not like the teacher, it is unable to answer the students' questions immediately as the teachers do.<sup>27</sup>

The use of PowerPoint as a reading instrument in the classroom shows that it is an effective teaching media, allowing students to express themselves and gain the confidence to come to the front and read a paragraph. Utilizing PowerPoint can enhance teachers' creativity, allowing them to incorporate images that support in teaching new vocabulary, which will help students retain the words more effectively. To enhance the learning experience, we can integrate technology with various concepts and resources for the activity.

### **c. The Aspects of Reading**

Reading consists of content and language, content is considered to be spiritual and language is physical, both of which are a complete duo. The harmony of the two can reflect the beauty of reading material. In the process of reading like this, the reader is using some kind of aspect. The

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<sup>27</sup>Butheynd Madani Yahya Musa, "The Advantages and Disadvantages of Using PowerPoint in Teaching English Language" (2023).

following are example of the four aspects of the comprehension model: comprehension unit, processing skill, knowledge base, and strategy knowledge.

### 1. Comprehension Units

As readers become more proficient decoders, comprehension units should expand to phrases, sentences, short passages and longer passages.

### 2. Processing Skills

These skills include identifying specific information, rapid decoding, summarizing, simplifying syntactic semantic information, critical reading, and various study skills including dictionary skills, outlining, and skimming.

### 3. Knowledge Base

The knowledge base consist of several components such as :

- a) Acceptable word orderings (syntax)
- b) Word meaning (semantics)
- c) Factual information
- d) Logic
- e) Frameworks for incorporating new experiences (schema).<sup>28</sup>

## 4. Principle of Materials Development

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<sup>28</sup> Dr. Farida Repelitawaty Br. Kembaren, Ernita Daulay, dan Fifi Lidyani, "Improving Students Reading Comprehension Achievement in Narrative Text Through Experience-Text Relationship Method at VIII Grade MTs Al-Jam'iyatul Washliyah Tembung," *VISION: Journal of Language, Literature & Education*, Vol. 14, No. 14 (2018), <https://doi.org/10.30829/vis.v14i14.317>

The development of instructional materials must be guided by certain principles to ensure their effectiveness, relevance, and appeal to learners. These principles serve as a foundation for material developers to produce high-quality educational resources that support learning objectives and engage students meaningfully.

Learning materials are very influential to support students learning as they can significantly increase student achievement. In learning the language, materials can be anything such as linguistic, visual, auditory or kinesthetics. These materials may be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet. Teachers should be able to develop materials which enables their students to improve their language performance and competence.<sup>29</sup>

the key to designing suitable educational materials is to make them effective, efficient, and appealing to pupils. Text, graphics, and other aspects should be used to help the diverse population of learners thrive. They should incorporate stimulating and fascinating parallels, scenarios, and instances. Additionally, learning materials should contain approaches that promote creative and critical thinking. They could include contemplative questions or strategies for structuring thoughts.<sup>30</sup>

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<sup>29</sup> Hidayah Nor, Nani Hizriani, dan Nur Laila Kadariyah, "Teachers' Materials Development, Lesson Planning, and Teaching Skills Readiness in Teaching English," *PANYONARA: Journal of English Education* 4, no. 1 (March 2022): 1–17, <https://doi.org/10.19105/panyonara.v4i1.5909>.

<sup>30</sup> Andi Tennisanna Syam dan Dewi Furwana, "The 4-D Model on the Development of English Learning Materials for Islamic Education Learners," *DINAMIKA ILMU* 22, no. 1 (2022): 111–125, <https://doi.org/10.21093/di.v22i1.4235>.

Material development should be learner-centered, which means that the needs, interests, and learning styles of students must be considered during the design process. Materials should provide a balance between input (exposure to language), interaction (use of language), and output (production of language). Authenticity is another essential principle, where materials should reflect real-life language use and contexts to enhance learners' communicative competence.

## 5. Research and Development (R&D)

Research and Development (R&D) is a method commonly used in educational research to design, develop, and evaluate products such as teaching media, curriculum, learning models, and assessment tools. It combines theoretical investigation with practical application to produce effective and validated educational innovations.

The R&D design involved several stages, including needs analysis, design of teaching media, expert validation, and implementation through try-out in the classroom. This approach enabled the researcher to systematically develop and evaluate teaching media that are appropriate to the students' needs and learning objectives<sup>31</sup>.

One of the well-known R&D models is the 4D model (Define, Design, Develop, and Disseminate), introduced by Thiagarajan et al. (1974), The 4D

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<sup>31</sup> Rabiah, St. Hartina, and Masruddin, 'Cup Stacking Games: The Contribution in Improving Students Speaking Ability', *JLE: Journal of Literate of English Education Study Program* 3, no. 01 (2022): 24–31, <https://doi:10.47435/jle.v3i01.1120>.

model is widely recognized and frequently employed in R&D, particularly in the educational domain. Its structured, phased approach Define, Design, Develop, and Disseminate provides a systematic framework for addressing complex research and innovation needs. This model has become a preferred methodology for developing instructional materials, technology-enhanced learning systems, and innovative curricula, owing to its effectiveness in ensuring both rigor and relevance<sup>32</sup>.

The ADDIE model, a systematic and interactive approach to instructional design, has demonstrated broad applicability and effectiveness in various educational settings, from traditional classroom instruction to online courses and library instruction. The model's five phases Analysis, Design, Development, Implementation, and Evaluation offer a structured framework that enables educators and instructional designers to create effective and learner-centered instructional materials and courses<sup>33</sup>.

In conclusion, Research and Development (R&D) serves as a systematic and practical approach to designing, developing, and evaluating educational products, particularly teaching media. By combining theoretical foundations with real-world application, R&D ensures the creation of effective and validated instructional innovations. The use of structured

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<sup>32</sup> Rosita Budi Indaryanti, Budi Murtiyasa, and Bambang Soemardjoko, '4D Research and Development Model : Trends , Challenges , and Opportunities Review", *Jurnal Kajian Ilmiah* 25, no. 1 (2025): 91–98. <https://doi.org/10.31599/na7deq07>.

<sup>33</sup> Farhad Ebrahimi, Tannaz Masoudian, and Mohsen Malekalketab Khiabani "Integrating ADDIE Needs Assessment with Kirkpatrick Evaluation : A Systematic Review", *Asian Journal of Education and Social Studies*, 51, no. 3 (2025): 350–376. <https://doi.org/10.9734/ajess/2025/v51i31832>

models such as the 4D model and the ADDIE model provides clear, step-by-step frameworks that guide educators and researchers in developing learner-centered materials that meet educational objectives. These models not only promote rigor and relevance but also enhance the quality and effectiveness of teaching and learning processes.

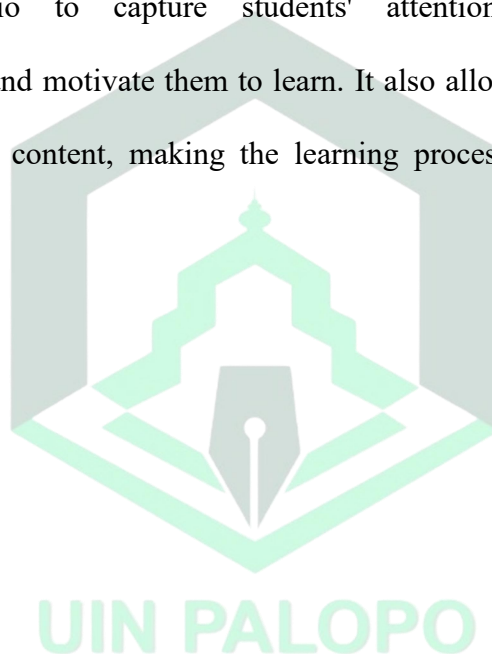


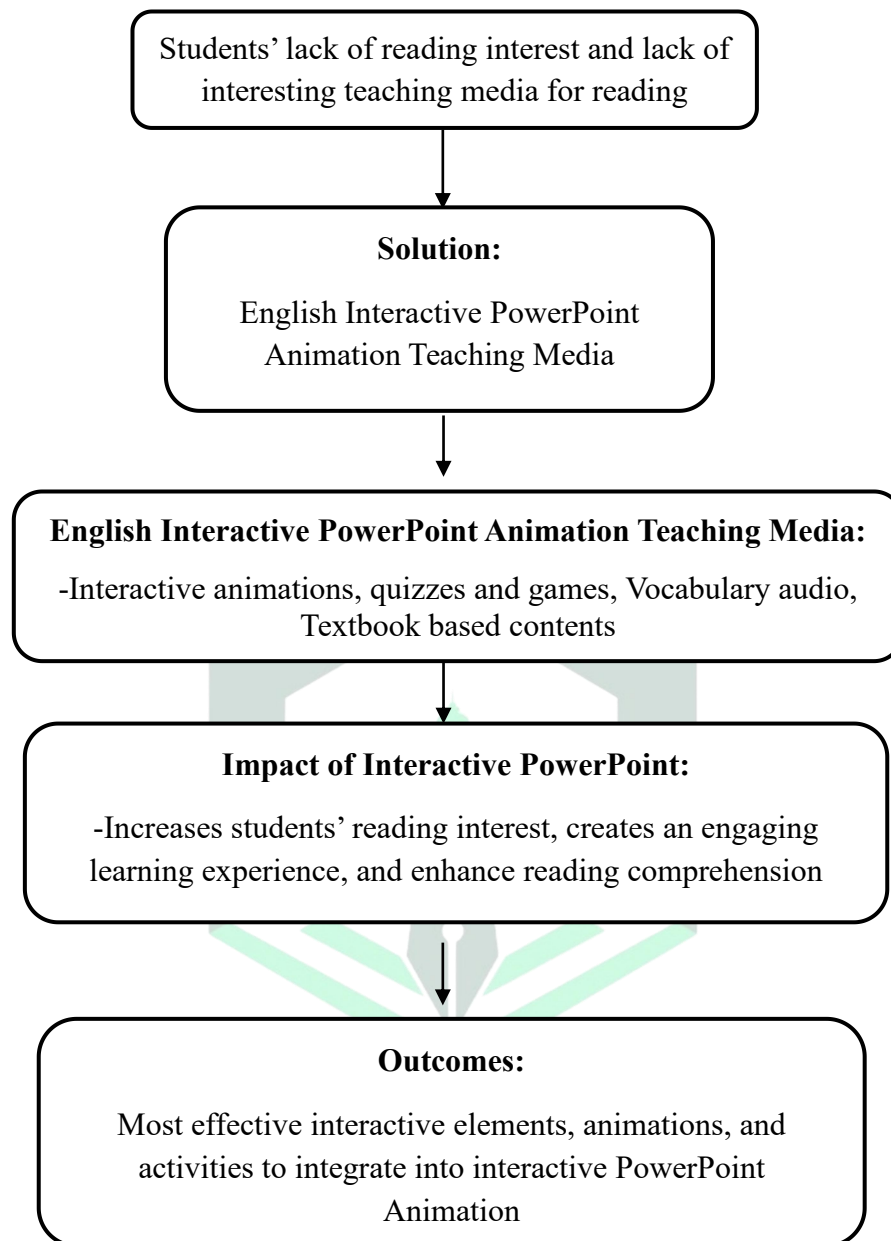
### **C. Conceptual Framework**

Teaching media refers to tools, methods, or strategies used to deliver educational content, making it easier for students to understand. It incorporates various elements such as text, images, audio, video, and interactive animations designed to facilitate the teaching-learning process. Teaching media plays a crucial role in enhancing students' understanding,

fostering their interest in learning, and creating an engaging learning environment.

English Interactive PowerPoint Animation Teaching Media is a PowerPoint-based teaching medium designed with interactive animations to improve students' reading skills. This media includes elements such as animated text, moving images, interactive quizzes, educational games, and vocabulary audio to capture students' attention, enhance material comprehension, and motivate them to learn. It also allows students to interact directly with the content, making the learning process more engaging and effective.





**Chart 2. 1 Conceptual Framework**

The development of this media addresses challenges faced by students at SMPN 7 Palopo, such as low reading interest and the lack of engaging

teaching materials. English Interactive PowerPoint Animation Teaching Media seeks to overcome these issues through the following approaches:

1. Enhancing Reading Interest: Animations, games, and interactive quizzes included in this media are designed to create a fun and stimulating learning environment, encouraging students to explore reading materials.
2. Providing Engaging Teaching Materials: The media integrates visually appealing and relevant visual and audio elements, making learning more interesting for students.
3. Facilitating Material Comprehension: Animations and visualizations are used to explain complex concepts in simpler, more accessible ways, helping students understand the content more effectively.
4. Increasing Student Interaction with Materials: Interactive features such as navigation buttons and quizzes encourage students to actively engage with the content, fostering a more independent and motivated learning experience.

Through these approaches, English Interactive PowerPoint Animation Teaching Media functions not only as a teaching aid but also as a tool to create innovative and effective learning experiences for students.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The method of this research is R&D method involved three steps in product development, adopted from the 4-D model created by Thiagarajan, Semmel, and Semmel. The four stages are: Define, Design, Develop, and Disseminate. The researcher utilized this development model due to its systematic arrangement of procedures, making it very easy to use and helpful in the production of instructional materials. The research was limited to the Develop stage because it focused on designing, validating, and testing the media on a small scale. The Disseminate stage, which involves large-scale implementation, was beyond the scope of this study in terms of time and resources. The Develop stage was sufficient to achieve the research objectives.

#### **B. Time and Settings of the Research**

This study was conducted at SMPN 7 Palopo, located at Jl. Andi Pangerang No. 6, Kota Palopo. The research began on July 9, 2024, with the Define phase, which involved a preliminary survey and needs analysis to identify the challenges and needs of students in reading skills. The next phase, Design, was carried out on July 30, 2024, focusing on developing the initial draft of the teaching media. On August 26, 2024, the Develop phase was conducted, during which the product was validated by experts in language, materials, and design. Following the validation, revisions were made on

August 28, 2024, based on expert feedback to enhance the quality of the teaching media. Finally, on October 28, 2024, the product was implemented in the classroom during the try-out phase to evaluate its effectiveness and gather feedback from students and teacher.

### **C. The Subject of Development**

The subject as the participant of this research is the English teacher and ninth-grade students of SMPN 7 Palopo. The research subjects used as data sources in this research. The object of this research is English Interactive PowerPoint Teaching Media for Reading Skill at SMPN 7 Palopo.

### **D. The Procedure of Development**

In this development, the researcher adopted the 4-D development mode namely:

#### **1. Define**

This step requires students' analysis. The researcher collected data of the students' needs for learning English. The researcher disseminated a questionnaire that contained target needs (necessity, lacks, and wants) and learning needs (activities and settings). For more insight into the students' needs, the researcher also conducted an interview with the English teacher for the ninth-grade students of SMPN 7 Palopo.

## **2. Design**

This stage involves four steps, namely the constructing criterion-referenced test (preparation of test standards), media selection, format selection, and initial design.

In this step the researcher designed a product about the English interactive PowerPoint animation teaching media for reading skill based on the data and the analysis results of students' needs in the questionnaire

## **3. Develop**

After going through several steps, the next step is the development step. In this step, the researcher developed material. The researcher gave the product to the material, design, language experts for validity, and received suggestions for product enhancement, and then revised it based on the expert's advice. The experts' advice was expected to enhance product precision testing, and overall quality. The product was designed, developed, and revised into a final draft during this stage. as a final product draft in this step. Afterward the interactive PowerPoint animation teaching media implemented to the school.

## **E. Technique of Data Collection**

The researcher used two instruments to collect the data in this research:

### **1. Questionnaire sheet**

The questionnaire was utilized in this research to collect data about target needs (necessities, wants, and lacks). It is also utilized for experts'

suggestions to evaluate and validate the developed teaching media. Additionally, a questionnaire, was used to know students' and teacher perception about the deficiency and developed teaching media feasibility were also collected through a questionnaire.

## **2. Interview**

The interview was conducted to collect students' data information. the researcher interviewed the English teacher of ninth-grade students of SMPN 7 Palopo, to collect the data to know more about the target needs and support the data from the questionnaire. The researcher asked about the several questions aimed to gaining insight into the students' learning needs, challenges, and deficiencies.

## **F. Technique of Data Analysis**

### **1. Data Analysis of Questionnaire**

The teacher was provided with data from the need analysis questionnaire during the need analysis phase. The data was interpreted in accordance with the responses provided by the teacher to represent their needs. Quantitative and qualitative descriptive methods are implemented to manage the data. The following formula was used to calculate the results of the need analysis questionnaire:

$X$  = Score

$\sum x$  = The same answer given by students

$N$  = Total students

### Figure 3. 1

The highest percentage indicate the preferred options among the students. The result of the need analysis is the background of the researcher in developing the teaching media.

#### 2. Data Analysis of Interview

The interview as a form of communication between two individuals aimed at collecting information. Interviews were conducted with the English teacher of ninth-grade students of SMPN 7 Palopo. The interview provided additional insights regarding the teacher's opinion about students' needs, lack, and difficulties.

#### 3. Data Analysis of Expert Validation and Students' Perception

The results of the expert's validation and students' perceptions was calculated. The analysis involved calculating the average response based on the scores provided by both experts and students, utilizing the following formula.

The number of responses classified as very good =  $VG \times 4 = \dots$

The number of responses classified as good =  $G \times 3 = \dots$

The number of responses classified as fairly =  $F \times 2 = \dots$

The number of responses classified as poor =  $P \times 1 = \dots$

Total score =

after calculating the total score, the average score was calculated using the following formula:

$M = \text{Mean score}$ $B = \text{Total scores}$ $N = \text{Total number of material topics}$
------------------------------------------------------------------------------------------------------

**Figure 3. 2**

The researcher used the following formula to continue calculating the value after determining the mean score:

**100%**

$X = \text{The value}$ $M = \text{Average score}$ $N = \text{Total number of values}$
---------------------------------------------------------------------------------------------

**Figure 3. 3**

After calculating the score of each topic, the results were defined as an appropriate interactive PowerPoint animation teaching media for Students at SMPN 7 Palopo.

**Table 3. 1 Material Topics Qualification of Product Evaluation**

Score	Percentage	Qualification	Categories
3,6 – 4	85% - 100%	Very Good	It can be applied without revision
2,6 – 3,5	70% - 84%	Good	It can be applied with a little bit of revision
1,6 – 2,5	50% - 69%	Fairly	It can be applied with much revision
0 – 1,5	0% - 49%	Poor	It cannot be applied

**Table 3. 2 The Example of Expert Instrument Validation Table**

<b>Aspects</b>	<b>Score</b>
Contents	
Scope of the contents	
Language	

**Table 3. 3 The Example of Expert Validation Table**

<b>No</b>	<b>Indicator</b>	<b>Average Score</b>	<b>Qualification Categories</b>	<b>Expert's Suggestion</b>

**Table 3. 4 The Example of Students' Perception Table**

<b>No</b>	<b>Indicator</b>	<b>Average Score</b>	<b>Qualification</b>	<b>Categories</b>

**UIN PALOPO**

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

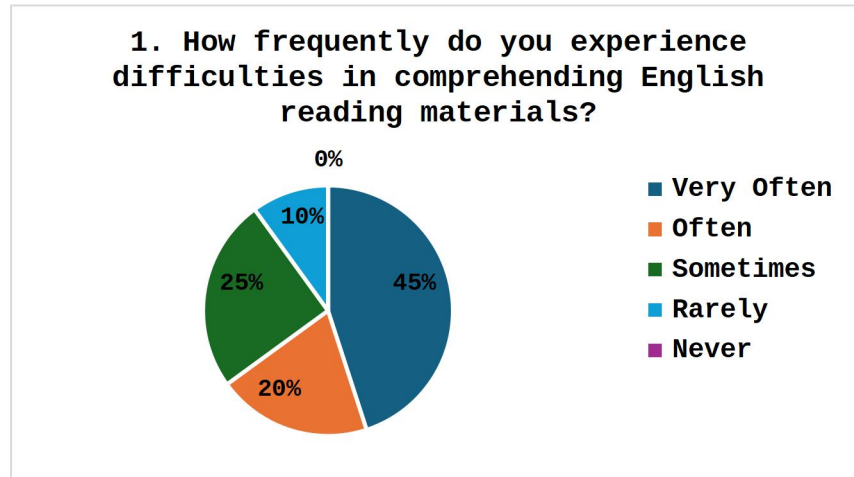
This chapter discusses the findings and discussion of the research procedure of the research process to complete the design of the English interactive PowerPoint animation teaching media for reading skill at SMPN 7 Palopo. In designing learning materials, the research applied the 4D model of research and development, which was explained in chapter three. The following description provides more information on each stage.

#### **A. Research Findings**

##### **1. Define**

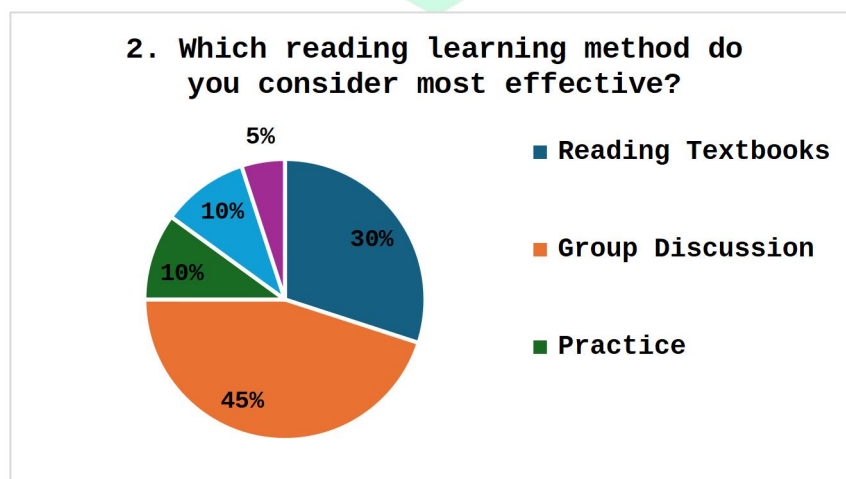
This section determined the wants, needs, and lacks of the students for the design product. To collect data, the population consisted of 20 ninth-grade students of SMPN 7 Palopo, there were 10 questions in the format of questionnaire.

### a. Questionnaire Result



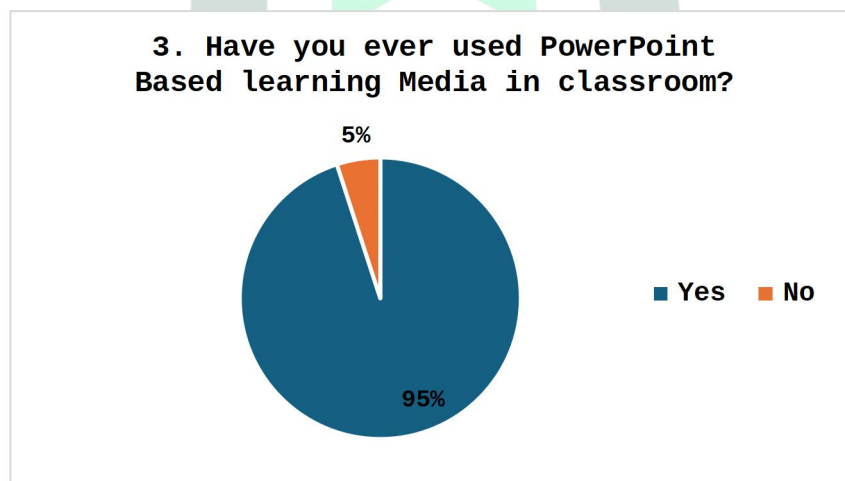
**Chart 4. 1 Frequency of Students Facing Difficulties in Reading English**

The chart above shows that 45% (9) students choose “Very often”, 20% (4) students choose “Often”, and 25% (5) students choose “Sometimes”. It can be concluded that most of students has frequently face the difficulties in reading English.



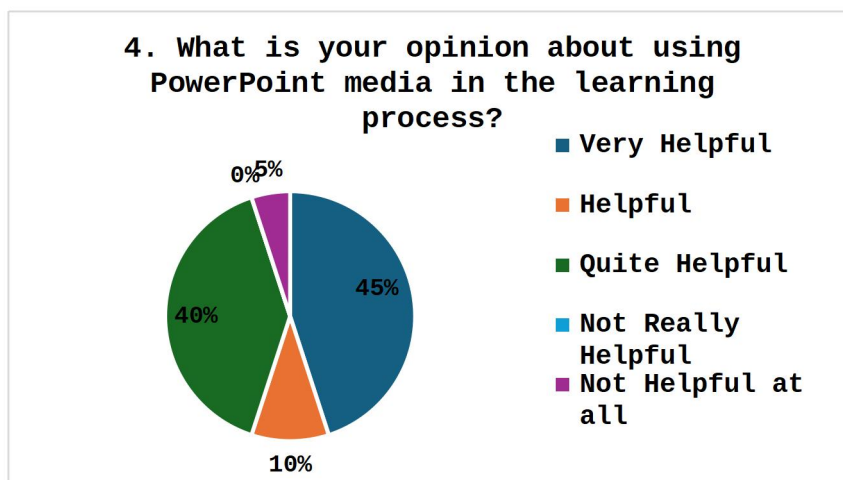
**Chart 4. 2 Preferred Learning Methods by Students**

The chart above shows that 30% of students choose reading books, 45% of students choose group discussion, 10% of students choose practice, 10 % of students choose educational video, and 5% of students choose interactive media. Based on the students answer it can be concluded that most of students think that group discussion and reading textbook is the most effective learning method, but the rest of the students think that practice, learning trough educational video and interactive media is the most effective. Based on the result, the researcher provide reading material based on the students' textbooks, and quizzes for students to practice in the form of interactive PowerPoint teaching media, to stimulate student activity and interactive in the learning process.



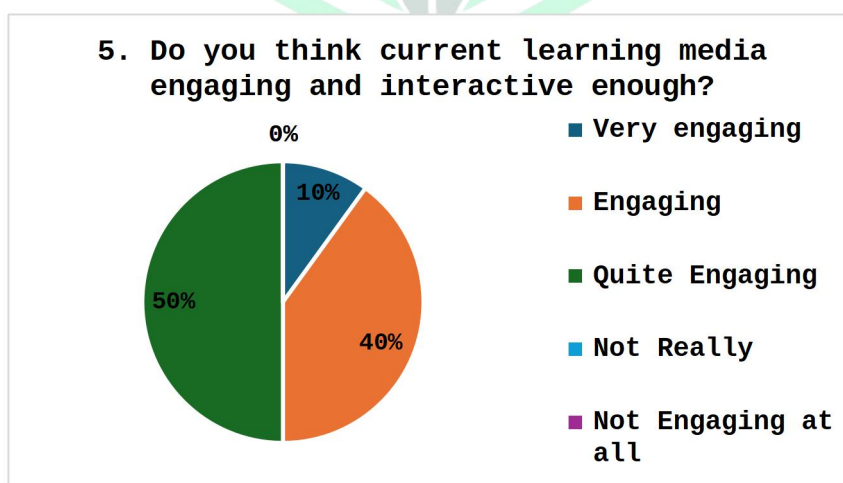
**Chart 4. 3 Usage of PowerPoint-Based learning Media in the Classroom**

The chart above shows that 95% of students have used the PowerPoint based learning media in the classroom, and 5% of them have not used the PowerPoint based teaching media.



**Chart 4. 4 Students' Perception of the Helpfulness of PowerPoint-Based Teaching Media**

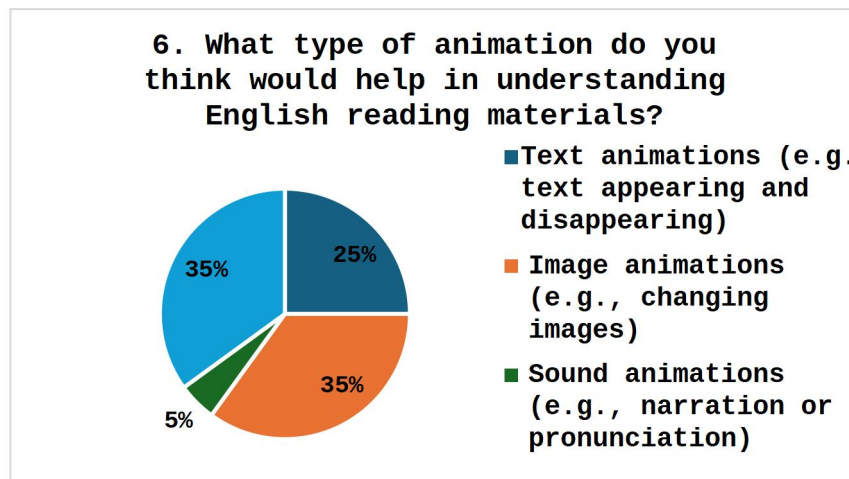
The chart above shows that 45% of the students choose “Very Helpful”, 10% of the students choose "Helpful", 40% of the students choose “Quite Helpful” and 5% of the students choose “Not Helpful at all”. Based on the result it can be conclude that most of the students think that the PowerPoint-based teaching media is helpful in the learning process.



**Chart 4. 5 Students' Engagement to the Current Learning Media**

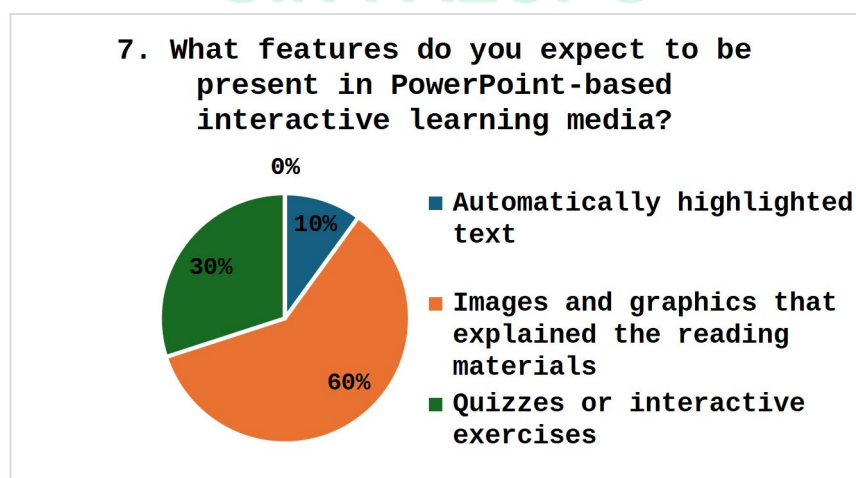
The chart shows that 10% of students choose “Very Engaging”, 40% of students choose “Engaging”, and 50% of students choose "Quite Engaging”.

Based on the result it can be concluded that the current learning media is engaging and interactive enough.



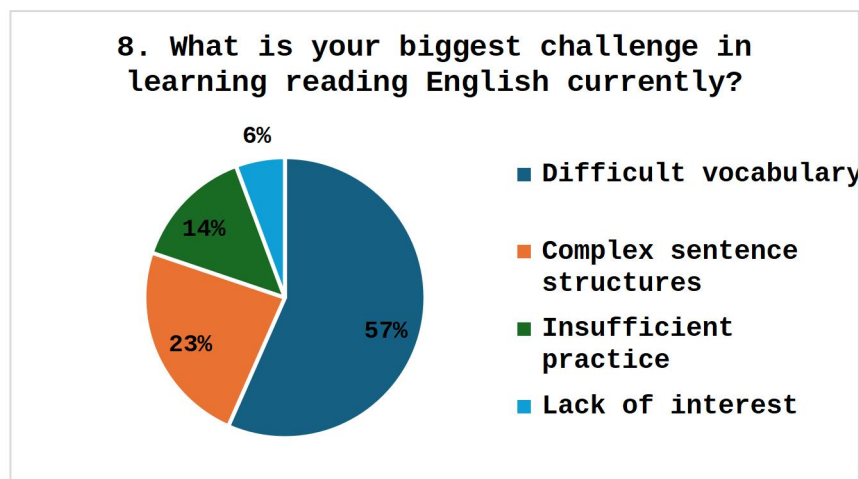
**Chart 4. 6 Students' Preference for Learning Media**

The chart above shows that 25% of students choose “Text Animations”, 35% of students choose Image Animations, 5% of students choose “Sound Animation”, and 35% of students choose “Interactive Animation”. Based on the result the researcher provides text animation, image animation interactive animation and sound animation for the product.



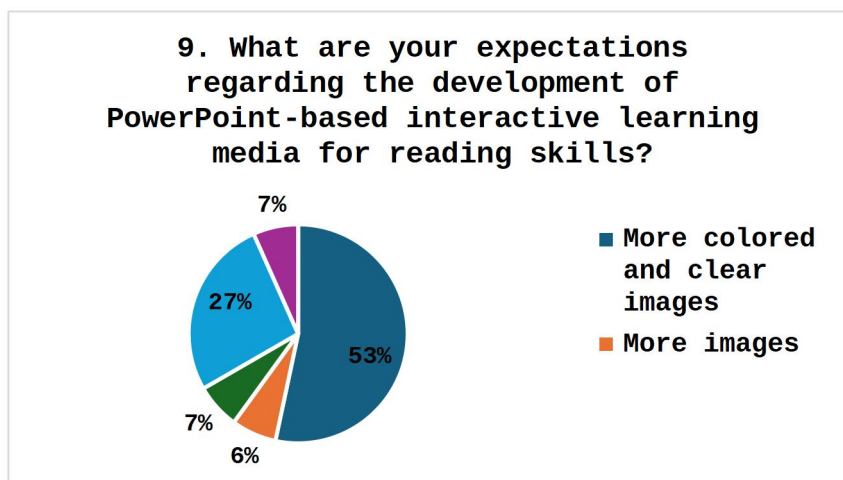
**Chart 4. 7 Preferred Features in Reading Materials**

The chart above shows that 10% of students choose “Automatically highlighted text”, 60% of the students choose "Images and graphics that explained the reading materials, 30% of students choose “Quizzes and interactive exercise”. Based on the result it can be concluded that



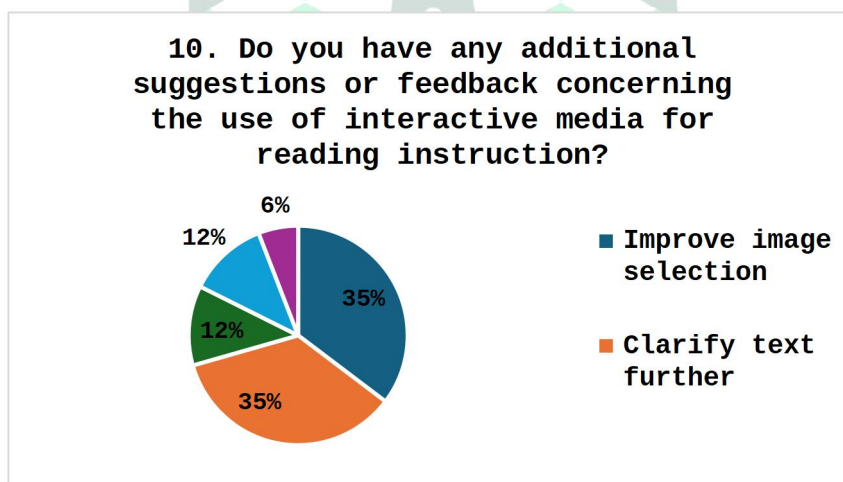
**Chart 4. 8 Students’ Challenges in Learning Reading Skills**

The chart above shows that 57% of students choose “Difficult vocabulary”, 23% of students choose “Complex sentence structure”, 14% of students choose "Insufficient practice”, and 6% of students choose “Lack of interest. Based on the result it can be concluded that most of the students still have many challenges in learning reading English.



**Chart 4. 9 Students' Expectations Regarding the Development of Teaching Media**

This chart above is an open question, 53% of the students answered, "more colored and clear images", 6% of students answered, "More images", 7% of students answered "Already clear", 27% of students answered "easier to understand", and 7% answered "Clarify text further".



**Chart 4. 10 Students' Suggestions for Improvement of the Teaching Media**

This chart above is for an open question, 35% of students answered, "improve image selection", 35% of students answered, "Clarify text further", "easier to understand", 12% of students answered "Already clear", and 12% answered "More images".

12% of students answered, "clarify the materials" 12% of students answered, "provide more practice", and 6% answered "add sound".

The needs analysis reveals that many students frequently face challenges in reading English, particularly due to difficult vocabulary and complex sentence structures. Group discussions and textbook reading are the most favored learning methods, though a subset of students prefer hands-on practice, educational videos, and interactive media. PowerPoint-based teaching media, already familiar to 95% of students, is generally considered helpful and engaging, with 50% describing it as "Quite Engaging." To improve the learning experience, students express a strong preference for image and interactive animations, as well as visual aids like graphics and images to clarify reading materials. Additionally, students emphasize the need for quizzes and interactive exercises to reinforce learning. To make reading activities more effective, they recommend enhancements such as clearer and more colorful images, improved text clarity, more practice opportunities, and even added sound elements to boost engagement and understanding.

#### **b. Interview**

The researcher conducted an interview with an English teacher from ninth-grade students at SMPN 7 Palopo. There are a series of questions in the format of an interview. After conducted the interview, then the researcher, summarized the English teacher response.

Based on the interview result, it is known that the ninth-grade students at SMPN 7 Palopo still lack of vocabulary mastery, which affects students' fluency and reading ability, and students have difficulty focusing during the learning process. However, when using illustrated teaching media, students are more enthusiastic compared to learning using textbooks.

Moreover, at SMPN 7 Palopo, learning reading using technology can be said to be rarely done due to limited internet access and devices. Therefore, it is expected by the English teacher that the product to be developed can be made using animated illustration and include games as supporting activities in the learning process by considering the limitations of internet access and devices at SMPN 7 Palopo. so that English teacher at SMPN 7 Palopo can use the product to improve students' concentration and interest in learning process.

## **2. Design**

### **a. Blueprint**

In this step the researcher compiles and designs the product by make the blueprint first as follows:

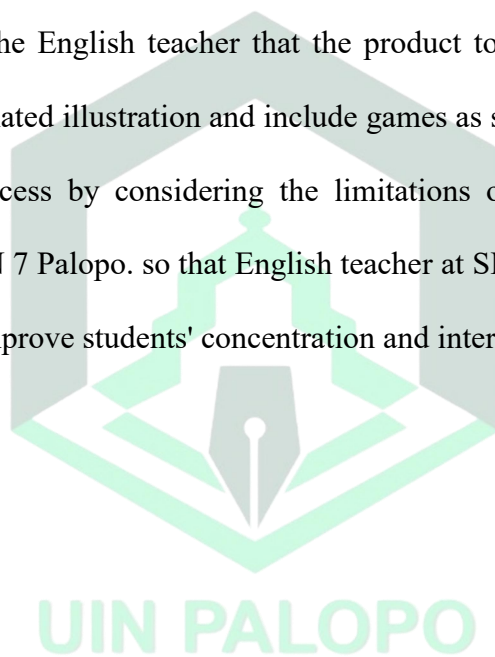


Table 4. 1 Blueprint

Theory	Design	Element of the Teaching Media	Objectives
Dewi, Mashuri, and Maf'ulah (2021)	Based on Curriculum Merdeka	Interactive PowerPoint  Animation teaching  media	This phase is designed to provide an interesting teaching media to improve students' reading interest.
		Reading materials	This phase provides reading materials that are adapted from students' textbook.
		Vocabularies and  Pronunciation	This phase facilitates comprehension of English pronunciation for non-native speakers in

			comprehending English pronunciation
		quizzes	This phase is designed to provide feedback to students regarding student understanding in the learning process
		Games	This phase aims to enhance the learning experience by making it more engaging and interactive, which will increase students' learning interest.

### 3. Develop

In this stage the researcher has processed the result of the data from need analysis. Interactive PowerPoint teaching media is designed based on the need analysis carried out by questionnaire for ninth-grade students of SMPN 7 Palopo, and interview for English teacher at SMPN 7 Palopo. Afterwards, the researcher starts to design the first draft of the product as below:

#### a. The result of expert validation product

##### 1). Language

There are three experts that validated this Interactive PowerPoint Teaching Media, they are language expert, material expert, and design expert.

**Table 4. 2 Expert Validation (Language)**

No	Criteria	Score	Description	Follow Up
1.	Reading material (narrative text) on English Interactive PowerPoint Animation Teaching Media for Reading Skill is easy for students to understand.	4	Very Good	It can be applied without revision
2.	Reading material (narrative text) on English	4	Very Good	It can be applied without revision

	<p>Interactive PowerPoint Animation Teaching Media for Reading Skill includes adequate vocabulary and is appropriate for the students' level of understanding.</p>			
3.	<p>The use of punctuation in reading material (narrative text) supports comprehension and reading progress.</p>	4	Very Good	It can be applied without revision
4.	<p>The quiz on English Interactive PowerPoint Teaching Media for Reading Skill, is designed with appropriate and clear language, and the instructions in the quiz are easily understood by students.</p>	4	Very Good	It can be applied without revision

$$M = \frac{B}{N}$$

$$M = \frac{B}{N} = \frac{16}{4} = 4$$

**Figure 4. 1**

M: Mean Score

B: Total Score

N: The Number Topic of Materials

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

$$X = \frac{M}{N} \times 100\% = \frac{4}{4} \times 100\% = 100\%$$

**Figure 4. 2**

X: Value (%)

M: Mean Score

N: Highest Rate of Value

## 2). Materials

**Table 4. 3 Expert Validation (Materials)**

No	Criteria	Score	Description	Follow Up
1.	The scope of the material in English Interactive	4	Very Good	It can be applied without revision

	<p>PowerPoint Animation Teaching Media for Reading Skill is in accordance with the needs of students at SMPN 7 Palopo</p>			
2.	<p>Reading material (Narrative text) in English Interactive PowerPoint Animation Teaching Media for Reading Skill at SMPN 7 Palopo is in accordance with the learning objectives.</p>	4	Very Good	It can be applied without revision
3.	<p>The information on Reading material (Narrative text) in English 3 Interactive PowerPoint Animation Teaching Media for Reading Skill is accurate and reliable.</p>	4	Very Good	It can be applied without revision
2.	<p>Reading material (Narrative text) in English</p>	3	Good	It can be applied with little bit of

	<p>Interactive PowerPoint Animation Teaching Media for Reading Skill, easy to understand by students.</p>			revision
3.	<p>The reading material content (Narrative text), in English Interactive PowerPoint Animation Teaching Media for Reading skill, can motivate students.</p>	4	Very Good	It can be applied without revision
4.	<p>Reading material (Narrative text) in English Interactive PowerPoint Animation Teaching Media for Reading Skill is suitable for students' ability level.</p>	3	Good	It can be applied with little bit of revision
5.	<p>Reading material (Narrative text) in English Interactive PowerPoint</p>	4	Very Good	It can be applied without revision

	<p>Animation Teaching Media for Reading Skill, does not contain grammar errors.</p>			
6.	<p>Quiz in English Interactive PowerPoint Animation Teaching Media for Reading Skill, according to the skill level of SMPN 7 Palopo students.</p>	3	Good	It can be applied with little bit of revision
7.	<p>Games in English Interactive PowerPoint Animation Teaching Media for Reading Skill can support learning objectives.</p>	4	Very Good	It can be applied without revision
8.	<p>Vocabulary choices in English Interactive PowerPoint Animation Teaching Media for Reading Skill, according to the ability level of SMPN 7 Palopo students.</p>	3	Good	it can be applied with little bit of revision

9.	Input vocabulary in English interactive PowerPoint Teaching Media for Reading Skill, can add insight to students of SMPN 7 Palopo.	4	Very Good	It can be applied without revision
10.	The choice of images and animations in Reading material (Narrative text) is in accordance with the students of SMPN 7 Palopo.	4	Very Good	It can be applied without revision

$$M = \frac{B}{N} = \frac{44}{12} = 3,66$$

$$X = \frac{M}{N} \times 100\% = \frac{3,66}{4} \times 100\% = 91,5\%$$

**Figure 4. 3**

### 3). Design

**Table 4. 4 Expert Validation (Design)**

No	Criteria	Score	Description	Follow Up
1.	The selection of colors on English Interactive PowerPoint Animation Teaching Media for Reading Skill is attractive.	3	Good	It can be applied with a little bit of revision
2.	The visual quality of the graphic elements (such as images and animations) in the reading material (narrative text) in English Interactive PowerPoint Animation Teaching Media for Reading Skill is high quality and relevant.	4	Very Good	It can be applied without revision
3.	Design elements such as fonts, text size and spacing are well organized to ensure readability and visual comfort.	3	Good	It can be applied with a little bit of revision
4.	Is the visual design of the reading material (narrative text) in the English	4	Very Good	It can be applied without revision

	<p>Interactive PowerPoint Animation Teaching Media for Reading Skill, attractive and in line with the learning objectives?</p>			
5.	<p>The quiz is designed with interactive elements that allow students to participate and interact in the learning process.</p>	4	Very Good	It can be applied without revision
6	<p>The design elements of reading material (narrative text), quiz, and games, on English Interactive PowerPoint Animation Teaching Media for Reading Skill, are consistent.</p>	3	Good	It can be applied with a little bit of revision
7.	<p>The animation design on English Interactive PowerPoint Animation Teaching Media for Reading Skill, can increase</p>	4	Very Good	It can be applied without revision

	students' understanding and engagement.			
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$$M = \frac{B}{N} = \frac{25}{7} = 3,57$$

$$X = \frac{M}{N} \times 100\% = \frac{3,57}{4} = X \times 100\%$$

$$= 89.25\%$$

Figure 4. 4

### b. Revision draft of the Interactive PowerPoint Animation Teaching Media

After the teaching media was validated, the researcher received some experts' revisions. The aim was to improve the first draft of the teaching media before testing it out on the ninth-grade students of SMPN 7 Palopo.

Draft 1



Draft 2



Figure 4. 5



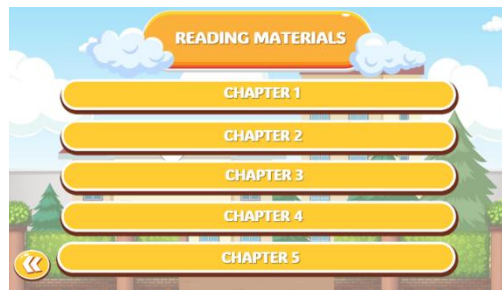


Figure 4. 6



Figure 4. 7



Figure 4. 8



Figure 4. 9

c. Product Try-Out Result

In this phase, the researcher conducted a product try out on 30<sup>th</sup> October 2024, the researcher was introducing the product and socialized the way to use the product. The researcher implemented the product in the classroom to demonstrate the way to use the product, to avoid students and teacher confusion when using the product.

**Table 4. 5 Product Try-Out Result**

No	Criteria	Score	Description	Follow Up
1.	The animation in English Interactive PowerPoint Animation Teaching Media engages students effectively.	3,75	Very Good	It can be applied without revision
2.	The interactive quizzes in English Interactive PowerPoint Animation Teaching Media enhance students' engagement.	3,6	Very Good	it can be applied without revision
3.	The games integrated into English	3,8	Very Good	It can be applied

	<p>Interactive PowerPoint Animation Teaching Media effectively attract students' interest.</p>			without revision
4.	<p>Clickable buttons in English Interactive PowerPoint Animation Teaching Media contribute to student engagement.</p>	3,35	Good	It can be applied with little bit of revision
5.	<p>The vocabulary audio in English Interactive PowerPoint Animation Teaching Media helps students improve their vocabulary comprehension.</p>	3,9	Very Good	it can be applied without revision
6.	<p>The animation in English Interactive</p>	3,5	Good	It can be applied with a

	<p>PowerPoint</p> <p>Animation Teaching</p> <p>Media helps students to understand reading materials more effectively.</p>			<p>little bit of revision</p>
7.	<p>Interactive quizzes in English Interactive PowerPoint</p> <p>Animation Teaching</p> <p>Media assist students in improving reading comprehension.</p>	3,4	Very Good	<p>It can be applied with a little bit of revision</p>
8.	<p>Games in Interactive PowerPoint</p> <p>Animation Teaching</p> <p>Media helps students to understand reading materials.</p>	3,65	Very Good	<p>It can be applied without revision</p>
9.	<p>The clickable buttons make it easy for students, to navigate</p>	3,65	Very Good	<p>It can be applied without</p>

	and operate the English Interactive PowerPoint Animation Teaching Media			revision
10.	The English Interactive PowerPoint Animation Teaching Media increases students' interest in reading English.	3,5	Good	It can be applied with a little bit of revision
11.	The English Interactive PowerPoint Animation Teaching Media Increases Students' Vocabulary comprehension.	3,85	Very Good	It can be applied without revision
12.	The English Interactive PowerPoint	3,95	Very Good	It can be applied without

	<p>Animation Teaching</p> <p>Media improves students' reading skills.</p>			revision
13.	<p>The instruction in English Interactive PowerPoint Animation Teaching Media clear and easy for students to follow.</p>	3,55	Good	it can be applied with little bit of revision
14.	<p>Students feel more confident after the implementation of English Interactive PowerPoint Animation teaching Media</p>	3,2	Good	it can be applied with little bit of revision
15.	<p>Students are motivated to use the English Interactive PowerPoint Animation Teaching</p>	3,55	Good	it can be applied with little bit of revision

	Media more frequently in future learning session			
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$$M = \frac{B}{N} = \frac{54,2}{15} = 3,61$$

$$X = \frac{M}{N} \times 100\% = \frac{3,61}{4} = X \ 100\%$$

$$= 90.25\%$$

**Figure 4. 10**

According to the data of students' perception evaluation results got the mean score 3,6 and 90% of percentages which qualified as "Very Good". The data indicates that the product is capable and ready to use without any revision.

The researcher also conducted interview with the English teacher of ninth-grade students of SMPN 7 Palopo, the teacher highlights the positive impact of interactive and animated PowerPoint media on students' reading engagement and comprehension. Teacher found the animations, images, and interactive activities in the media to be highly effective in capturing students' interest, making learning process more engaging and enjoyable compared to traditional methods. Students exhibited significant improvements in vocabulary retention, with increased enthusiasm and motivation for learning.

Teacher noted that integrating features such as games, quizzes, navigation buttons, and vocabulary audio helps students focus and enhances

comprehension by providing a multimodal learning experience. The media aligns well with students' current proficiency and learning needs, fostering a more interactive and immersive environment that supports reading skills development.

While implementing the media in daily teaching is generally feasible, some challenges with limited facilities and resources were acknowledged. Suggestions for improvement include adding components to develop other language skills, such as speaking, writing, and listening, to create a more comprehensive English learning tool. Overall, teacher observed that this interactive media not only supports structured learning but also encourages students to participate more actively in reading lessons.

## **Discussion**

This research focused on designing English Interactive PowerPoint Teaching Media for reading skill at SMPN 7 Palopo, and to find out the most effective interactive elements, animations, and activities to integrate into a PowerPoint to enhance students' reading skill at SMPN 7 Palopo. This research was developed using the 4D model, the process includes four stages that are Define, Design, Develop, and Disseminate. However, this research is limited to the development stage due to the limitations in time, resources, and access.

The first step of the research development was defined, in this phase the researcher conducted a need analysis to understand the challenges faced by students in reading comprehension and their preferences and needs for engaging

teaching media. Data was collected through students need analysis questionnaires and teacher interviews. The data analysis result indicates that students struggled with limited vocabulary and were less interested in conventional reading materials. Moreover, students showed reference for interactive, visually engaging teaching media. The define phase provided as the reference for designing English Interactive PowerPoint Animation Teaching Media for Reading Skill at SMPN 7 Palopo. The product provided elements such as animations, quizzes, and appealing visuals to increase engagement and support.

Based on insights from the define phase, the researcher developed an initial concept and the first draft of English Interactive PowerPoint Animation Teaching Media for Reading Skill at SMPN 7 Palopo. This phase also involved designing interactive quizzes and animations that would appear at different points in the presentation, reinforcing key reading skill such as vocabulary understanding, identifying main ideas and making inferences. The design aimed to allow students to navigate the content independently with clear accessible instructions.

The develop phase was the final stage completed in this research due to limitations. In this phase, the initial English Interactive PowerPoint Animation Teaching Media for Reading Skill at SMPN 7 Palopo was tested and validated by experts to ensure quality and relevance before moving forward. The experts (language expert, material expert and design and layout expert) evaluated the accuracy of the content, the suitability of the language, and the quality of the design, the experts provided feedback for product improvement.

Based on the experts' advice, the product was revised to improve the clarity of instructions, enhance vocabulary accessibility, and refine the functionality of interactive elements like navigation buttons. Some visual elements were also adjusted for better readability and aesthetic appeal. After the researcher revised the product, the product was tested in the IX A class at SMPN 7 Palopo to observe the students' response to the teaching media. The results indicates that students found the English Interactive PowerPoint Animation Teaching Media for Reading Skill at SMPN 7 Palopo engaging, especially the animations, games, and interactive quizzes, which encouraged active participation in the reading lessons.

The develop phase ensured that the English Interactive PowerPoint Teaching Media was suitable as an engaging and relevant teaching media, the try-out result indicates a positive response from students and the teacher. During the product try-out phase, the researcher implemented the English Interactive PowerPoint Animation Teaching Media in the classroom. This process was conducted in collaboration with the English teacher at SMPN 7 Palopo, who accompanied the researcher during the teaching session. The purpose of this trial was not only to evaluate the effectiveness of the media in enhancing students' reading skills but also to demonstrate its practical use in real classroom settings.

The English teacher played a crucial role in facilitating the session and observing the students' responses to the media. The demonstration highlighted how the interactive elements, such as animations, quizzes, and games functioned to engage students and support their comprehension of the reading materials. This

collaborative approach ensured that both the researcher and the teacher gained valuable insights into the usability and effectiveness of the teaching media. The next phase, Disseminate, would still be necessary to gain deeper feedback to assess long-term effectiveness of the product. Nonetheless, this study provides a valuable contribution to the development of the English Interactive PowerPoint Animation for Reading Skill at SMPN 7 Palopo. This research could be the references for the future researcher to advance the teaching media design, functionally, and applicability.

Based on the research conducted at SMPN 7 Palopo, the researcher identified several interactive elements, animations, and activities that most effective to integrate into English Interactive PowerPoint Animation Teaching Media for enhancing students' reading skills.

The most effective interactive elements to integrate into English PowerPoint Animation Teaching Media for Reading Skill are interactive quizzes. Interactive quizzes that integrated into the PowerPoint teaching media were highly beneficial, the interactive quizzes helped to make the learning process more engaging, as students actively participated and assessed their comprehension in real time.

Animations played a crucial role in capturing students' attention and aiding comprehension. Focused animations such as text animation (appearing and disappearing text), and image animation (moving images were particularly effective in supporting comprehension without overwhelming the students. These

animations helped students to visualize abstract concepts, making it easier for students to retain information.

The integration of games activity, motivate students to engage with the reading materials. The games activity not only improved reading comprehension but also encouraged practice and repetition which critical for skill development. Another activity that effective to integrate into interactive PowerPoint Teaching media for enhancing students' reading skills is reading materials, by providing reading text that adopted from students' textbook which includes supportive visuals and animations, to improve students' interest and motivation to make the reading activity into an enjoyable experience.

The results of this research showed that students responded positively to the use of interactive PowerPoint animation teaching media. The integration of animations, interactive quizzes, vocabulary audio, and games significantly improved students' engagement and reading comprehension. The result of this study aligns with several previous studies that demonstrate the effectiveness of interactive PowerPoint-based media in enhancing students reading skills. This is in line with the research conducted by Dewi et al. which demonstrated that PowerPoint media improves students' vocabulary and reading comprehension, especially in understanding narrative and descriptive texts.<sup>34</sup> Similarly, Nursabila et al. found that interactive PowerPoint can make the learning process more engaging and enjoyable, helping students better understand the material. Although

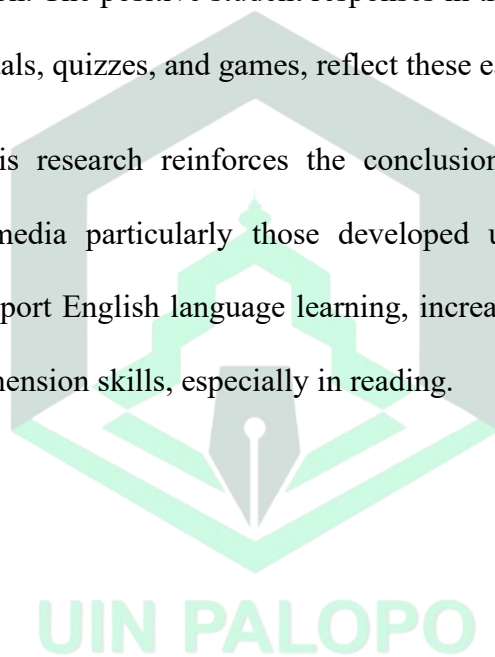
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<sup>34</sup> Anjar Kusuma Dewi, Mashuri Mashuri, and Maf'ulah Maf'ulah, "The Effectiveness of Using Multimedia In Improving the Students' Reading Comprehension in English Text," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 9, no. 2 (2021): 438–44, <https://doi:10.24256/ideas.v9i2.2338>

their study focused on procedural texts, both studies emphasize the importance of interactive and student-centered design in instructional media.<sup>35</sup>

Moreover, the results also support the study of Naimah, who found that animated PowerPoint effectively enhances students' listening skills due to its audiovisual features. This suggests that animation and multimedia-based materials are not only beneficial for listening but can also be effectively adapted to improve reading comprehension. The positive student responses in this research, especially toward animated visuals, quizzes, and games, reflect these earlier findings.<sup>36</sup>

Therefore, this research reinforces the conclusion that interactive and animated teaching media particularly those developed using PowerPoint are effective tools to support English language learning, increase student motivation, and improve comprehension skills, especially in reading.



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<sup>35</sup> Aulia Nizar Nursabila, Yuyun Bahtiar, Akhmad Kanzul Fikri, dan Hanifah 'Developing Interactive PowerPoint as A Media To Support Learning Procedure Texts," *APPLICATION: Applied Science in Learning Research*," 4(1), 1-10. <https://doi.org/10.32764/application.v4i1.4708>

<sup>36</sup> Khoirotun Naimah, Jufriadi, Fadhliyah Rahmah Muin, "The Use of Animation PowerPoint to Increase Students Listening Skill for Tenth Grade of MAS Al-Falah Lemahabang," *FOSTER Journal of English Language Teaching* 5, no.2 (2023): 59-76, <http://repository.iainpalopo.ac.id/id/eprint/8472>.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The researcher has developed an English interactive PowerPoint animation teaching media to find out the most effective interactive animations and activities to integrate into a PowerPoint to enhance students' reading skill at SMPN 7 Palopo. The method of designing English interactive PowerPoint animation teaching media for reading skill at SMPN 7 Palopo in this research was 4D Model that is Define, Design, Develop, and Disseminate.

At the define step, the researcher analyzes the students need at SMPN 7 Palopo by providing several questions in a questionnaire for the students and the English teacher at SMPN 7 Palopo. After getting the students' needs, the researcher designed the first draft of interactive PowerPoint teaching media. Afterwards, at the development step, the research revised the interactive PowerPoint animation teaching media into an appropriate teaching media based on the experts' judgement. After the researcher revised the product, the product was tried out in the IX A class at SMPN 7 Palopo to observe the students' response to the teaching media.

The results indicates that students found the English Interactive PowerPoint Animation for Reading Skill at SMPN 7 Palopo engaging, especially the

animations, games, and interactive quizzes, which encouraged active participation in the reading lessons. According to the data of students' perception

evaluation results got the mean score 3,6 and 90% of percentages which qualified as "Very Good". The data indicates that the product is capable and ready to use without any revision

The researcher identified the most effective interactive animations and activities to integrate into English Interactive PowerPoint Animation Teaching Media for enhancing students' reading skills. Interactive quizzes were highly effective in engaging students and allowing them to assess their comprehension in real-time. Animations, including text and image animations, played a crucial role in capturing attention and supporting comprehension by visualizing reading materials concepts.

Additionally, integrating game activities motivated students to engage with reading materials, improving comprehension and making the learning process more fun for students. Providing vocabulary audio help students to enhance their vocabulary mastery, and reading materials adapted from students' textbooks, enhanced with visuals and animations, effectively increased students' interest and made reading activities more enjoyable. These features collectively contributed to improving students' reading skills.

## **B. Implication**

Based on the research conclusion the implications of the research are as follow :

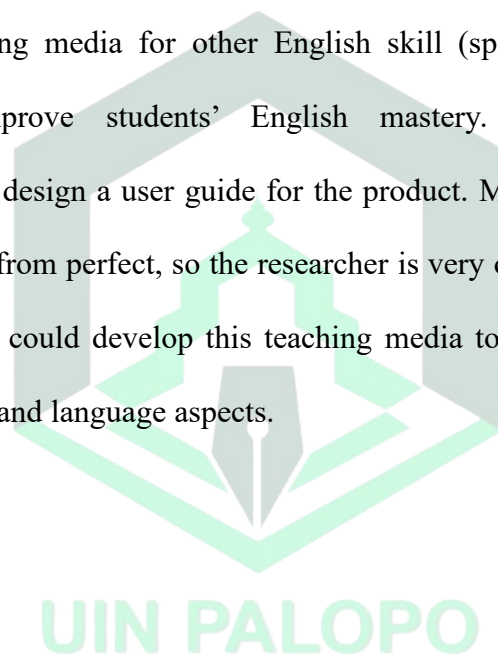
1. The interactive PowerPoint animation teaching media provides an engaging and enjoyable platform for students to improve their reading skills, particularly vocabulary comprehension and reading confidence.
2. The use of interactive elements, such as quizzes, games, and animations, supports active participation and helps students to understand the reading materials.
3. Teachers can adopt this media as a practical and effective tool to make reading lessons more dynamic and interactive, addressing students' challenges in comprehension and motivation.
4. This research serves as a foundation for further development of teaching media that focuses on other English skills, such as speaking, listening, and writing.

In conducting this research, researcher encountered several obstacles, that is limited access to high-quality animations or illustrations, researcher used the freepik.com website. However, to use a regular account, researcher can only download 10 animations or illustrations a day. Researcher also have difficulty finding animation designs that match the product theme.

## **B. Suggestion**

1. For the students: Students should explore using similar digital resources for independent learning to build confidence and self-motivation in reading. Students also should actively participate in using the interactive teaching media to improve their reading skills, focusing on vocabulary building and reading comprehension.

2. For the teachers: Teachers are encouraged to utilize the interactive PowerPoint animation teaching media as a tool to make reading lessons more engaging and effective. Furthermore, Professional development or training on designing and using interactive teaching media could help teachers expand their digital teaching skills and enhance classroom experiences.
3. For the next researcher: It is suggested that the next researcher who will continue this research hopefully could develop this interactive PowerPoint animation teaching media for other English skill (speaking, listening, and writing) to improve students' English mastery. Additionally, it is recommended to design a user guide for the product. Moreover, this teaching media is still far from perfect, so the researcher is very open and hope that the future researcher could develop this teaching media to be better in terms of design, material, and language aspects.



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**APPENDIX I**

**RESEARCH**



## PERMITS

### HALAMAN PERSETUJUAN PEMBIMBING

Setelah menelaah saksama skripsi berjudul :

**Designing English Interactive PowerPoint Animation Teaching Media for  
Reading Skill at SMPN 7 Palopo**

Yang ditulis oleh :

Nama : Aulia Lestari  
NIM : 2002020023  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Pendidikan Bahasa Inggris

Menyatakan bahwa skripsi tersebut telah memenuhi syarat-syarat akademik dan layak untuk digunakan pada ujian/seminar hasil penelitian.

Demikian persetujuan ini dibuat untuk proses selanjutnya.

Palopo, 30 Desember 2024

Pembimbing I



**Amalia Yahya, S.E., M.Hum**  
NIP. 19771013 200501 2 006

Pembimbing II



**Yuyun Ruqiyat Said, S.pd., M. Pd.**  
NIP. 19870419 202321 2 030



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
**FAKULTAS TARBIYAH & ILMU KEGURUAN**  
*Jl. Agatis Kel. Balandi Kec. Bara 91914 Kota Palopo*  
 Email: [ftik@iainpalopo.ac.id](mailto:ftik@iainpalopo.ac.id) / <https://ftik.iainpalopo.ac.id>

Nomor : B-2962 /In.19/FTIK/HM.01/09/2024 Palopo, 2 September 2024  
 Lampiran : -  
 Perihal : **Permohonan Surat Izin Penelitian**

Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
 Satu Pintu Kota Palopo  
 di Palopo

*Assalamu Alaikum Wr. Wb.*

Dengan hormat, disampaikan bahwa mahasiswa(i):

Nama	: Aulia Lestari
NIM	: 20 0202 0023
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Tahun Akademik	: 2023/2024

akan melaksanakan penelitian dalam rangka penulisan skripsi dengan judul;  
**"Designing English Interactive Powerpoint Animation Teaching Media for Reading Skill at SMPN 7 Palopo"**. Untuk itu dimohon kiranya Bapak/Ibu berkenan memberikan surat izin penelitian.

Demikian surat permohonan ini, atas perhatian dan kerjasama diucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*



Prof. Dr. H. Sukirman, S.S., M.Pd.  
 NIP. 196705162000031002



**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos: 91921  
Telp/Fax. : (0471) 326048, Email : [dpmpstpp@palopokota.go.id](mailto:dpmpstpp@palopokota.go.id), Website : <http://dpmpstpp.palopokota.go.id>

**SURAT KETERANGAN PENELITIAN**

NOMOR : 500.16.7.2/2024.0900/IP/DPMPTSP

**DASAR HUKUM :**

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : **AULIA LESTARI**  
Jenis Kelamin : P  
Alamat : Lemahabang, Kec. Bone-Bone, Kab. Luwu Utara  
Pekerjaan : Mahasiswa  
NIM : 2002020023

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**PERANCANGAN MEDIA PENGAJARAN ANIMASI POWERPOINT INTERAKTIF BAHASA INGGRIS UNTUK KETERAMPILAN MEMBACA DI SMPN 7 PALOPO**

Lokasi Penelitian : SMP Negeri 7 Palopo  
Lamanya Penelitian : 5 September 2024 s.d. 5 Desember 2024

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo  
Pada tanggal : 5 September 2024



Ditandatangani secara elektronik oleh :  
Kepala DPMPTSP Kota Palopo  
**SYAMSURIADI NUR, S.STP**  
Pangkat : Pembina IV/a  
NIP : 19850211 200312 1 002

**Tembusan, Kepada Yth.:**

1. Wali Kota Palopo;
2. Dandim 1403 SWG;
3. Kapolres Palopo;
4. Kepala Badan Kesbang Prov. Sul-Sel;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instansi terkait tempat dilaksanakan penelitian.

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)



## APPENDIX II

### QUESTIONNIRE OF NEED ANALYSIS

#### KUESIONER ANALISIS KEBUTUHAN SISWA

##### A. Data Pribadi

1. Nama Lengkap: Fahmi Maulana
2. Kelas: IX A
3. Usia: 14
4. Jenis Kelamin:
  - Laki-laki
  - Perempuan

##### B. Penilaian Terhadap Pembelajaran Membaca

5. Seberapa sering Anda merasa kesulitan dalam memahami bacaan berbahasa Inggris?
  - Sangat sering
  - Sering
  - Kadang-kadang
  - Jarang
  - Tidak pernah
6. Apa metode pembelajaran membaca yang Anda anggap paling efektif?
  - Membaca buku teks
  - Diskusi kelompok
  - Latihan soal
  - Video pembelajaran
  - Media interaktif (seperti PowerPoint)

##### C. Pengalaman dengan Media Pembelajaran

7. Apakah Anda pernah menggunakan media pembelajaran berbasis PowerPoint di kelas?
  - Ya
  - Tidak
8. Jika ya, apa pendapat Anda tentang penggunaan media PowerPoint dalam proses belajar?
  - Sangat membantu

- Membantu
  - Cukup membantu
  - Kurang membantu
  - Tidak membantu sama sekali
9. Apakah Anda merasa media pembelajaran saat ini cukup menarik dan interaktif?
- Sangat menarik
  - Menarik
  - Cukup menarik
  - Kurang menarik
  - Tidak menarik sama sekali

#### D. Preferensi Media Pembelajaran Interaktif

10. Jenis animasi apa yang menurut Anda akan membantu dalam memahami bacaan berbahasa Inggris?
- Animasi teks (misalnya, teks muncul dan menghilang)
  - Animasi gambar (misalnya, gambar berubah)
  - Animasi suara (misalnya, narasi atau pengucapan)
  - Animasi interaktif (misalnya, kuis atau permainan)
  - Lainnya (sebutkan): \_\_\_\_\_
11. Fitur apa yang Anda harapkan ada dalam media pembelajaran interaktif berbasis PowerPoint?
- Teks yang di-highlight secara otomatis
  - Gambar dan grafik yang menjelaskan bacaan
  - Kuis atau latihan interaktif
  - Audio atau narasi
  - Tugas dan umpan balik langsung
  - Lainnya (sebutkan): \_\_\_\_\_

#### E. Harapan dan Masukan

12. Apa yang menjadi kendala terbesar Anda dalam belajar membaca bahasa Inggris saat ini?

- Kosakata yang sulit
- Struktur kalimat yang rumit
- ✓ Kurangnya latihan
- Kurangnya minat
- Lainnya (sebutkan): \_\_\_\_\_

13. Apa harapan Anda terhadap pengembangan media pembelajaran interaktif berbasis PowerPoint untuk keterampilan membaca?

- Gambar lebih berwarna

14. Adakah saran atau masukan lain yang Anda miliki terkait dengan pembelajaran membaca menggunakan media interaktif?

- Gambar terlihat Jelas

Terima kasih atas waktu dan partisipasi Anda!

## APPENDIX III

## THE RESULT OF PRODUCT VALIDATION BY THE EXPERTS

## KUESIONER EVALUASI UNTUK AHLI BAHASA

## A. Data Responden

Nama : Ermawati, S.Pd. I., M.Hum.

Umur : 32 tahun

Jenis Kelamin : Perempuan

Pendidikan :  S1  S2  S3  ProfessorPengalaman Mengajar:  0-2 tahun  2-4 tahun  4-6 tahun   $\geq$  6 tahun

## B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang pada kolom yang disediakan.

## Keterangan Poin Validitas:

4 : Sangat Baik

3 : Baik

2 : Kurang Baik

1 : Tidak Baik

No	Pernyataan	4	3	2	1
<b>Bahasa</b>					
1.	Reading material (narrative text) pada English Interactive PowerPoint Animation Teaching Media for Reading Skill mudah dipahami oleh siswa.	✓			
2.	Reading material (narrative text) pada English Interactive PowerPoint Animation Teaching Media for Reading Skill mencakup vocabulary yang memadai dan sesuai dengan tingkat pemahaman siswa.	✓			
3.	Penggunaan tanda baca pada reading material (narrative text) mendukung pemahaman dan alur bacaan.	✓			
4.	Quiz pada English Interactive PowerPoint Animation Teaching Media for Reading Skill, dirancang dengan bahasa yang sesuai dan jelas, dan instruksi dalam kuis mudah dipahami oleh siswa.	✓			
Rangkuman Kualitatif: bagus.					

**C. Kesimpulan**

Secara umum, pendapat Bapak/Ibu terhadap *English Interactive PowerPoint Animation Teaching Media for Reading Skill* yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo, 26 Agustus 2024

Penilai Kelayakan



Ermanah, S.Pd., M.Hum.

NIP 1991111220202229

### KUESIONER EVALUASI UNTUK AHLI *DESIGN*

#### D. Data Responden

Nama : Fadhlidah R Mun

Umur :

Jenis Kelamin :

Pendidikan :  S1  S2  S3  Professor

Pengalaman Mengajar:  0-2 tahun  2-4 tahun  4-6 tahun   $\geq$  6 tahun

#### E. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang pada kolom yang disediakan.

##### Keterangan Poin Validitas:

4 : Sangat Baik

3 : Baik

2 : Kurang Baik

1 : Tidak Baik

No	Pernyataan	4	3	2	1
<b>Desain dan Layout</b>					
1.	Pemilihan warna pada <i>English Interactive PowerPoint Animation Teaching Media for Reading Skill</i> , menarik.		✓		
2.	kualitas visual elemen grafik (seperti gambar dan animasi) pada <i>reading material (narrative text)</i> dalam <i>English Interactive PowerPoint Animation Teaching Media for Reading Skill</i> , berkualitas tinggi dan relevan.	✓			
3.	Elemen desain seperti font, ukuran teks dan spasi ditata dengan baik untuk memastikan dapat memastikan keterbacaan dan kenyamanan visual.		✓		
4.	Apakah desain visual <i>reading material (narrative text)</i> pada <i>English Interactive PowerPoint Animation Teaching Media for Reading Skill</i> , menarik dan sesuai dengan tujuan pembelajaran?	✓			
5.	<i>Quiz</i> dirancang dengan elemen interaktif memudahkan siswa untuk berpartisipasi dan berinteraksi pada proses pembelajaran.	✓			
6.	Elemen desain <i>reading material (narrative text)</i> , <i>quiz</i> , dan <i>games</i> , pada <i>English Interactive PowerPoint Animation Teaching Media for Reading Skill</i> , konsisten.		✓		
7.	Desain animasi pada <i>English Interactive PowerPoint Animation Teaching Media for Reading Skill</i> , dapat meningkatkan pemahaman dan keterlibatan siswa.	✓			
Rangkuman Kualitatif:					
<ul style="list-style-type: none"> <li>• Desain &amp; layout pada produk menarik &amp; sesuai dengan tema.</li> <li>• Desain &amp; layout pada produk dapat memotivasi siswa.</li> </ul>					

**F. Kesimpulan**

Secara umum, pendapat Bapak/Ibu terhadap *English Interactive PowerPoint Animation Teaching Media for Reading Skill* yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo .....

Penilai Kelayakan

  
Fadli R Muin .....

**KUESIONER EVALUASI UNTUK AHLI MATERI**

**A. Data Responden**

Nama : *St. Hartina*

Umur : *33*

Jenis Kelamin :

Pendidikan :  S1  S2  S3  Professor

Pengalaman Mengajar:  0-2 tahun  2-4 tahun  4-6 tahun   $\geq$  6 tahun

**B. Tabel Evaluasi**

Isilah tabel berikut dengan memberikan tanda centang pada kolom yang disediakan.

**Keterangan Poin Validitas:**

4 : Sangat Baik

3 : Baik

2 : Kurang Baik

1 : Tidak Baik

No	Pernyataan	4	3	2	1
<b>A. Konten</b>					
1.	Cakupan isi materi dalam <i>English Interactive PowerPoint Animation Teaching Media for Reading Skill</i> sesuai dengan kebutuhan siswa di SMPN 7 Palopo.	✓			
2.	<i>Reading material (Narrative text)</i> dalam <i>English Interactive PowerPoint Animation Teaching Media for Reading Skill</i> at SMPN 7 Palopo sesuai dengan tujuan pembelajaran.	✓			
3.	Informasi pada <i>Reading material (Narrative text)</i> dalam <i>English Interactive PowerPoint Animation Teaching Media for Reading Skill</i> akurat dan terpercaya.	✓			
4.	<i>Reading material (Narrative text)</i> dalam <i>English Interactive PowerPoint Animation Teaching Media for Reading Skill</i> , mudah dipahami oleh siswa.		✓		
Rangkuman Kualitatif:					
<b>B. Input</b>					
5.	Konten <i>reading material (Narrative text)</i> , dalam <i>English Interactive PowerPoint Animation Teaching Media for Reading skill</i> , dapat memotivasi siswa.	✓			

6.	<i>Reading material (Narrative text) dalam English Interactive PowerPoint Animation Teaching Media for Reading Skill sesuai dengan tingkat kemampuan siswa.</i>		✓		
7.	<i>Reading material (Narrative text) pada English Interactive PowerPoint Animation Teaching Media for Reading Skill, tidak mengandung kesalahan tata bahasa (grammar).</i>	✓			
8.	<i>Quiz dalam English Interactive PowerPoint Animation Teaching Media for Reading Skill, sesuai dengan tingkat keterampilan siswa SMPN 7 Palopo.</i>		✓		
9.	<i>Games dalam English Interactive PowerPoint Animation Teaching Media for Reading Skill, dapat mendukung tujuan pembelajaran.</i>	✓			
10.	<i>Pilihan vocabulary dalam English Interactive PowerPoint Animation Teaching Media for Reading Skill, sesuai dengan tingkat kemampuan siswa SMPN 7 Palopo.</i>		✓		
11.	<i>Input vocabulary dalam English interactive PowerPoint Teaching Media for Reading Skill, dapat menambah wawasan siswa SMPN 7 Palopo.</i>	✓			
12.	<i>Pilihan gambar dan animasi pada Reading material (Narrative text) sesuai dengan siswa SMPN 7 Palopo.</i>	✓			
Rangkuman Kualitatif: Tambah pilihan jawaban dalam soal Multiple choice					

### C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *English Interactive PowerPoint Animation Teaching Media for Reading Skill* yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo, 26-8-2024

Penilai Kelayakan

*Jittha*  
St. Hartina, M.Pd

NIP 198109092019032021

**APPENDIX IV**

**THE RESULT OF STUDENTS'**

**PERCEPTIONS**

Nama: Syarkha  
Kelas: X A

1. Seberapa menarik Anda menemukan animasi dalam PowerPoint interaktif (misalnya, teks atau gambar yang bergerak)?  
 4 - Sangat menarik  
 3 - Menarik  
 2 - Netral  
 1 - Tidak menarik
  
2. Seberapa menarik Anda menemukan kuis interaktif dalam PowerPoint?  
 4 - Sangat menarik  
 3 - Menarik  
 2 - Netral  
 1 - Tidak menarik
  
3. Seberapa menarik Anda menemukan permainan yang disertakan dalam PowerPoint?  
 4 - Sangat menarik  
 3 - Menarik  
 2 - Netral  
 1 - Tidak menarik
  
4. Seberapa menarik Anda menemukan tautan atau tombol yang dapat diklik dalam PowerPoint?  
 4 - Sangat menarik  
 3 - Menarik  
 2 - Netral  
 1 - Tidak menarik

5. Apakah menurut Anda audio kosakata dalam media pembelajaran PowerPoint Animasi Interaktif Bahasa Inggris membantu meningkatkan pemahaman kosakata Anda?
- 4 - Sangat setuju
- 3 - Setuju
  - 2 - Netral
  - 1 - Tidak setuju
6. Apakah animasi membantu Anda lebih memahami materi bacaan?
- 4 - Sangat setuju
- 3 - Setuju
  - 2 - Netral
  - 1 - Tidak setuju
7. Apakah kuis interaktif membantu meningkatkan pemahaman membaca Anda?
- 4 - Sangat setuju
- 3 - Setuju
  - 2 - Netral
  - 1 - Tidak setuju
8. Apakah permainan membantu meningkatkan pemahaman Anda tentang materi?
- 4 - Sangat setuju
- 3 - Setuju
  - 2 - Netral
  - 1 - Tidak setuju
9. Apakah Anda merasa bahwa tautan atau tombol yang dapat diklik mempermudah navigasi dalam PowerPoint?
- 4 - Sangat setuju
- 3 - Setuju
  - 2 - Netral
  - 1 - Tidak setuju

10. Apakah Anda merasa minat Anda dalam membaca teks berbahasa Inggris meningkat melalui media pembelajaran PowerPoint interaktif ini?

4 - Sangat setuju

3 - Setuju

2 - Netral

1 - Tidak setuju

11. Apakah Anda setuju bahwa media pembelajaran PowerPoint Animasi Interaktif Bahasa Inggris meningkatkan pemahaman kosakata Anda?

4 - Sangat setuju

3 - Setuju

2 - Netral

1 - Tidak setuju

12. Apakah Anda setuju bahwa media pembelajaran PowerPoint Animasi Interaktif Bahasa Inggris meningkatkan keterampilan membaca Anda?

4 - Sangat setuju

3 - Setuju

2 - Netral

1 - Tidak setuju

13. Apakah instruksi untuk aktivitas interaktif jelas dan mudah diikuti?

4 - Sangat jelas

3 - Jelas

2 - Netral

1 - Membingungkan

14. Seberapa percaya diri Anda dengan keterampilan membaca setelah menyelesaikan aktivitas dalam PowerPoint interaktif?

- 4 - Sangat percaya diri
- 3 - Percaya diri
- 2 - Netral
- 1 - Tidak percaya diri

15. Apakah Anda ingin menggunakan PowerPoint interaktif lebih sering dalam pelajaran membaca?

- 4 - Pasti
- 3 - Ya
- 2 - Mungkin
- 1 - Tidak

Nama: Arianto  
Kelas: IX A

1. Seberapa menarik Anda menemukan animasi dalam PowerPoint interaktif (misalnya, teks atau gambar yang bergerak)?
  - 4 - Sangat menarik ✓
  - 3 - Menarik
  - 2 - Netral
  - 1 - Tidak menarik
  
2. Seberapa menarik Anda menemukan kuis interaktif dalam PowerPoint?
  - 4 - Sangat menarik
  - 3 - Menarik ✓
  - 2 - Netral
  - 1 - Tidak menarik
  
3. Seberapa menarik Anda menemukan permainan yang disertakan dalam PowerPoint?
  - 4 - Sangat menarik ✓
  - 3 - Menarik
  - 2 - Netral
  - 1 - Tidak menarik
  
4. Seberapa menarik Anda menemukan tautan atau tombol yang dapat diklik dalam PowerPoint?
  - 4 - Sangat menarik ✓
  - 3 - Menarik
  - 2 - Netral
  - 1 - Tidak menarik

5. Apakah menurut Anda audio kosakata dalam media pembelajaran PowerPoint Animasi Interaktif Bahasa Inggris membantu meningkatkan pemahaman kosakata Anda?
- 4 - Sangat setuju ✓
  - 3 - Setuju
  - 2 - Netral
  - 1 - Tidak setuju
6. Apakah animasi membantu Anda lebih memahami materi bacaan?
- 4 - Sangat setuju ✓
  - 3 - Setuju
  - 2 - Netral
  - 1 - Tidak setuju
7. Apakah kuis interaktif membantu meningkatkan pemahaman membaca Anda?
- 4 - Sangat setuju
  - 3 - Setuju ✓
  - 2 - Netral
  - 1 - Tidak setuju
8. Apakah permainan membantu meningkatkan pemahaman Anda tentang materi?
- 4 - Sangat setuju ✓
  - 3 - Setuju
  - 2 - Netral
  - 1 - Tidak setuju
9. Apakah Anda merasa bahwa tautan atau tombol yang dapat diklik mempermudah navigasi dalam PowerPoint?
- 4 - Sangat setuju ✓
  - 3 - Setuju
  - 2 - Netral
  - 1 - Tidak setuju

10. Apakah Anda merasa minat Anda dalam membaca teks berbahasa Inggris meningkat melalui media pembelajaran PowerPoint interaktif ini?

- 4 - Sangat setuju ✓
- 3 - Setuju
- 2 - Netral
- 1 - Tidak setuju

11. Apakah Anda setuju bahwa media pembelajaran PowerPoint Animasi Interaktif Bahasa Inggris meningkatkan pemahaman kosakata Anda?

- 4 - Sangat setuju ✓
- 3 - Setuju
- 2 - Netral
- 1 - Tidak setuju

12. Apakah Anda setuju bahwa media pembelajaran PowerPoint Animasi Interaktif Bahasa Inggris meningkatkan keterampilan membaca Anda?

- 4 - Sangat setuju ✓
- 3 - Setuju
- 2 - Netral
- 1 - Tidak setuju

13. Apakah instruksi untuk aktivitas interaktif jelas dan mudah diikuti?

- 4 - Sangat jelas
- 3 - Jelas ✓
- 2 - Netral
- 1 - Membingungkan

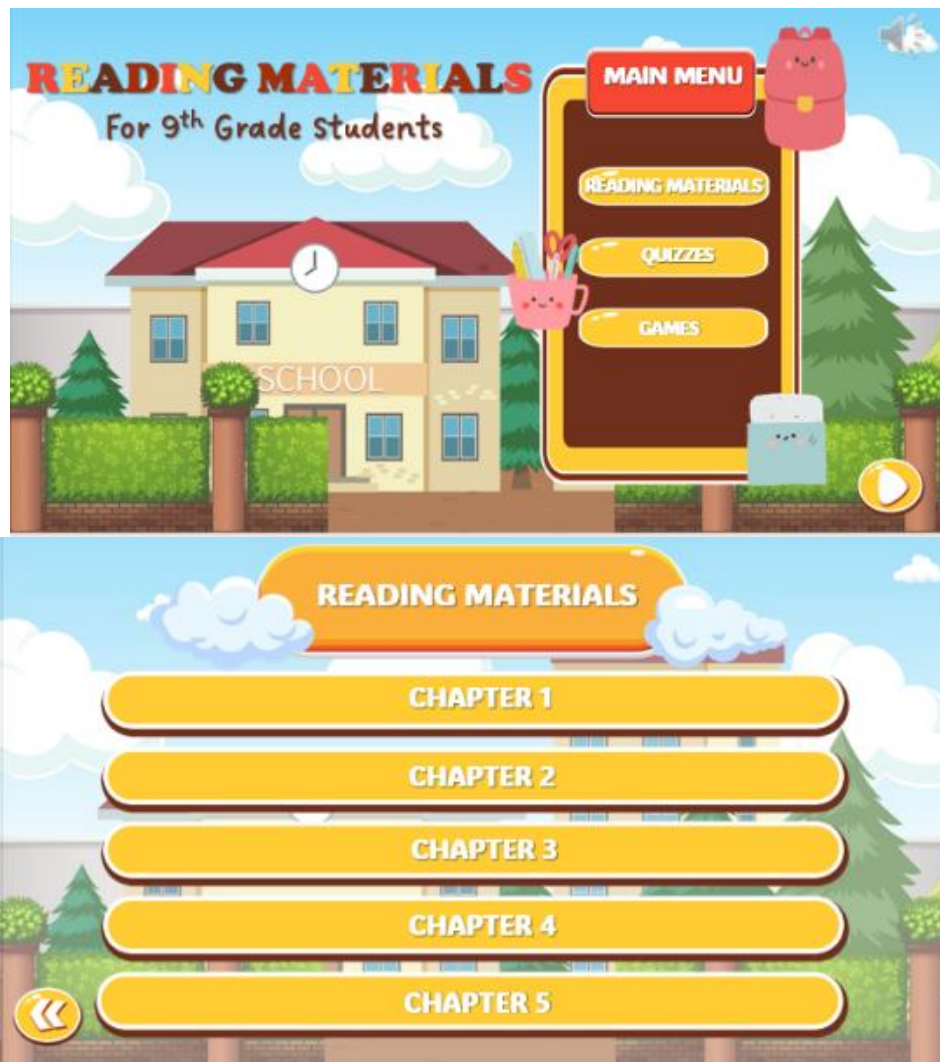
14. Seberapa percaya diri Anda dengan keterampilan membaca setelah menyelesaikan aktivitas dalam PowerPoint interaktif?

- 4 - Sangat percaya diri
- 3 - Percaya diri ✓
- 2 - Netral
- 1 - Tidak percaya diri

15. Apakah Anda ingin menggunakan PowerPoint interaktif lebih sering dalam pelajaran membaca?

- 4 - Pasti ✓
- 3 - Ya
- 2 - Mungkin
- 1 - Tidak

APPENDIX V  
FINAL PRODUCT





UIN PALOPO

**Orangutan**

Orangutans are great apes from Indonesia. Orangutan means man of the forest. They live in Sumatra and Borneo. The scientific name of Orangutan from Northern Sumatra is Pongo Abellii and the scientific name of Orangutan from Borneo is Pongo Pygmaeus.

Orangutans have big bodies. A male orangutan can be more than 100 kilograms and can be quite tall. His height can be up to 150 centimeters tall. Female orangutans are smaller and shorter than the males. A mature female orangutan's weight is about 40 kilograms. Her height is about 120 centimeters tall.

Orangutans have reddish brown hair. Unlike monkeys, they do not have tails. They have strong arms. They use their arms to swing between branches.

Orangutans live with their small family groups. They usually live in the tree branches where they build their nests. Orangutans' favorite food is fruits. They also eat insects, honey, bird eggs, bark, and plants. They sometimes eat meat too. When they are thirsty, they sometimes drink the water from holes in the tree branches.

Orangutans are an endangered species because their habitat is threatened by people doing deforestation. The number of Bornean orangutans around 2017 was estimated at about 104,000 and the Sumatran orangutans about 7,500.

(Adapted from: <https://www.worldwildlife.org/species/orangutan>)

Multiple Choice

1. Orangutans are....

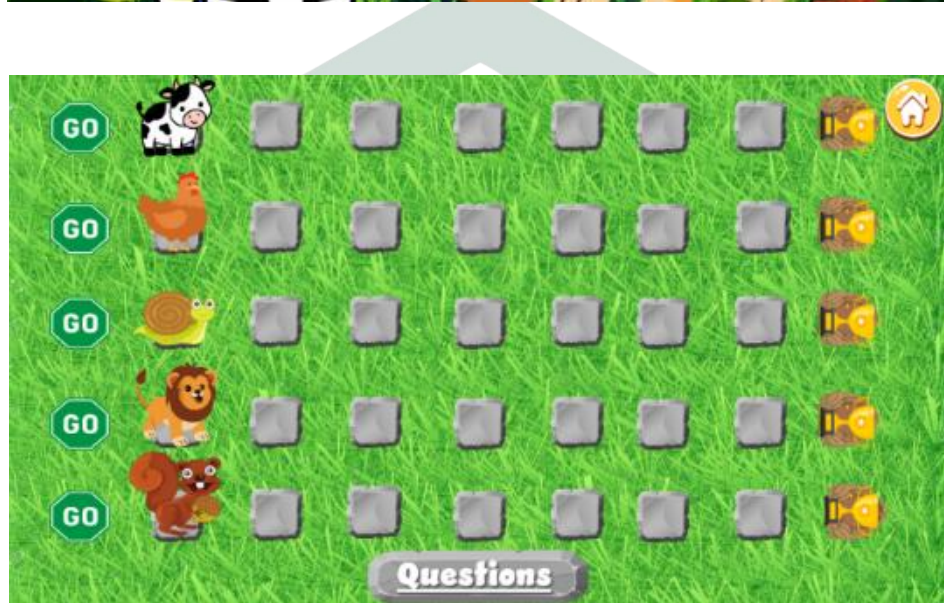
a. Monkeys

b. Apes

c. Birds

d. Reptiles

UIN PALOPO





## APPENDIX VI DOCUMENTATION



## BIOGRAPHY



Aulia Lestari was born on October 24<sup>th</sup>, 2001. She is the third of five siblings. Her father's name is Awaluddin, and her mother's name is Muliati. Currently, she resides on Jl. Cengkeh, Lemahabang Bone-Bone. She completed her elementary education in 2013 at SDN 187 Bone-Bone. In the same year, she pursued her studies at SMPN 7 Palopo and graduated in 2016. She then pursued her senior high school education at SMAN 4 Luwu Utara, graduated in 2019. In 2020, she enrolled at the State Islamic University (UIN) of Palopo, majoring in English Language Education, and completed her study in 2025.

