

Improving Students Learning Outcomes of Grade X Students of SMK Al-Mahrusiyah on Narrative Text Through the Use of Interactive PowerPoint

Diterima: 4 Februari 2022
Revisi: 13 Februari 2022
Terbit: 14 Februari 2022

¹*Cantika Sari Dewi M, ²Untung Khoiruddin, ³Maulidiyyatul Uswah
^{1,2}*Institut Agama Islam Negeri (IAIN) Kediri*
³*SMK Al-Mahrusiyah*
^{1,2,3}*Kediri, Indonesia*
E-mail: ¹cantikad017@gmail.com, ²untungkhoiruddin@gmail.com, ³maulidiyyatulu@gmail.com

*Corresponding Author

Abstrak— Penelitian ini bertujuan untuk mendeskripsikan peningkatan hasil belajar siswa pada teks naratif melalui penggunaan PowerPoint interaktif pada siswa kelas X di SMK Al-Mahrusiyah. Penelitian ini merupakan penelitian Tindakan kelas yang dilakukan dengan dua siklus kepada siswa kelas X TKJ C SMK Al mahrusiyah yang berjumlah 31 siswa. Pada siklus pertama, siswa masih pada tahap pembiasaan terhadap media sehingga mereka kurang fokus dan hasilnya belum maksimal. Selain itu, siswa kesulitan memahami materi di powerpoint yang semuanya menggunakan Bahasa Inggris. Hal ini terlihat dari hasil test siklus 1 dimana siswa yang lulus sebanyak 64,52% atau sebanyak 20 siswa sedangkan 35,48% atau 11 siswa tidak lulus. Pada siklus 2, siswa lebih fokus dalam pembelajaran dan materi di powerpoint telah diberikan terjemahan. Hal ini membuat siswa lebih mudah memahami materi. Hal ini ditunjukkan dengan hasil tes siklus dua yang meningkat. 93,55% atau 29 siswa lulus sedangkan hanya 6,45% atau 2 siswa yang tidak lulus. Sehingga dapat disimpulkan bahwa penggunaan powerpoint interaktif berhasil meningkatkan prestasi belajar siswa tentang teks naratif pada siswa kelas X di SMK Al-Mahrusiyah.

Kata Kunci— hasil belajar, teks naratif, PowerPoint interaktif

Abstract— *This study aimed to describe the improvement of students' learning outcomes in narrative text using interactive PowerPoint for students of Grade X at SMK Al-Mahrusiyah. This research was classroom action research conducted in two cycles to the students of class X TKJ C SMK Al-Mahrusiyah totaling 31 students. In the cycle 1, students were still at the stage of getting used to the media so that they were less focused, and the results were not optimal. In addition, students had difficulty understanding the material in PowerPoint which all used English. It can be seen from the results of the cycle 1 test where 64,52% or 20 students passed while 35,48% or 11 students failed. In cycle 2, students were more focused on learning and the material in PowerPoint had an Indonesian translation. Students became easier to understand the material. It is indicated by the increase in the results of the cycle 2 test. 93,55% or 29 students passed while only 6,45% or 2 students failed. So, it can be concluded that the use of interactive PowerPoint has succeeded in improving students' learning outcomes on narrative text in grade X students at SMK Al-Mahrusiyah.*

Keywords— *learning outcomes, narrative text, interactive PowerPoint*

I. INTRODUCTION

At the high school to college level, English is a compulsory subject. English, which is an international language, indirectly has a strong position in the world of education in Indonesia. This is unavoidable because most of science and technology in any field is written in English. So, mastery of English provides a way for the Indonesian people to develop knowledge or spread the knowledge that develops in Indonesia (Alfarisy, 2021).

Learning English in Vocational High Schools (SMK) aims to make students can master basic knowledge and skills of English to support the achievement of competency skills programs (Setiyadi et al., 2014). In accordance with the 2013 curriculum, English learning at the SMK level consists of 32 basic competencies (KD) for all skill programs which are divided into 13 KD for grade X grade, 10 KD for grade XI, and 9 KD for grade XII. The English material taught at the SMK level uses a variety of texts, namely transactional interaction text, interpersonal interaction text, special text, descriptive text, recount text, narrative text, procedure text, factual report text, exposition text, biographical text, and news item text.

From the explanation above, it can be understood that the 2013 curriculum material is text-based material. Thus, in the 2013 curriculum material, in English subjects, there are many basic competencies that ask students to be able to identify or distinguish between social functions, text structure, and linguistic elements of certain texts. This kind of text material makes learning stiff and monotonous, so students are less active, bored and sleepy when they have to deal with long texts in English (Musahrain et al., 2018). It makes it difficult for students to understand and determine the social function, text structure, and linguistic elements of these texts. This condition also occurs in learning English at SMK Al-Mahrusiyah.

SMK Al-Mahrusiyah is a private vocational high school located in Ngampel Village, Mojoroto District, Kediri City. This school is part of the Al-Mahrusiyah Foundation in Kediri. Most of the students at this school are santri who live in the Al-Mahrusiyah Islamic boarding school which is in the same location. From the results of interviews with English teachers at SMK Al-Mahrusiyah, it is known that the characteristics of students who have a lot of activities while in Islamic boarding schools make them tend to be passive in class. So, when they get a long text in English learning, students will easily get bored and sleepy, one of which is in the narrative text material.

Analyzing social functions, text structures, and linguistic elements of several oral and written narrative text by giving and asking for information related to simple folk legends, according to the context of their use, is one of the basic competencies in English grade X. This KD is a prerequisite that must be met by students in determining their grade promotion to grade XI.

Therefore, students are required to achieve the standard of minimum completeness of mastery learning (KKM), it is 75.

The problems that occur in learning English described previously require the existence of an interesting and innovative learning media that makes it easier for students at SMK al-Mahrusiyah to understand social functions, text structures, and linguistic elements of English texts. According to Kurniawati & Nita (2018), Learning media is a tool used to convey messages and can be used in the education system. Various types of media can be used by teachers to assist in the learning process to make the learning process optimal, the media also has a role in overcoming boredom while studying (Nurrita, 2018).

There are various kinds of learning media that can be used by teachers, including interactive PowerPoint media designed to display multimedia programs. It is believed that the use of multimedia in a learning activity can improve learning outcomes (Nurmalasari, 2022). Therefore, in this study the researchers chose to facilitate learning English, especially narrative text material at SMK Al-Ahrusiyah by using interactive PowerPoint media. Interactive PowerPoint is an interesting learning media because it can provide feedback to students. It is generated from the Microsoft PowerPoint application by combining all media elements such as text, images, sound and even video and animation (Warkintin & Mulyadi, 2019)

Interactive PowerPoint is chosen because it has many advantages in learning. According to Hikmat et al. (2020), as stated before that powerPoint is a multimedia learning that has several advantages, they are; a) learning becomes more innovative and interactive; b) able to create a sense of pleasure during learning, so that it will increase students' learning motivation; c) able to combine text, images, audio, music, animated images or videos in a single unit that supports each other so that learning objectives are achieved; d) able to visualize abstract material; e) relatively easy and flexible storage media; f) loading objects that are difficult to obtain or dangerous into the learning environment; g) displaying objects that are too large into the class; h) displaying objects that are not seen directly.

Previous research related to the use of interactive PowerPoint in English learning has been carried out by Nur Aziz & Ani Setyo Dewi (2020), Dewi & Kareviati (2021), and Jassim & Abdullah (2021). These three studies have the same conclusion that the use of interactive PowerPoint in English learning can improve the quality of learning and make students learning outcomes better.

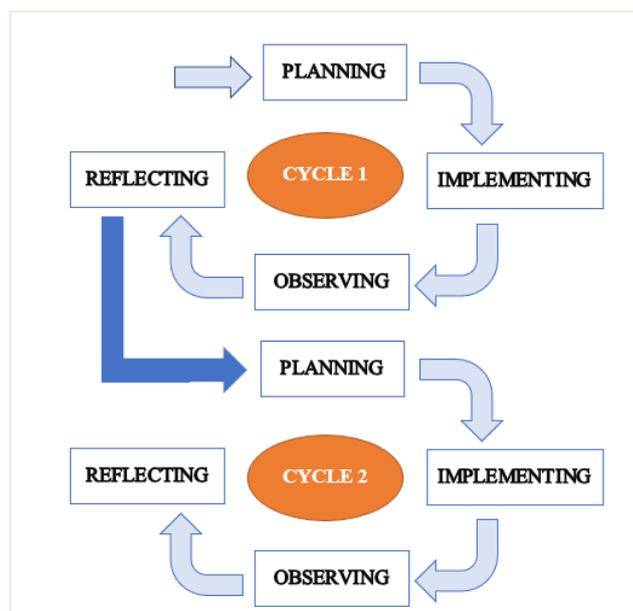
Based on the explanation of the background above, the researchers conducted a study with the title "Improving Students' Learning Outcomes of Grade X Students of SMK Al-Mahrusiyah on Narrative Text Through the Use of Interactive PowerPoint Media". This study aimed to describe

increasing students' understanding of narrative text material using interactive PowerPoint in grade X students at SMK Al-Mahrusiyah.

II. METHODOLOGY

This study used an action research design or commonly called classroom action research (CAR). According to Cresswell (2012), CAR is research with a practical design that explores problems in order to develop solutions to these problems, and also action research is carried out by teachers with systematic procedures aimed at improving the quality of their teaching, and the learning outcomes of their students. This classroom action research was conducted at SMK Al-Mahrusiyah. The subject of this research was the students of class X TKJ C as many as 31 students. The research was carried out in semester 2 of the 2021/2022 academic year, precisely from January to February 2022.

This research was arranged of two cycles. Each cycle consisted of four basic stage; planning, implementing, observing, and reflecting (Arikunto, 2010). First, planning is the preparation carried out in connection with Classroom Action Research. The second is implementing. It is the application of the Action treatment and a detailed description of the action to be taken, how the corrective action works, and the flow of the action to be taken. The third is observing which includes a description of the stages of recording and interpreting data regarding the process and results of implementing activities. The last is reflecting which describes the analysis of the results of observations relating to the process and consequences of corrective actions to be taken (Slameto, 2015).



Picture 1. Classroom Action Research Cycle

Student learning activities in learning were recorded using observation sheets. This observation produced qualitative data regarding learning achievement. This qualitative data contained the strengths and weaknesses of learning that was discussed, reflected on, and formulated conclusions. The data collection on students' conceptual understanding of narrative text used a written test which produced quantitative data. This quantitative data was compared with the KKM, analyzed, and interpreted descriptively. Then, these qualitative and quantitative data were discussed to explain the increase in students' understanding of narrative text material using interactive PowerPoint for grade X students at SMK Al-Mahrusiyah.

III. RESULT AND DISCUSSION

A. Cycle 1

1. Planning

At this stage, the researchers compiled a learning syllabus, developed a lesson plan, created an interactive PowerPoint media related to narrative text, prepared a written test, prepared an observation sheet, and developed an observation strategy and research implementation.



Picture 2. Opening of Interactive PowerPoint Made by Researchers

2. Implementing

In detail, the research implementation had been carried out in accordance with the research implementation strategy. It was done using interactive PowerPoint to explain general concepts related to narrative text. At this stage, data were collected in the form of understanding students' concepts in narrative text material.

3. Observing

At this stage, with the help of the teacher, an observation process was carried out on the implementation of the action using the observation sheet that had been made. In addition, researchers also assessed students' result test to determine student learning outcomes.

From the results of observations in the first cycle obtained data that students were quite active in learning even though they were less focused on learning materials. During the learning process, it was noted that students actively ask related to new learning media and the translation of the

material contained in PowerPoint. Students were also entertained by the pictures and animations contained in the examples of several types of narrative text displayed in PowerPoint.

To see the completeness of student learning, the researchers assessed the results of the tests carried out by students in cycle 1. The results of the narrative text test in cycle 1 are as follows.

Table 1. Students' Test Result on Narrative Text in Cycle 1

No.	Score	Number of students	Percentage	Completeness of learning
1	≥ 75	20	64,52%	Passed
2	< 75	11	35,48%	Failed
Total		31	100%	

The results of student tests in cycle 1 above showed that 64,52% of the total number of students or as many as 20 students were passed in learning test because they had obtained score more than or equal to ≥ 75 . Meanwhile, 35,48% of the total number of students or 11 students were failed in learning because their score was less than 75. These results illustrated that the action in the learning process in cycle 1 had not been maximized so that an evaluation was needed before cycle 2 was carried out.

4. Reflecting

The data obtained in the first cycle revealed that:

- a) Students had shown activeness in class. There were some students who dared to ask questions even though the questions asked were mostly technical questions. Some students asked how interactive PowerPoint works which was new for them because it was different from the usual PowerPoint. In addition, some students also asked for the translation of the material text in PowerPoint, all of which are in English. Students also seemed interested in PowerPoint media by providing comments on the images and animations displayed.
- b) The percentage of completeness in learning narrative text material in cycle 1 showed that there were 35,48% of the total number of students or 11 students who failed. It is probably because some students were less focused on learning materials and only focus on media which is new for them. In addition, the explanation of the material in the media that only used English without translation also made student difficulty to understand the material.

B. Cycle 2

1. Planning

At the planning stage of the second cycle, the researchers compiled the learning syllabus, prepared lesson plan, make interactive PowerPoint media related to narrative text by providing

Indonesian translations for the explanation of the material, prepared written test questions, prepared observation sheets, and developed observation strategies and research implementation.

2. Implementing

The implementation of cycle 2 is a re-implementation of cycle 1 which was planned based on reflections in cycle 1. The researchers used interactive PowerPoint and collected data in the form of understanding students' concepts in narrative text material in cycle 2.



Picture 3. Implementation of Cycle 2

3. Observing

In the observation of the learning process in cycle II, it was found that students had shown activeness that was more directed towards the learning context. Because the PowerPoint used had provided a translation, students became easier to understand and more active in questioning the material.

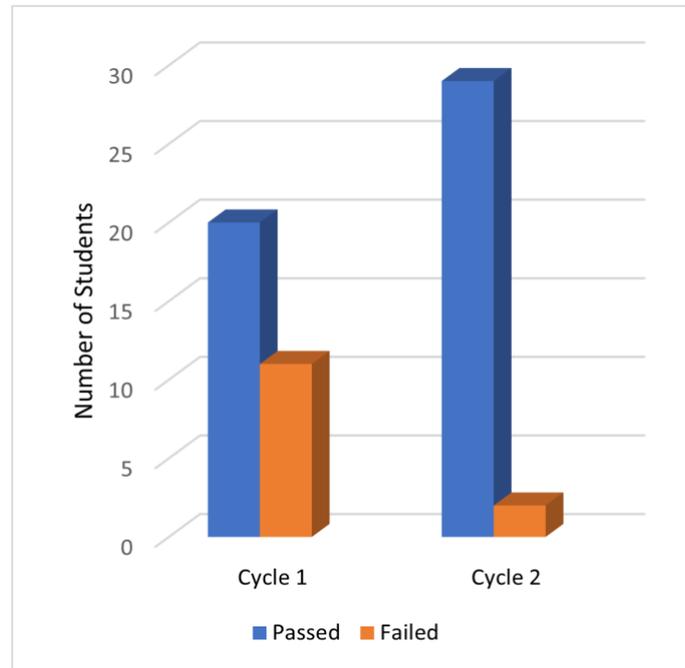
To see the completeness of student learning, the researchers assessed the results of the test carried out by students in cycle 2. The results of the Narrative Text Material test in Cycle 2 are as follows.

Table 2. Students' Test Result on Narrative Text in Cycle 2

No.	Score	Number of students	Percentage	Completeness of learning
1	≥ 75	28	93,55%	Passed
2	< 75	2	6,45%	Failed
Total		31	100%	

From the results of the second cycle test above, 93,55% of the total number of students or as many as 29 students were passed in learning test because they obtained a score more than or equal to 75. Meanwhile, 6,45% of the total number of students or 2 students were failed in learning because they obtained a score less than 75. The results in cycle 2 increase compared to cycle 1. It shows that the use of interactive PowerPoint media in learning English narrative text material can improve students' learning outcomes in class X TKJ C SMK Al-Mahrusiyah. The following is a

picture of graphic that shows the improvement of students' learning outcomes from cycle I to cycle II.



Picture 4. Improvement of Student Learning Test Results

From the picture of graphic above, in cycle 2 the students' ability to understand the concept of narrative text increased compared to cycle 1. Students who passed learning test increase significantly. The number of students who passed learning test in cycle 1 was 64,52% or as many as 20 students, while the number of students who passed in cycle 2 was 93,55% or as many as 29 students. The number of students who failed in learning test decreased automatically from 35,48% or 11 students to 6,45% or as many as 2 students.

4. Reflecting

Based on the analysis of observation in cycle 2, the researchers formulate the following results.

- a) The activeness of students in learning progressed. Students who were getting used to interactive PowerPoint media became more focused in learning. The learning process was very good and conducive because students focused on PowerPoint presentations. It was in accordance with researchers' expectation with the realization of student activeness that was more focused in participating in learning.
- b) Students' understanding of concepts in narrative text material also progressed. It is indicated by an increase in the number of students who successfully passed in learning test. In cycle 1, 64,52% of students or as many as 20 students were passed while in cycle 2 the number increased to 93,55% of students or 29 students. With the use of PowerPoint, more than 90% of students have successfully passed the lesson so it can be considered that the use of

interactive PowerPoint has succeeded in improving students' learning outcomes. This result is in line with previous research conducted by Nur Aziz & Ani Setyo Dewi (2020), Dewi & Kareviati (2021), and Jassim & Abdullah (2021).

IV. CONCLUSION

From the results of the classroom action research entitled "Improving Students' Learning Outcomes of Grade X Students SMK Al-Mahrusiyah on Narrative Text Through the Use of Interactive PowerPoint", it can be concluded that the use of interactive PowerPoint is able to create more interesting and conducive learning. Students also became more active because it was easier to understand narrative text learning materials. The increase in students' understanding of concepts can be seen from the increasing number of students who successfully passed test. In cycle 1 the number of students who passed was 64,52% students or 20 students and at the end of cycle 2 there was an increase reaching 93,55% students or 29 students.

REFERENCES

- Alfarisy, F. (2021). Kebijakan Pembelajaran Bahasa Inggris Di Indonesia Dalam Perspektif Pembentukan Warga Dunia Dengan Kompetensi Antarbudaya. *Jurnal Ilmiah Profesi Pendidikan*, 6(3), 303–313. <https://doi.org/10.29303/jipp.v6i3.207>
- Arikunto, S. (2010). *Prosedur Penelitian Suatu pendekatan Praktek*. Rineka Cipta.
- Cresswell, J. (2012). *Educational Research: Planning, Conducting and Evaluating Qualitative and Quantitative Research* (4th ed.). Pearson Education Inc.
- Dewi, T., & Kareviati, E. (2021). The Use of Powerpoint As The Instructional Media In Teaching English For Young Learners. *PROJECT (Professional Journal of English Education)*, 4(4), 617. <https://doi.org/10.22460/project.v4i4.p617-621>
- Jassim, L. L., & Abdullah, Y. A. (2021). Using PowerPoint in Learning Prepositions: A case study at University of Basrah. *Global Journal of Research in Business Management*, 1(1), 9.
- Kurniawati, I. D., & Nita, S.-. (2018). Media Pembelajaran Berbasis Multimedia Interaktif Untuk Meningkatkan Pemahaman Konsep Mahasiswa. *DoubleClick: Journal of Computer and Information Technology*, 1(2), 68. <https://doi.org/10.25273/doubleclick.v1i2.1540>
- Musahrain, M., Suryani, N., & Suharno, S. (2018). Analisis Kemampuan Membaca Siswa Pada Pembelajaran Reading Comprehension. *Teknodika*, 16(2), 30. <https://doi.org/10.20961/teknodika.v16i2.34776>
- Nur Aziz, I., & Ani Setyo Dewi, Y. (2020). The Use of Powerpoint As Media of Language Teaching on Students' Speaking Skill. *Humanities & Social Sciences Reviews*, 8(1), 344–358. <https://doi.org/10.18510/hssr.2020.8145>
- Nurmalasari, R. (2022). Peningkatan Minat Keterampilan Membaca Melalui Media Power Point Interaktif Siswa Kelas II SDN Jabon 1 Kecamatan Banyakan Kabupaten Kediri Tahun

- Ajaran 2019 / 2020. PTK: Jurnal Tindakan Kelas, 2(2), 120–126.
<https://doi.org/10.53624/ptk.v2i1.51>
- Nurrita, T. (2018). Pengembangan Media Pembelajaran Untuk Meningkatkan Hasil Belajar Siswa. MISYKAT: Jurnal Ilmu-ilmu Al-Quran, Hadist, Syari'ah dan Tarbiyah, 3(1), 171.
<https://doi.org/10.33511/misykat.v3n1.171>
- Setiyadi, A. B., CikAprina, & Herpratiwi. (2014). Peningkatan Kemampuan Menulis Deskripsi Bahasa Inggris Dengan Menggun Akan Pendekatan Konstektual Di Kelas X Smk Negeri 4 Bandar Lampung. Jurnal Teknologi Informasi Komunikasi Pendidikan, 13.
- Slameto, S. (2015). Implementasi Penelitian Tindakan Kelas. Scholaria : Jurnal Pendidikan dan Kebudayaan, 5(3), 47. <https://doi.org/10.24246/j.scholaria.2015.v5.i3.p47-58>
- Warkintin, W., & Mulyadi, Y. B. (2019). Pengembangan Bahan Ajar Berbasis CD Interaktif Power Point Untuk Meningkatkan Hasil Belajar Siswa. Scholaria: Jurnal Pendidikan dan Kebudayaan, 9(1), 82–92. <https://doi.org/10.24246/j.js.2019.v9.i1.p82-92>