

CREATING ENGAGING POWERPOINT SUPPLEMENTARY MATERIALS FOR TWELFTH-GRADE STUDENTS: ENHANCING PROCEDURE TEXT LEARNING

Anjelli Milleni*, Ikhsanudin, Surmiyati

English Education Study Program of Teacher Training and Education Faculty
Universitas Tanjungpura, Pontianak

*Corresponding email: anjelli.bky@gmail.com

Submitted: 11 February 2023 Accepted: 1 July 2023 Online Published: 18 July 2023
doi: 10.26418/jeep.v%vi%i.62478 URL: <http://dx.doi.org/10.26418/jeep.v%vi%i.62478>

Abstract

This research aimed to find the students' needs and to design PowerPoint-based supplementary materials to teach writing procedure text for twelfth-grade students of a private school in Kalimantan Barat Province. In conducting this research and development (R&D), the researcher applied the ADDIE procedure, which focused on ADD steps (analysis, design, and development). The participants of this research were an English teacher and 21 twelfth-grade social science students. The instruments used to collect the data were questionnaires and an unstructured interview sheet. The result of the needs analysis showed that the students needed various contents of writing procedure text in the form of PowerPoint. Moreover, the result of the internal evaluation showed that a design of supplementary materials of procedure text in PowerPoint scored high for all the criteria of material (89.8%) and media (83.3%). In conclusion, the design of supplementary materials for writing procedure text in PowerPoint was appropriate to implement.

Keywords: Supplementary Materials, Procedure Text, PowerPoint

To cite this paper (in APA style):

Milleni, A., Ikhsanudin, & Surmiyati. (2023). Creating engaging Powerpoint supplementary materials for twelfth-grade students: Enhancing procedure text learning. *Journal of English Education Program*, 4(2), 52-66. <http://dx.doi.org/10.26418/jeep.v%vi%i.62478>

INTRODUCTION

Many industries, including education, have benefited greatly from the use of English, which encourages people to study it. In Indonesia, English was one of the subjects at the senior high school level based on the curriculum 2013. Curriculum 2013 is implemented based on a set of ideas that are relevant to human life (Nishanthi, 2018). Based on the purpose of curriculum 2013, the students should be able to master the aspects of English. Those aspects of English included the 4 skills. One of the important skills was writing skill.

Writing is a productive skill that is used to communicate with others. Writing is a way to convey ideas or to put feelings in writing (Harmer, 2004). Learning writing also included learning grammatical and lexical knowledge. The students are required to select their words or diction before putting them together in a sentence or sentences that are suitable. Nevertheless, a lot of students in SMAN 1 Lumar were still having difficulty with writing,

particularly when it came to selecting the right words or diction and then organizing those words into meaningful sentences. As seen by the writing assignment's results, the students continued to employ improper language and grammar, as well as the text's structural elements. Inferring that the SMAN 1 Lumar students still struggled with writing, the researcher came to this conclusion. To support the students in mastering writing skills, several materials were listed on the syllabus for every grade, including twelfth grade. One of the materials was procedure text.

A procedure is a set of actions, tasks, steps, decisions, calculations, and other activities which, when carried out in the order specified, produce the results, item, or conclusion (Jaya & Marleni, 2018). This research was focused on the writing skill of procedure text. The indicator of learning procedure text for the students based on the syllabus is that the students were able to make a simple procedure text based on social function, generic structure, and language features. To help the students achieve this indicator, there should be appropriate material for writing procedure text.

The researcher conducted pre-observations and interviews and identified two issues students encountered, particularly while learning to write procedural texts. Firstly, students lacked enthusiasm when learning material from the textbook, which may have been due to uninteresting content. During classroom activities, most students appeared disengaged from the material. During the interview, some students expressed a lack of interest in the materials as they were not engaging. Secondly, the textbook did not have enough content, especially for writing skills. Upon observing the textbook used by the teacher and students, the researcher found that it contained only one to two writing components. Consequently, students were unable to develop their writing skills. Based on the issues identified, there is a need for supplementary materials to support the textbook and to offer exercises and information that focus on specific writing components that may be more challenging for the students.

Using supplementary material in language learning improves students' motivation and performance, and increases students' participation and understanding (Dodd et al., 2015). Supplementary material should design based on the students' needs which depends on the basic competence of the curriculum 2013. Additionally, supplementary materials are helpful for both the teacher and the students. There are some advantages of supplementary material: (1) Creativity (2) Activities can excite students (3) Breaks monotony of the class (4) Encourages situational English (5) Enhances language skills and communication skills (6) Leads to group work (7) Tasks can be challenging (Reddy, 2013). To give the students an additional lesson, supplementary materials are required in the teaching and learning process. This can make the teaching and learning process more engaging.

In designing supplementary material, to make the material look more interesting and contained various content, the material can be designed by using multimedia technology. Multimedia can appeal to a variety of learning styles; some students prefer to learn by reading, while others prefer to learn by hearing, and yet others prefer to learn by writing (Andresen & van den Brink, 2002). As was already mentioned, using multimedia will foster greater student-teacher engagement than simply having the students read from the textbook. In a virtual setting, learners can engage with their subject through multimedia. Interactive multimedia can help multimedia become more inventive. One of the multimedia tools is a PowerPoint presentation.

PowerPoint is one of the most powerful tools for distributing knowledge; nevertheless, when used incorrectly, it could confound students and make learning difficult (Dolipas et

al., 2020). In EFL, PowerPoint presentations can be used for initial instruction, student projects, practice and drills, games, reviews, and tests (Oommen, 2012). By using PowerPoint in learning English, the teacher can create a new learning style and makes the variation of the material appearance which can capture the students' intention in a teaching-learning activity.

Recently, some studies used ADDIE procedures to develop supplementary materials for high school students in Kalimantan Barat. The first researcher is Lyonni et al., 2023, and Fraseda et al., 2022. In their research, they developed supplementary materials of Dayak folk stories for junior high school students. The steps that were done in the research were only ADD (analyze, design, develop). The result of this research showed that the supplementary materials were appropriate, readable, and relevant. Differently, Lyonni et al., 2023 developed supplementary materials to teach the narrative text, while Fraseda et al., 2022 developed supplementary material for reading literacy. The researcher was motivated by this to create supplementary materials with different topics and skills. As the gap of this research, the researcher designed supplementary materials of procedure text for senior high school and focus on writing skills.

Furthermore, related to the media showing the materials, two previous studies who used multimedia-based to design the materials, were Sauramanda et al., 2022, and Utami et al., 2022. These studies showed the importance of media used in displaying the materials. Sauramanda et al., 2022 developed supplementary material using *Ispring Quizmaker*, while Utami et al., 2022 developed supplementary materials using *Hot Potato*. Their studies supported the researchers' decision to carry out this study. Moreover, the gap in these previous studies was the researcher developed the supplementary materials using different media that as PowerPoint.

Considering the need for supplementary material to teach the writing of procedure text, this research aimed to find the students' needs in learning writing procedure text and design the supplementary material of procedure text to support them in learning. In designing the supplementary materials, the researcher used a task-based framework by Willis, (1996). The concepts of task-based language teaching emphasize the target language, including some authentic texts, consider the needs of the students when choosing content, and draw on their own experiences to help the students (Nunan, 2004). As a result, this research was conducted to design a supplementary material of procedure text for writing.

Supplementary material is additional material that includes skills, vocabulary, and grammar. Using supplementary material in language learning improves students' motivation and performance, and increases students' participation and understanding (Dodd et al., 2015). The utilization of additional resources can be beneficial to teachers if they are used appropriately. If the materials are used properly, they will be effective when it comes to imparting courses to students (Thi et al., 2020). Using supplementary materials will produce more engaging activities if the materials are well chosen during class planning. Regarding the problems stated above, the researcher realized the important role of supplementary materials and decided to create supplementary materials for writing procedure text. The design of supplementary materials was different from the previous research above, where in this supplementary materials, the researcher added animation videos to make the materials looked interesting. The supplementary materials are designed

for the English teacher and the twelfth-grade students of SMAN 1 Lumar. Additionally, this research added a new collection and a perspective on English teaching materials for the students in Kalimantan Barat.

RESEARCH METHOD

Research Design

This research was Research and Development (R&D) that used ADDIE model proposed by (Aldoobie, 2015) which focused on ADD phases; analysis, designing, and developing. In collecting the data, the researcher used a questionnaire and an interview. The steps to do this research are explained as follows:

In the analysis phase, the researcher gave the questionnaire to the students to gain the information about their needs and problems in learning writing the procedure text. In addition, the researcher interviewed an English teacher to support the data from the questionnaire.

In the design phase, the researcher was involved and focused on designing an assessment of the topic, selecting a form of the course, and creating their instructional strategy (Aldoobie, 2015). The researcher selected and gained the appropriate procedure text materials from the internet. The materials chosen based on the students' needs in questionnaire and interview results. Then, the researcher designed the background and also the animation video using the Canva application.

In the development phase, the researcher begins to build and provide a high-quality factual sample for the course's instruction design, materials, and run-through (Aldoobie, 2015). After designing the contents of procedure text material, the researcher inserted the materials have been designed in the Canva application into PowerPoint. The researcher then developed the PowerPoint into an interactive PowerPoint using hyperlink.

Research Participant

The participant of this research was an English teacher and the social class of twelfth-grade students of SMAN 1 Lumar which consisted of 21 students.

Research Setting

This research was conducted at SMAN 1 Lumar which is located at Jl. Jelatok, Dusun Lumar, Desa Tiga Berkat, Kecamatan Lumar, Kabupaten Bengkayang, Kalimantan Barat.

Research Instruments

In collecting the data using a questionnaire, there were two questionnaires used by the teacher. The first was a need analysis questionnaire, and the second was an internal evaluation questionnaire. Those two questionnaires were close-ended questionnaire which consisted of 4 points of Liker-scale. A need analysis questionnaire consisted of 25 questions that used to find the students' needs included target needs and learning needs. The results of the needs analysis questionnaire will be used to design the supplementary materials. Besides using questionnaire, the researcher also used interview guideline to collect the data from the teacher to support the data from questionnaire.

Data Collection

In this research, the researcher used questionnaire and interview to collect the data. The questionnaire consisted of two questionnaires; the first questionnaire used to gather the students' needs in the analysis phase, and the second questionnaire used to evaluate the

product. The questionnaires were spread in paper-based. On the other hand, interview used to gather the data by interviewing the teacher to support the data from questionnaire. The interview questions were in the form of open-ended interview. In interviewing the teacher, the researcher would record the interview to get the data accurately.

Data Analysis

To analyze the questionnaire of needs analysis, the researcher used the formula adapted from (Agus et al., 2018). Here is the formula:

$$N = \frac{x}{n} \times 100$$

x : The number of students who choose a certain answer

n : The total number of students (21)

N : The percentage of expected opinions from students

For the questionnaire of internal evaluation, the researcher used the 4-points of Likert scale that describe as follow:

Table 1. Point of Measurement

Point of Measurement	Agreement level
1	Strongly disagree
2	Disagree
3	Agree
4	Strongly agree

The instrument states as follow:

$$p = \frac{\text{result score}}{\text{maximum score amount of criteria}} \times 100$$

P : percentage

Table 2. Measure Table for Internal Evaluation

Percentage (%)	Interpretation
0-25	Bad (requires revision)
26-50	Poor (requires revision)
51-75	Good
76-100	Very good

Meanwhile, to analyze the data from interview, the researcher used thematic analysis proposed by (Braun & Clarke, 2006), which consisted of six steps; transcribing the interview, generating initial codes, searching the themes, reviewing the themes, naming the themes, and making report.

RESULT AND DISCUSSION

Result

The purpose of this research was to find the students' needs and to design supplementary materials of writing procedure text. To reach this purpose, the researcher did the three phases of ADDIE which were analysis, design, and development describes as follow:

Analysis Phase

In the analysis phase, the researcher collected the students' needs analysis using a close-ended questionnaire which consisted of 25 questionnaires that covered several aspects which consisted of target needs and learning needs based on the principle of needs analysis proposed by Nunan, 2004. Besides, the researcher also interviewed the English teacher to get supporting data about the needs analysis. Based on the result of the questionnaire and

interview, target needs were divided into three aspects which are goals, lacks, and wants for the students' goals, all students wanted to be able to communicate in English both spoken and written (62% (A), 38% (SA)) and also wanted to be able to write in English accurately and based on the context (52% (A), 48% (SA)). This finding was supported by the result of interview where the teacher said the students needed to be able to communicate in written or spoken. Moreover, for the lacks, majority of the students have difficulty in writing a sentence with right structure (52% (A), 43% (SA)) and have trouble in using the appropriate vocabulary when in writing in English (52% (A), 24% (SA)). In the interview, the teacher also stated that the students' writing abilities were lacking due to the limitation of grammar and vocabulary. Then, for the items of wants, most of the students wanted the various writing material (52% (A), 43% (SA)) and almost half of the students wanted writing material that related to daily life (38% (A), 43% (SA)).

Table 3 The Result of Target Needs Analysis

Aspect	Item	Statement	A	SA
Goals	1.	I want to learn English to be able to communicate in English with people both spoken and written	62%	38%
	2.	I want to be able to write in English accurately and based on the context	52%	48%
Lack	3.	I have difficulty in writing a sentence with right structure	52%	43%
	4.	I have trouble in using the appropriate vocabulary when writing in English	52%	24%
Wants	5.	I want various writing material	52%	43%
	6.	I want writing material that related to the daily activity	38%	43%

Meanwhile, learning needs divided into seven aspects which are topic, input, procedure, setting, teacher's role, learning media, and multimedia design. For the topic, most of the students wanted the material of procedure text about how to make food (57% (A), 33% (SA)) and almost half of the students also wanted the material of procedure text about how to make a glass of drink (43% (A), 43% (SA)). In the interview, besides the material about how to make food and a glass of drink, the teacher also added the material about how to use something. Then, for the input, the majority of the students wanted the material designed in a form of video animation (62% (A), 19% (SA)) accompanied by pictures (62% (A), 38% (SA)) and complemented by material for grammar and vocabulary (62% (A), 29% (SA)). In interviewing the teacher, the teacher also agreed with these findings. Furthermore, for the procedure, the researcher found four activities for writing, two activities for grammar, and one activity for vocabulary. The activity of grammar was added by the teacher in the interview which was filling in the blank. For the setting, from the finding, the activity or task will do individually (57% (A), 33% (SA)) and discuss with classmates (48% (A), 38% (SA)). In terms of the teacher's role, the students wanted the teacher explains the material and gives examples before giving the task (52% (A), 48% (SA)), re-explain the material when the students have difficulty in understanding the material 47.5% (A), 47.5% (SA)), and discussing the result together after the students completing the task (47.5% (A), 43% (SA)). Then, for the learning media, most of the students wanted to have the material presented in multimedia form (57% (A), 33% (SA)). This data was supported by the teacher in the interview where the teacher said that multimedia form supported the student in understanding the material (43% (A), 47.5% (SA)). Moreover, for the multimedia design, almost half of the students wanted to have the material presented in PowerPoint. In the interview, the teacher also stated that PowerPoint would make the students being enthusiastic about learning because the material looked interesting.

Table 4. The Result of Learning Needs Analysis

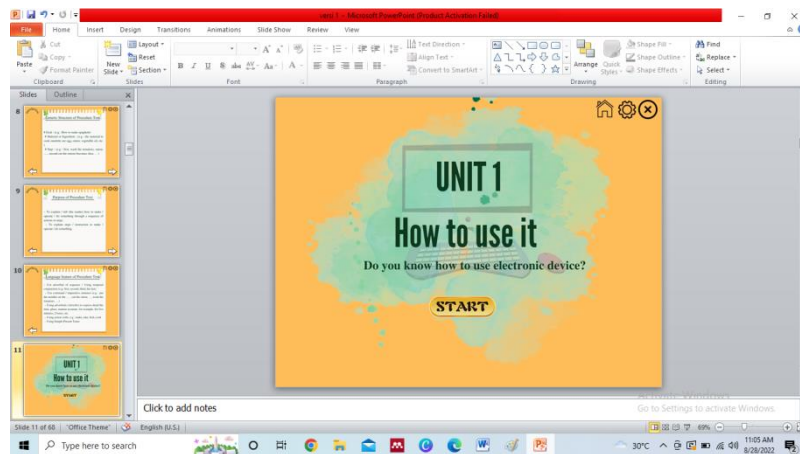
Aspect	Item	Statement	A	SA
Topics	7.	I want the material of procedure text about how to make foods	57%	33%
	8.	I want the material of procedure text about how to make a drink	43%	43%
Input	9.	I want the text procedure material for writing to be presented in the form of a video	62%	19%
	10.	I want the text procedure material accompanied by pictures	62%	38%
Procedures	11.	I want the material for writing in procedure text to be complemented by material for grammar and vocabulary.	62%	29%
	12.	I want to practice writing in the form of completing gaps in paragraphs.	76%	24%
	13.	I want to practice writing by arranging sentences.	47.5 %	47.5 %
	14.	I want to practice writing in the form of rewriting the text that has been displayed	71%	24%
	15.	I want to practice writing in the form of writing text based on images.	62%	29%
	16.	I want to practice grammar material in the form of identifying sentence structures.	38%	38%
	17.	I want to practice grammar material in the form of choosing the right verb.	48%	38%
Setting	18.	I want to practice vocabulary in the form of a picture quiz.	43%	33%
	19.	I want to do writing assignments by discussing with my classmates.	57%	33%
Teacher's role	20.	I want to do individual writing assignments.	48%	38%
	21.	Before giving task, I want the teacher to explain the material and give examples.	52%	48%
	22.	When I have difficulty in writing, I want the teacher to re-explain the material.	47.5 %	47.5 %
	23.	After completing the writing assignment, I want the teacher discuss the results of the work and provide feedback together.	47.5 %	43%
Learning media	24.	I want the procedure text material to be presented with multimedia-based media.	57%	33%
Multimedia design	25.	I want the procedure text material to be presented in PowerPoint form.	43%	47.5 %

Design Phase

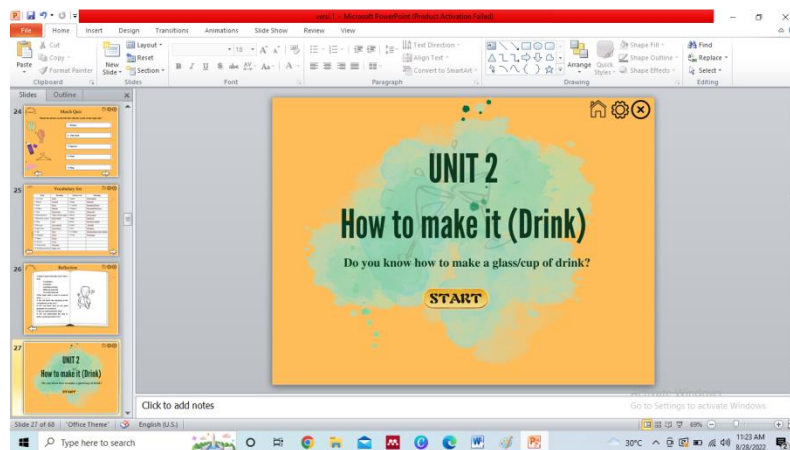
The second finding of this research was the material design based on the result of needs analysis in the analysis phase. After finding the students' needs for material design, the researcher started to design the material. First, the researcher collected the material from the internet and other sources. Then, the researcher started to design the course grid based on the task-based framework by Willis, 1996. The design of the course grid was described as follow:

Unit 1 consisted of brainstorming and 9 tasks. The brainstorming and task 1 were the pre-task activity, tasks 2-7 were the task activity, and tasks 8-9 were the post-activity. This unit was focused on vocabulary and grammar learning. Then, unit 2 consisted of brainstorming and 6 tasks. Brainstorming and task 1 were the pre-task activity, tasks 2-5 were the task activity, and task 6 was the post-activity. This unit focused on the writing activity. Moreover, unit 3 consisted of brainstorming and 7 tasks. Brainstorming and task 1 were as the pre-task activity, tasks 2-5 were as the task-activity, and task 6-7 were as the post-

activity. This unit also focused on writing activities, however, the writing activities in this unit were more about free writing.



Picture 1. The Design of Unit 1



Picture 2. The Design of Unit 2

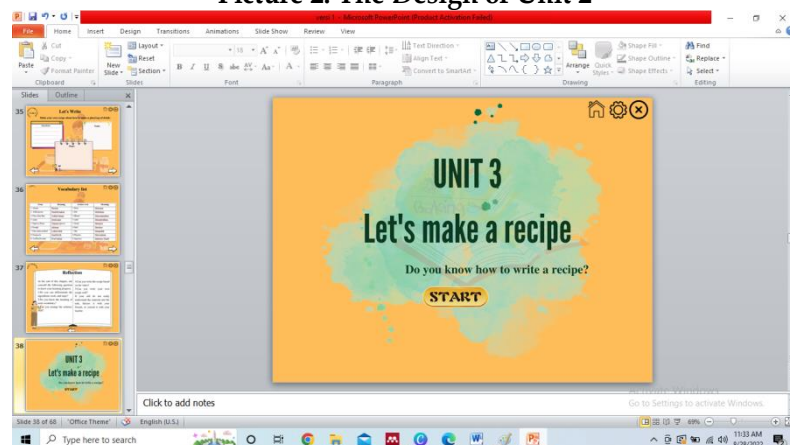


Figure 3. The Design of Unit 3

Besides, the researcher also designed the teacher's guidebook, the background of PowerPoint, and animation video using the Canva application. This book was developed based on the teacher's book of curriculum 2013. In this book, there were the procedures for the teaching activities using PowerPoint. Through this book, the teacher can prepare the teaching and learning activities before class. Moreover, in designing the background of PowerPoint, the researcher chose the background color and the character based on the topic. Then, the researcher designed an animation video about how to make a glass of drink. In

designing the animation video, the researcher created the script of the video and the background, and selected the characters. After that, the researcher inserted the recipe of the drink. Last step, the researcher added music background for the animation video using Kine Master application.

Development Phase

After designing the course grid and the background of materials, the researcher combined it into PowerPoint. In working with PowerPoint, the researcher inserted some icons in every slide to link the slides and to make it an interactive PowerPoint. The PowerPoint then was saved as a PowerPoint show where in operating it, the user can click the icon on every slide to move to the next slide. Using PowerPoint to show the materials made the materials look different and interesting. It can be seen in Figure 4.

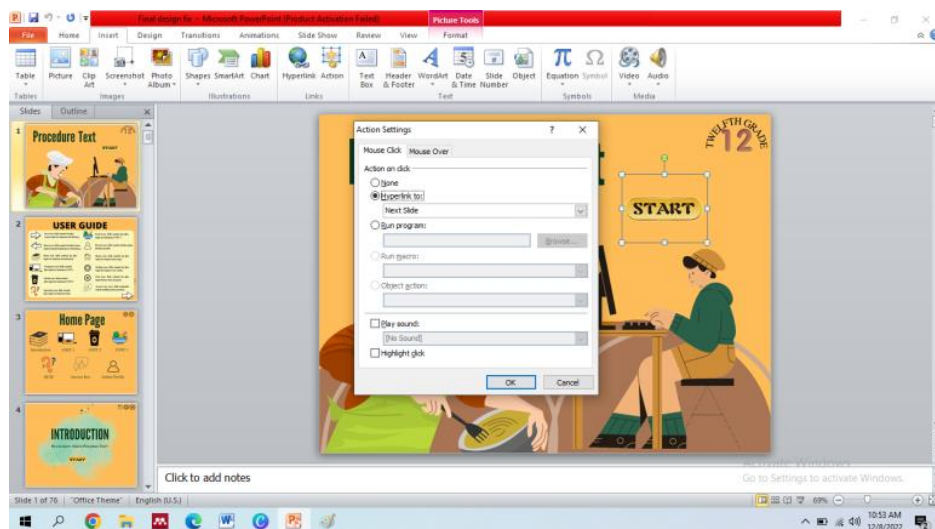


Figure 4. Slide 1 of PowerPoint with the Hyperlink

The researcher named this product as “Tips and Tricks: How to Write a Procedure text. Which is this named is used by the researcher because the materials contains the contents about the steps to write a procedure text. After finishing the design, the researcher did an internal evaluation. The internal evaluation was done by the researcher’s first supervisor. The questionnaire for the internal evaluation consisted of 36 questions that used the Likert scale to assess the material and media aspects. The result of internal evaluation showed that the material was appropriate to be used which 89.8% for material aspect, and 83.3% for media aspect.

Discussion

The purposes of this research were to find the students’ needs in learning writing procedure text and to design supplementary materials based on the students’ needs. The result of the analysis phase showed that the purpose of students in learning English was to be able to communicate with people both spoken and written and to be able to write in English accurately based on the context. However, the lack of writing materials made the students was not enthusiastic in learning. The lack of materials required serious attention, especially since the materials provided by the teacher occasionally fall short of the learning objective (Brilianto et al., n.d.). This problem also found on the previous research by Utami et al., (2022). In that research, the researcher explained that the lack of the materials in the textbook made the students did not interest to participate in teaching-learning in the classroom.

Therefore, the researcher designed supplementary materials to support the students about learning writing, especially procedure text, in a form of PowerPoint that was in line with the students' needs. This presentation is regarded as a useful educational tool and a vital component of improving efficient teaching and learning due to the fact that PowerPoint allows users to include both audio and visual components in presentations (Agbevivi, 2018). The supplementary materials were designed based on the task-based framework by Willis, 1996 as the teacher suggested in the interview.

The strength of this product is the materials in a form of an animation video support the students in building their ideas in writing because they should write a text based on the pictures that show in animation video. Besides, the materials were designed in a form of tasks to support the students improve their critical thinking and remember the materials well. Moreover, designing the materials in PowerPoint made the materials look attractive. Every slide in PowerPoint can be customized with a variety of background designs and extra fonts to make it more appealing (Wulandari & Susilawati, 2022). Therefore, the students are more interested and enthusiastic in learning.

However, the product also has weaknesses. In presenting the PowerPoint, the teacher needs to use the appropriate laptop or computer that has big RAM because PowerPoint has big size, and also, the animation video cannot be played on some laptops. Moreover, after showed the product to the teacher and tried it on some computers at that school, this product can be presented well.

CONCLUSION AND SUGGESTION

Conclusion

The final product of this research was supplementary writing materials of procedure text in the form of PowerPoint for the twelfth-grade students of SMAN 1 Lumar. Based on the analysis result, the students needed various contents and a new form of procedure text materials to increase their interest and enthusiasm in learning. To fulfill these needs, the researcher created supplementary materials that can be used by the teacher in teaching and the materials would be designed in multimedia based. The supplementary materials consisted of three units with different topics which contained various contents of procedure text. As this product was focused on writing skills, the researcher created the materials in the form of tasks following the task-based framework. Learning by doing the task will help the students understand the pattern of writing, including grammar and vocabulary. The teachers can use the product to support them in explaining the materials to the students. Based on the result of internal evaluation, it can be concluded that the final product of this research, which is the supplementary writing materials of procedure text in the form of PowerPoint is appropriate to use for the twelve grade students of SMAN 1 Lumar.

Suggestions

The researcher offered some suggestions based on the conclusion of this research. (1) The teacher can use this product in teaching and learning activities to teach writing procedure text. (2) The other researcher can implement and evaluate the material in the next further research, and topics. In this research, the researcher only added two topics which are *how to use* and *how to make*. In implement this product, the other researcher can added new topic related to the material, for instance *how to operate* or *how to design*.

REFERENCES

- Agbevivi, S. L. G. (2018). The use of PowerPoint in teaching and learning English in the University of Education, Winneba. *African Journal of Interdisciplinary Studies*, 11(2016), 74–86.
- Agus, Y., Sada, C., & Husin, S. Developing comic-based reading materials. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 7(8).
- Aldoobie, N. (2015). ADDIE model. *American international journal of contemporary research*, 5(6), 68–72.
- Andresen, B. B., & van den Brink, K. (2002). Multimedia in education. In *Information technologies at school: conference materials* (pp. 5–8).
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. <https://doi.org/10.1191/1478088706qp063oa>
- Brilianto, I., Rezeki, Y. S., Language, E., Study, E., Training, T., & Faculty, E. (n.d.). Designing an English teaching material for tenth grade students of culinary study. 1(2), 97–110. <https://doi.org/10.26418/jeep.v1i2>
- Dodd, A. R., Camacho, G. K., Morocho, E. L., Paredes, F. M., Zuniga, A., Pinza, E. I., Toro, L. V., Vargas, A. B., Benitez, C. D., & Rogers, S. (2015). The Use of supplementary materials in English foreign language classes in Ecuadorian secondary schools. *English Language Teaching*, 8(9), 187–195. <https://doi.org/10.5539/elt.v8n9p187>
- Dolipas, B. B., Kate, F., Samuel, D., & Pakipac, K. B. (2020). Information and communication technology (ICT) through powerpoint presentation: A tool in enhancing teaching-learning process information and communication technology (ICT) instruction powerpoint presentation physics performance statistics performance.
- Fraseda, E., Susilawati, E., Ikhsanudin, I., Bunau, E., & Surmiyati, S. (2022). Developing a picture book of local folktales to facilitate reading literacy for the 8th grade students of SMP Anak Negeri Sanggau. *Journal of English Educational Study (JEES)*, 5(2), 172–179. <https://doi.org/10.31932/jees.v5i2.1934>
- Harmer, J. (2004). *How To Teach English*-Jeremy Harmer.
- Jaya, A., & Marleni, M. (2018). Teaching reading procedure text through concept-oriented reading instruction (Cori) to the tenth-grade students of state senior high school 13 Palembang. *English Community Journal*, 2(1), 158. <https://doi.org/10.32502/ecj.v2i1.1005>
- Lyonni, G., Ikhsanudin, I., & Rahmani, E. F. (2023). Developing a Dayak folk storybook as supplementary material for teaching narrative text. *Acitya: Journal of Teaching and Education*, 5(1), 98–116. <https://doi.org/10.30650/ajte.v5i1.3488>
- Nishanthi, R. (2018). The importance of learning English in today world. *International Journal of Trend in Scientific Research and Development*, Volume-3(Issue-1), 871–874. <https://doi.org/10.31142/ijtsrd19061>
- Nunan, D. (2004). Task-based language teaching. Cambridge University Press 2004.
- Oommen, A. (2012). Teaching English as a global language in smart classrooms with powerpoint presentation. *English Language Teaching*, 5(12), 54–61. <https://doi.org/10.5539/elt.v5n12p54>
- Reddy, R. S. (2013). Supplementary materials to enhance language skills of learners. In *International Journal of Social Science & Interdisciplinary Research* (Vol. 2, Issue 9). SEPTEMBER.

- Sauramanda, A., Wajdi, M., & Supardi, I. (2022). Developing HoPALM as teaching materials for secondary school students. *Journal of English Language Teaching Innovations and Materials (Jeltim)*, 4(1), 119–120. <https://doi.org/10.26418/jeltim.v3i1.41696>
- Thi, N., Hoai, T., & Hoa, N. T. (2020). An investigation into using supplementary materials in teaching English speaking skill at high school. *Journal of Science and Technology*, 225(11), 64–69. <https://doi.org/10.34238/tnu-jst.3186>
- Utami, I. W., Tazijan, F., & Rosnija, E. (2022). Developing supplementary materials for descriptive text writing using Ispring Quizmaker. *Journal of English Language Teaching Innovations and Materials (Jeltim)*, 4(1), 88. <https://doi.org/10.26418/jeltim.v4i1.51770>
- Willis, J. (1996). A Framework for Task-Based Learning. In *TESOL Quarterly* (Vol. 33, Issue 1, p. 157). <https://doi.org/10.2307/3588204>
- Wulandari, S., & Susilawati, E. (2022). *Developing listening comprehension materials to support "Bahasa Inggris for the eleventh grade."* 3(1), 7–16. <https://doi.org/10.26418/jeep.v3i1.48123>

APPENDIX

Needs Analysis Questionnaire

Tabel 1 The Questionnaire of Needs Analysis

Aspect	Item	Statement	SD	D	A	SA
Goals	1.	I want to learn English to be able to communicate in English with people both spoken and written				
	2.	I want to be able to write in English accurately and based on the context				
Lacks	3.	I have difficulty in writing a sentence with right structure				
	4.	I have trouble in using the appropriate vocabulary when writing in English				
Wants	5.	I want various writing material				
	6.	I want writing material that related to the daily activity				
Topics	7.	I want the material of procedure text about how to make foods				
	8.	I want the material of procedure text about how to make a drink				
Input	9.	I want the text procedure material for writing to be presented in the form of a video				
	10.	I want the text procedure material accompanied by pictures				
	11.	I want the material for writing in procedure text to be complemented by material for grammar and vocabulary.				
Procedures	12.	I want to practice writing in the form of completing gaps in paragraphs.				
	13.	I want to practice writing by arranging sentences.				

	14.	I want to practice writing in the form of rewriting the text that has been displayed				
	15.	I want to practice writing in the form of writing text based on images.				
	16.	I want to practice grammar material in the form of identifying sentence structures.				
	17.	I want to practice grammar material in the form of choosing the right verb.				
	18.	I want to practice vocabulary in the form of a picture quiz.				
Setting	19.	I want to do writing assignments by discussing with my classmates.				
	20.	I want to do individual writing assignments.				
Teacher's role	21.	Before giving task, I want the teacher to explain the material and give examples.				
	22.	When I have difficulty in writing, I want the teacher to re-explain the material.				
	23.	After completing the writing assignment, I want the teacher discuss the results of the work and provide feedback together.				
Learning media	24.	I want the procedure text material to be presented with multimedia-based media.				
Multimedia design	25.	I want the procedure text material to be presented in PowerPoint form.				

Internal Evaluation Questionnaire

A. Materials Evaluation

Tabel 2 The Questionnaire of Materials Evaluation

No.	Statement	1	2	3	4
The appropriateness of content					
1	The material is designed according to the content standards and basic competencies of the 2013 high school English curriculum for grade 12.				
2	The material designed contains various kinds of text procedural contents for writing skills that suit the needs of students.				
3	The material covered directs students to understand the social function of the text being discussed.				
4	The material that is designed is well described and clearly suitable as material for writing about text procedures.				
5	Materials designed according to use in everyday life.				
6	The material (text, pictures, and tables) is relevant to the topic being discussed.				
7	The material designed leads students to understand linguistic and grammatical features.				
The appropriateness of language					
8	The use of language in instructions, explanations and texts				

	is appropriate for the developmental level of learners.				
9	The use of language in accordance with the language skills of students.				
10	The language used is clear and easy for students to understand.				
11	The language used is in accordance with proper English grammatical rules.				
12	The language used adheres to the principle of correct spelling.				
13	The language used in the text is in accordance with the context of the situation in the lives of students.				
14	The use of language in instructions, explanations and texts is appropriate for the developmental level of learners.				
The appropriateness of presentation					
15	Learning activities (tasks) are arranged regularly and systematically, sequentially from the easiest to the most difficult.				
16	The learning activities (tasks) that are arranged have a balance between chapters.				
17	Learning activities (tasks) are arranged to support students to communicate in writing.				
18	Learning activities (tasks) that are arranged direct students to think and act creatively.				
19	Learning activities (tasks) that are designed can stimulate ideas for students to start writing.				
20	The designed material encourages students to use grammar (grammar) that is in accordance with the text to be written.				
21	The material designed can help students choose the right words for each sentence.				
22	The material designed includes brainstorming, and vocabulary lists in each chapter.				
23	The material designed is connected to each other in each chapter.				
24	The material designed in the form of a video is in accordance with the content of the material.				
Task-Based components					
25	Learning materials are offered in the form of genuine assignments, giving students the chance to practice using language in a way that is applicable to everyday life.				
26	Content created in accordance with the task-based learning principle, which comprises scaffolding, task dependency, recycling, active learning, integration, reproduction to creativity, and reflection.				
27	The task-based materials were created using the processes of "schema development," "controlled practice," "emphasis on linguistic aspects," "freer practice," and "pedagogical challenges."				

B. Media Evaluation

Tabel 3 The Questionnaire of Media Evaluation

No.	Assessment criteria	1	2	3	4
General Quality					
1	Text, image and animation layouts are both aesthetic and functional				
2	Font size selection compatibility				
Display Quality					
3	Text, image and animation layouts are both aesthetic and functional				
4	Font size selection compatibility				
5	Background selection compatibility				
Media Presentation Quality					
6	Attractive media display				
7	Interesting media presentation				
8	There is a title/ media description				
9	Able to encourage students to learn independently				

Interview Guideline

Tabel 4 The Questions List of Interview Guideline

No	Questions
1	What text procedural material do you use to teach writing to students?
2	Apart from textbooks, have you ever searched for additional material via the internet or Youtube? for material on the internet and also on YouTube in a form of videos.
3	Do you always prepare additional material when teaching in class, especially for writing skills?
4	What do you think about the additional material of procedure text for writing skill?
5	In explaining the material, have you ever used multimedia-based media?
6	What do you think about teaching using multimedia?
7	What do you think about the additional material for procedure texts based on a task-based?
8	What do you think about additional materials for writing procedure texts in the form of animated videos about food and drink recipes?
9	What do you think about the material for writing procedure texts that are complete with material for grammar and vocabulary?
10	What do you think about the presentation of additional material using PowerPoint?