



PENGUNAAN INTERACTIVE POWERPOINT APLIKASI BERPORI DI KELAS PENERJEMAHAN

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Abstrak

Mengintegrasikan teknologi ke dalam kegiatan kelas sangat diperlukan terutama di era digital ini. Teknologi membantu kelas menjadi lebih menarik karena saat ini kita ditawarkan banyak pilihan media belajar-mengajar berbasis teknologi. Guru dapat meningkatkan kreativitasnya dengan memanfaatkan teknologi yang dihadirkan dalam bentuk aplikasi pembelajaran atau media sosial. Mengembangkan media pengajaran pembelajaran menggunakan teknologi dapat memotivasi siswa untuk belajar secara aktif. Apalagi di masa pandemi ketika kegiatan belajar mengajar dilakukan dari jarak jauh, aktivitas berbasis teknologi sangat membantu untuk menjaga keterlibatan siswa terhadap pelajaran. Selain itu, materi akan disampaikan dengan lebih mudah dengan bantuan teknologi di kelas. Penelitian ini bertujuan untuk menemukan persepsi mahasiswa terhadap penggunaan Interactive Powerpoint Aplikasi Berbasis Powerpoint Powerpoint (Aplikasi Berpori) di kelas terjemahan. Aplikasi ini adalah salah satu contoh teknologi yang digunakan di kelas untuk menyampaikan materi pembelajaran. Peserta penelitian ini adalah 58 mahasiswa dari Universitas Mahasaraswati Denpasar Bali yang telah mempraktikkan penerjemahannya menggunakan *Interactive PowerPoint*. Data dianalisis menggunakan kualitatif deskriptif berdasarkan kuesioner dan pertanyaan terbuka. Hasil penelitian ini menunjukkan bahwa para siswa tertarik dan memberikan persepsi positif terhadap penggunaan Aplikasi Berpori untuk Latihan pada kelas penerjemahan.

Kata Kunci: Teknologi; Powerpoint Interaktif; Praktik Penerjemahan; Media Pembelajaran; ELT

THE USE OF INTERACTIVE POWERPOINT APLIKASI BERPORI IN TRANSLATION CLASS

Abstract

Integrating technology into classroom activities is necessary, especially in this digital era. Technology helps the classroom to be more engaging because nowadays we are offered many choices of technology-based teaching-learning media. Teacher can improve their creativity by utilizing the technology that are presented in the form of learning apps or social media. Developing the learning teaching media using technology can motivate students to learn actively. Moreover, in time of pandemic when teaching and learning activities are done remotely, activity with technology-based is very helpful to maintain students' engagement toward the lesson. Besides, the material will be delivered more easily with the help of technology in classroom. This research aims to find students' perception towards the use of Interactive PowerPoint Aplikasi Berbasis Powerpoint Interaktif (Aplikasi Berpori) in

translation classroom. This app is one example of technologies that is used in the classroom to deliver the learning material. The participants of this research are 58 students from Universitas Mahasarakswati Denpasar Bali who have practiced their translation using Interactive PowerPoint. The data is analysed using descriptive qualitative based on the questionnaire and open-ended questions. The result of this research shows that the students are interested and give positive perception toward the use of Aplikasi Berpori for translation practice.

Keywords: Technology; Interactive PowerPoint; Translation Practice; Learning Media; ELT

INTRODUCTION

Interesting learning media can make the process of teaching and learning is more engaging. In order to achieve engaging classroom, teachers can utilize technology to develop the teaching and learning media to be interesting for learning process. Nowadays, technology and education are inseparable especially in the era of technology environment. Many researchers believe that integrate the technology with classroom context can increase students' performance and motivation (Yanti and Nurhidayah, 2020), and improve students' learning achievement (Payadnya and Lestari, 2022). The use of technology not only helps the students but also teachers with classroom instruction, students' work assessment and critical thinking implementation (Anggeraini, 2018, p.2). Teachers will find it easier to manage the classroom with the help of technologies. Moreover, involving technology into a classroom is essential nowadays because students especially in higher educations are hoped to be familiar with the 21st century needs. The students from higher education should be ready to face the challenge of 21st century after they graduate by being digital literate. According to Eryansyah et al. (2019) being digital literate means the students have the ability to think critically, analyze, and synthesize any online information they find (p. 444). Based on the needs of having 21st

century skills, teachers have to utilize technology into language learning and create the atmosphere that meets the 21st century learning needs (Cakrawati, 2017, p.23). Applying the technologies in the classroom will help students to be more familiar with the digital and technology environment.

Integrating technology into English language teaching can be done in many ways according to teachers' creativity. Mofareh (2019) stated that teachers can apply technologies such as "computerization, multi-media devices, mobile phones, audio/visual effects applications, and social media, to optimize English language instruction and equip teachers to connect with classroom" (p. 169). Since technology offers many platforms with their uniqueness and benefits, teachers have many opportunities to develop and create interesting teaching and learning media.

There are a lot of learning applications in this era that can maximize the classroom activities to be fun and interactive. These learning applications can be accessed freely using the internet and the help of communication devices like smartphone and computer. Some teachers are familiar with the use of learning apps such as *Kahoot!*, *Edmodo*, and *Quipper* (Cakrawati, 2017; Yanti and Nurhidayah, 2020). These learning apps are beneficial to increase the students' motivation in classroom because it creates good atmosphere to overcome students' boredom. Students can learn using these learning apps with the context

of gamification learning material that “improve classroom dynamic and knowledge awareness” (Licorish et al., 2018, p. 6). Another researcher also uses a platform like *PowToon* to present learning material and students’ classroom activity (Oktaviani and Mandasari, 2020). The research shows that the use of technology in classroom can increase students’ attention.

Not only the use of learning apps, teachers can elaborate the use of social media as learning and teaching media (Eryansyah et al., 2019; Kurniawan et al., 2017; Yanti and Nurhidayah, 2020). The social media such as *Facebook*, *YouTube*, *Instagram*, *WhatsApp* and *Twitter* can be used as authentic materials for students to practice their writing, listening, speaking and reading. They can use these platforms to share their opinions which practice their writing skill or to watch videos to practice their listening skill. Teacher can creatively develop these platforms into engaging learning media for classroom activities.

When technology is implemented as the learning teaching media, it can increase students’ motivation and interest in learning. One of the factors that influences students’ motivation is intrinsic motivation. Daif-Allah and Aljumah (2020) mentioned that intrinsic motivation is related to learners’ interest in involving themselves into a task and learning goals because it is pleasant and sustaining to do. The more interested the learners are into the language learning, the more successful they will be. Therefore, technology is suitable to be implemented because it can create enjoyable environment for students which leads them to learning achievement.

However, some important points need to be addressed related to the implementation of technology in teaching and learning process. As

mentioned by Darong and Niman (2021), online learning which is identical with the implementation of technology brings some challenges. One of the challenges is regarding the intimacy of classroom interaction, psychology and physically. Their study shows that the virtual class cannot bring this sense into its environment which may lead to the decreasing of students’ engagement.

This issue should not be the problem anymore because many learning platform allow the students to connect interactively even though they are in remote places. Especially in 21st era which requires the students to be digital literate. Moreover, technology should be seen as supporting tools for developing students’ learning skills instead of challenges. Technology in a classroom brings positivity that can be managed well by the teachers who responsible to utilize it wisely.

Based on the advantages of technology in education area, many teachers and researchers develop their own design of learning and teaching media template that is integrated with technology. One of teaching media apps that is going to be discussed in this paper is *Aplikasi Berbasis PowerPoint Interaktif* (hereafter *Aplikasi Berpori*) created by Dr. B.B Dwijatmoko, M.A. – Sanata Dharma University. This research tries to figure out the use of technology for higher-level students to fill the gap on some previous studies mentioned in this paper which mostly focus on the scope of reading, writing, listening, and speaking. This research will elaborate the use of *Aplikasi Berpori* for University students to practice their translation skill.

The researcher uses this app to develop three interactive PowerPoint for students of Translation Class in Universitas Mahasarakswati Denpasar. This research aims to find students’ perception about the use of

Aplikasi Berpori developed by the researcher in their translation class. Therefore, a research question is raised as a guidance for this research which is *how does Universitas Mahasaraswati students perceive the use of Aplikasi Berpori in their translation class?*

The result of this study will be beneficial to give insight for educators who want to utilize *Aplikasi Berpori* apps in the classroom. The apps are free and relatively easy to use. The teachers can develop the material using three types of *Aplikasi Berpori* easily because it can be accessed through PowerPoint. In addition, this research provides students' general opinions, the challenges and benefits towards three types of *Aplikasi Berpori*. Other educators can use this research for their basic information to develop material similar to this research.

METHOD

In order to answer the research question, researcher use descriptive qualitative method which gives holistic description and rich collection of the data so the researcher will "gain a deeper understanding of individual participants, including their opinions, perspectives, and attitudes" (Nasaji, 2015, p. 129). The data is collected through *Google Form Questionnaire* which contains students' opinion towards the three interactive PowerPoints.

The study is conducted in April 2021 in Universitas Mahasaraswati Denpasar Bali. The participants are the students from two classes in 4th semester who take Translation Class in 2021. There are 58 respondents from two classes who participate in the questionnaire. They have practiced in their classroom using the three kinds of *Aplikasi Berpori* template prepared by the researcher. The three interactive PowerPoints are developed by the researcher based on

the need of Translation Class in Universitas Mahasaraswati Denpasar. The lecturer of Translation Class, Dr. I Gusti Agung Sri Rwa Jayantini, S.S., M.Hum., uses them as learning media in the classroom. Before those PowerPoints are developed and implemented in the classroom, the researcher and lecturer discuss the material together. The lecturer also gives suggestion and revision for the drafts.

After the PowerPoints are ready to use, researcher and the lecturer conduct a *Zoom* meeting for the interactive PowerPoint trial. Researcher gives instruction for the lecturer so she can deliver them to the students of Translation Class. The PowerPoints are distributed to all of the students using their *Google Classroom*. They use the PowerPoints with their own devices.

Online questionnaire which is *Google Form* is used to collect the students' opinion after they have practiced with three Interactive powerPoints. The researcher distributes the questionnaire through link that leads respondent to the questionnaire. The questionnaire consists of three sections in which each part has 7 likert-scale questions and 2 open-ended questions (see the appendix). The first section is for *Aplikasi Latihan Menjodohkan Berpori*, the second section is for *Aplikasi Tes Pilihan Ganda Berpori*, and the last section is for *Aplikasi Tes isian Berpori*. The use of online questionnaire is really helpful for conducting the data collection because the researcher does not need to go to the students' place to collect the data.

The first step of collecting the data is the researcher distribute the questionnaire through link and send it through the lecturer of Translation Class' *WhatsApp*. Next, the lecturer sends it to the 2 classes which have practiced using Interactive

PowerPoint. Each class consist of 36 students which makes the total of students are 72. However, only 58 respondents participate in taking the questionnaire. Since the questionnaire uses the *Google Form*, the data from Likert-scale questions are presented in table using percentage. They are automatically tabulated by *Google Form* system. Meanwhile, the open-ended questions will be analyzed by the researcher thoroughly in order to see students' perception towards the use of *Aplikasi Berpori* in their Translation Class.

FINDINGS AND DISCUSSION

Interactive PowerPoint: *Aplikasi Berpori*

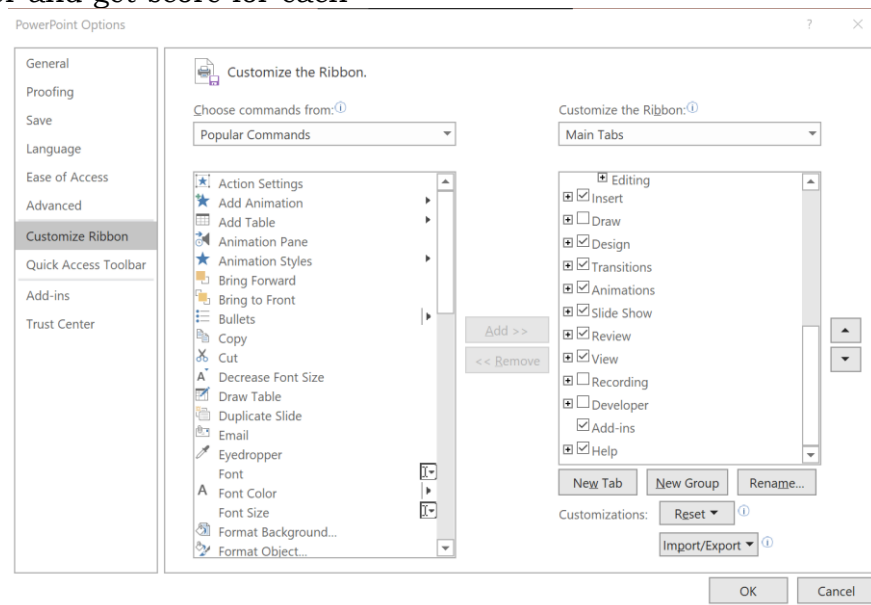
Aplikasi Berpori is a PowerPoint template that differs from usual PowerPoint. It is a template designed by Dr. B.B Dwijatmoko, M.A. – Sanata Dharma University which can be downloaded from www.eltgallery.com/haki. this app facilitates teacher to develop a PowerPoint that is not only to present the material but also to have the interactive activity. Students can interact with the PowerPoint by answering the questions developed by the researcher and get score for each

correct answer. After all questions are answered, there will be a certificate automatically provided for student who has completed the task at the end of the slide. The design of certificate can be adjusted to our preference.

There are 3 types of Interactive PowerPoint in this app that are used by the researcher to conduct this research which are *Aplikasi Latihan Menjodohkan Berpori* (matching), *Aplikasi Tes Pilihan Ganda Berpori* (multiple choice), and *Aplikasi Tes isian Berpori* (fill-in the blank).

Aplikasi Berpori allows the teacher to design creatives PowerPoint because the layout and design can be adjusted according to the lesson's need. Moreover, it is easy to apply as long as the device supports the PowerPoint system. In order to activate *Aplikasi Berpori*, some adjustment should be done in PowerPoint. First is activating the *Developer* in PowerPoint that can be done as follows

1. Click **file**
2. Click **more** then **options**
3. Click **customize ribbon**
4. Check **Developer**
5. Click **OK**

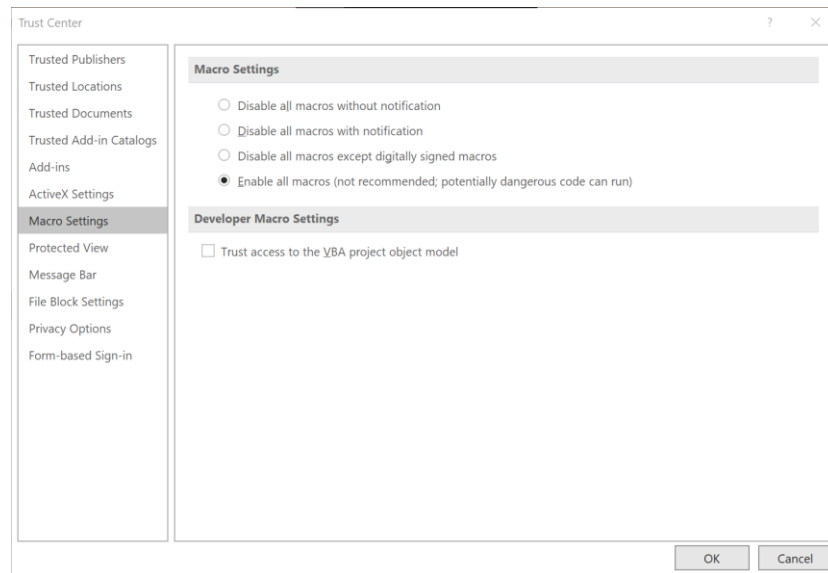


Picture 1. Activating *Developer*

After activating the *Developer* in PowerPoint, the next step is enabling *Macro* in PowerPoint.

1. Click **file**
2. Click **more** then **options**

3. Click **Trust Center**
4. Click **Trust Center settings**
5. Choose **Macro Setting** then click **enable all macros**
6. Click **OK**

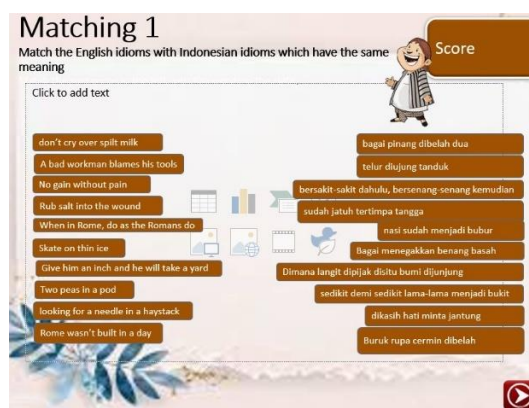


Picture 2. Enabling Macro

These two steps are proceeded by designing and developing the

material using *Aplikasi Berpori* according to our needs.

Aplikasi Latihan Menjodohkan Berpori (Matching)



Picture 3. A slide from *Aplikasi Latihan Menjodohkan Berpori*

Aplikasi Latihan Menjodohkan Berpori is used to deliver the material of idioms. The researcher develops 20 English-Indonesia idioms as the practice for the students. Their task is to match the English idiom with the

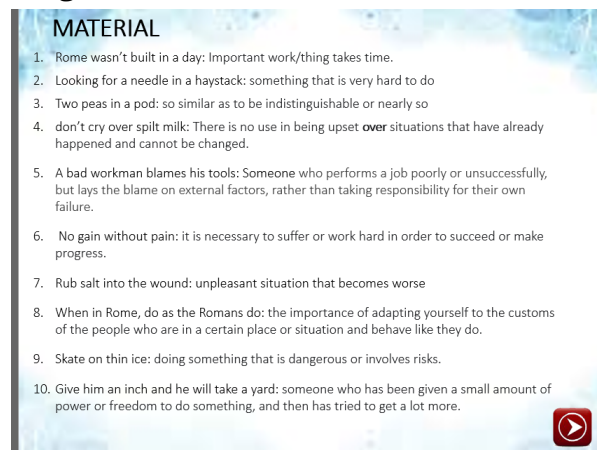
Indonesian idiom which has the same meaning. For example, the English idiom *two peas in a pod* has the same meaning with *bagai pinang dibelah dua*. In translation, finding equivalence of an idiom in target

language could be challenging because linguistics and cultures of both languages, source languages and target languages, are different (Fitri, Faridi, and Hartono, 2019, p. 343). The culture differences affect the words choice in idiom. Therefore, idiom in source text cannot be translated word per word into the target text to represent the same meaning.

In order to practice students' understanding in English and

Indonesian idiom translation, the researcher provides a slide in

interactive PowerPoints which contains English idioms and its meaning. The meaning of English idiom is explained in English. It becomes their background knowledge to proceed to next slide which is the activity of matching idioms. Providing background knowledge for students before they are given a task is very important.



Picture 4. Idioms Meaning

87,9% students are interested in practicing their translation about English idioms and Indonesian idioms using the PowerPoint. They find that learning the idioms with *Aplikasi Latihan Menjodohkan Berpori* helps them to learn idiom translation. The students are motivated to learn translation because it promotes fun-learning in the classroom and they can actively participate in the classroom.

Furthermore, some students can gain new knowledge after they learn using this matching PowerPoint. A student agrees that *"Interactive PowerPoint is interesting and fun, and also get the value of the results we answer the questions, so that we can find out our understanding of the questions given."* To sum up, they mostly agree that this app is fun and interactive.

Table 1. Students' response of *Aplikasi Latihan Menjodohkan Berpori*

No	Statement	1: Disagree	2: Neutral	3: Agree
1	Easy to use	0%	15,5% (9)	84,5% (49)
2	The design (Fonts, background of each slide) is interesting	1,7% (1)	15,5% (9)	82,8% (48)
3	Promote fun-learning in Translation Class	0%	12,1% (7)	87,9% (51)
4	I'm interested to practice translation using this interactive PowerPoint	0%	12,1 (7)	87,9% (51)
5	It facilitates translation practice	0%	20,7% (12)	79,3% (46)
6	I participate actively in classroom when the material is delivered with Interactive PowerPoint	0%	22,4% (13)	77,6% (45)
7	It effective for translation practice	0%	17,2% (10)	82,8% (48)

Even though they are engaged with the lesson when using the interactive PowerPoint, but there are some problems that need to be addressed based on the students' responses.

The first problem is related to students' understanding about the meaning of the idioms. From the Google Form, one student says that "*Sometimes I feel confuse when matching it because I do not know the meaning yet*". In developing matching interactive PowerPoint, the researcher only provides the meaning of English idiom, meanwhile the meaning of Indonesian idiom is not provided. The researcher assumes that most students are familiar with Indonesian idiom since they are native speakers of Indonesia. In fact, giving background knowledge of Indonesian idiom is also essential. it helps them to recall idioms that they may know and add the new information about idioms that they may not know.

Another problem is related to technicality of Interactive PowerPoint when students operate it with their device. A student responds that his device is suddenly shut down when open the app. Another student also complains that his device is error when he is working with the PowerPoint. It might be true because they need to enable macro feature in PowerPoint before using this app. In order to enable macro feature in students' device, there should be a guidance for students. The researcher has provided the guidance for the teacher before the PowerPoint is

delivered to students. However, it is better if the guidance is also delivered for the students.

The next problem is some students cannot operate this app because they use mobile phone. Some others say that they do not have a laptop or PC which make them cannot join the activity. A student says the difficulty is "*to play this application because i dont have laptop*". The availability of the media is important when integrating technology to the classroom. As stated by Zainuddin and Keumala (2018) the support of facilities and infrastructure of technologies are vital when an institution is implementing the ICT into the classroom (p.72).

The last is about the design and layout made by the researcher. According to a student, the design for *Aplikasi Latihan Menjodohkan Berpori* needs to be revised. He said that "*the fonts are quite small and the color choice for the PowerPoint makes it quite hard to read*". This difficulty can create a little distraction when students following the lesson. Revising the font and design of matching interactive PowerPoint is necessary to maintain students' interest in joining the activity.

In conclusion, *Aplikasi Latihan Menjodohkan Berpori* is suitable for learning translation of idioms. Students are interest to follow the lesson and give positive opinion after they practice using this app. However, some minor challenges like the availability of device to operate the PowerPoint and the design of

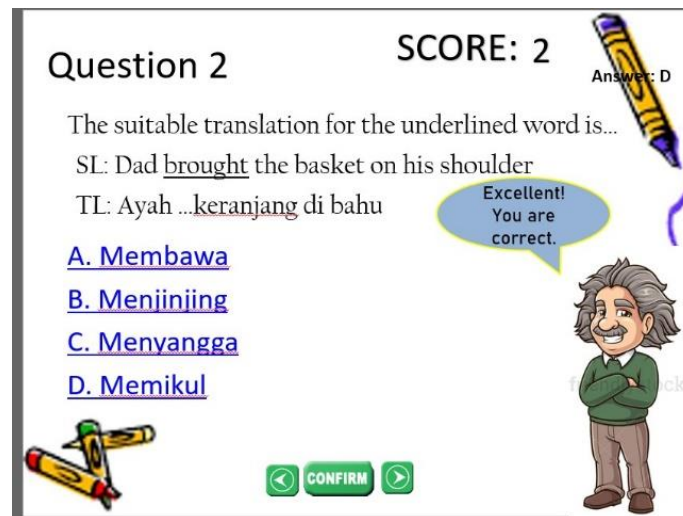
PowerPoint should be considered to support students' interest.

Aplikasi Tes Pilihan Ganda Berpori (Multiple Choice)

Aplikasi Tes Pilihan Ganda Berpori is used for practicing translation in level of word, phrase, and sentence. There are 5 questions of multiple choice which are developed using this app. From the 5 questions there is one question about the theory of translation which is proposed by the lecturer. Meanwhile, other 4 questions are about translating source language into the target language. Students only need to choose one correct answer from the four choices provided on the slides.

After discussing the draft of 5 questions delivered in this interactive PowerPoint with the lecturer, researcher transfers the list of question into *Aplikasi Tes Pilihan Ganda Berpori*. The question number

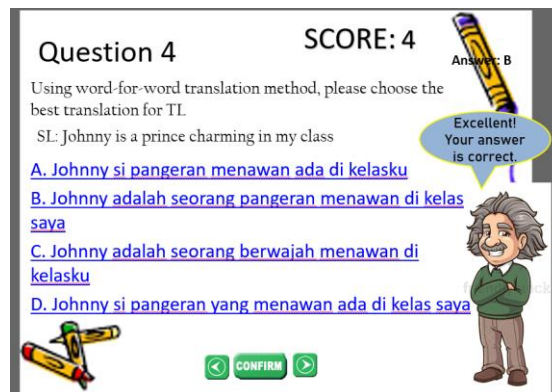
1 is about a theory of translation that the students have learnt. Next, in question number 2 and 3 students have to choose one correct translation for a word within a sentence. It requires students' understanding in translating a word according to the local context from general to specific. For example, translating the word *brought* into Bahasa Indonesia. There are range of word equivalence in Bahasa Indonesia for word *brought* which are *membawa*, *menjinjing*, *menyangga*, *memikul*. Students need to consider the context in which the word *brought* is used. According to Hatim and Munday (2004) technique of componential analysis can be used in translating this kind of text. Students use this technique when "one language has a wider range of specific terms for given semantic field operating at various level" (p.37).



Picture 5. A slide from *Aplikasi Tes Pilihan Ganda Berpori*

In question number 4, students are required to choose the best translation for a sentence using word-for-word translation method or known as literal translation method (Hatim and Munday, 2004, p. 149). Literal translation requires the

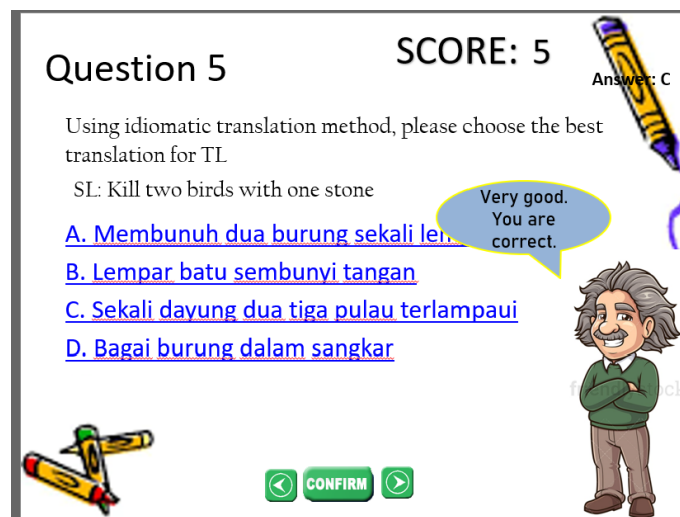
students to directly translate source text into grammatically appropriate target text. Therefore, in word-for-word translation, the target text tends to have the same number of words with the source text.



Picture 6. A slide from *Aplikasi Tes Pilihan Ganda Berpori*

Number 5 is a question for translating a phrase of an idiom. Researcher uses the same idiom that the students have learnt from previous interactive

PowerPoint which is *Aplikasi Latihan Menjodohkan Berpori*.



Picture 7. A slide from *Aplikasi Tes Pilihan Ganda Berpori*

This interactive PowerPoint gets positive comments from the students. The response is shown in this table.

Table 2. Students' response of *Aplikasi Tes Pilihan Ganda Berpori*

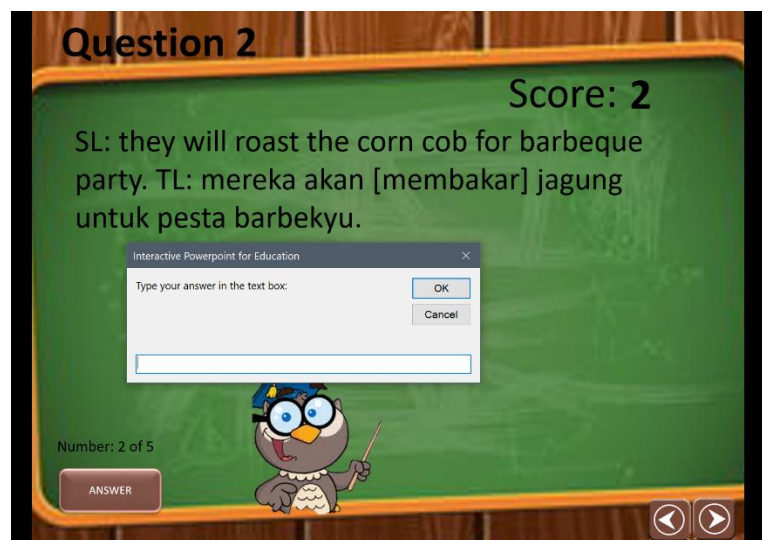
No	Statement	1: Disagree	2: Neutral	3: Agree
1	Easy to use	0%	12,1% (7)	87,9% (51)
2	The design (Fonts, background of each slide) is interesting	1,7% (1)	6,9% (4)	91,4% (53)
3	Promote fun-learning in Translation Class	0%	17,2% (10)	82,8% (48)
4	I'm interested to practice translation using this interactive PowerPoint	0%	10,3% (6)	89,7% (52)
5	It facilitates translation practice	0%	19% (11)	81% (47)
6	I participate actively in classroom when the material is delivered with Interactive PowerPoint	0%	15,5% (9)	84,5% (49)
7	It effective for translation practice	0%	10,3% (6)	89,7% (52)

87,9% of the respondents agree that this app is easy to use for translation practice. Students do not find any difficulty working with the app. The problem is mostly from the content of the lesson which they have to translate from source language to target language. A student states that it is difficult to *“Understand words that are rare and not so common”*. Another response about the content is that the choices provided by the researcher are quite difficult and they need more concentration to finish the tasks. A student says that *“My opinion is multiple choices medium difficult because the answer is somewhat the*

same so I'm confused”, the same opinion is also stated by this student *“There is no difficulties, but in this section we must really focus and adjust the answer with the context of the sentence.”*

In addition, *Aplikasi Tes Pilihan Ganda Berpori* receives a comment from a student who does not really like the design. The student says that *“I think the animated Albert Einstein is not that nezcessary”*. The researcher should consider this one especially because this PowerPoint is used for the 4th-semester students of university.

Aplikasi Tes isian Berpori (Fill-in The Blank)



Picture 8. A slide from *Aplikasi Tes isian Berpori*

The last Interactive PowerPoint designed by the researcher is *Aplikasi Tes isian Berpori*. 5 questions in level of word translation are developed using this PowerPoint. Even though only 5 questions of fill-in the blank, students need to be careful because the questions are developed so the students can pay attention to the context of translation. The students are asked to translate the word *roast* into Bahasa Indonesia and the word *memanggang* into English according

to the context of the sentence. In Bahasa Indonesia *roast* can be translated into *membakar* or *memanggang*. In question number 2 the context is *roasting the corn cob* in which the equivalence is *membakar* in Bahasa Indonesia. Another context of *roasting* is also represented in question number 3 which is *roasting chicken in the oven*. In this context, *memanggang* is suitable to describe the word.



Picture 9. A slide from *Aplikasi Tes isian Berpori*

Question number 4 and 5 are translating *memanggang* in Bahasa Indonesia into English. However, in English the context of *memanggang* is different from one to another according to the object. Number 4, the object is a sandwich which the equivalence of *memanggang* is *toast*. Meanwhile, in number 5, the object is *cookies* which is more suitable with *bake*.

The positive perception about this app is also dominant based on students' preference in this table. One student prefers learning with Interactive PowerPoint rather than learning with e-book. "It's more

effective to learn a new material with that and I believe most students will understand about the material then we learn directly with e-book . We do fun and also get a lot of knowledge".

However, some students disagree that *Aplikasi Tes isian Berpori* is easy to use. This percentage of disagreement is higher compared to two other Interactive PowerPoints. Furthermore, the percentage of students who do not like the design is also higher than the two other apps. 5,2% of the students find that the design is not interesting. The data is shown in this table.

Table 3. Likert-scale *Aplikasi Tes isian Berpori*

No	Statement	1: Disagree	2: Neutral	3: Agree
1	Easy to use	1,7% (1)	19% (11)	79,3% (46)
2	The design (Fonts, background of each slide) is interesting	5,2% (3)	12,1% (7)	82,8% (48)
3	Promote fun-learning in Translation Class	0%	22,4% (13)	77,6% (46)
4	I'm interested to practice translation using this interactive PowerPoint	0%	13,8% (8)	86,2% (50)
5	It facilitates translation practice	0%	17,2%(10)	82,8% (48)
6	I participate actively in classroom when the material is delivered with Interactive PowerPoint	0%	17,2%(10)	82,8% (48)
7	It effective for translation practice	0%	12,1% (7)	87,9% (51)

The difficulty of using this app might be caused by the system of this Powerpoint which requires the

students to type the answer by themselves. It is different from the previous Interactive Powerpoint in

which the answers are provided. The students agree that answering the questions are challenging. A student says that *"I am a person who is not fluent in writing in English so it's make me little bit difficult"*. Another student also agree that this type of PowerPoint is more difficult than the previous apps because *"The lack of vocabulary that I know causes an error in my answer"*. A student also adds that *"Fill in the blanks is one of the most difficult exercise that I ever know. This is my weakness. But so far, I can answer the question instead of my grammatical mistake"*. In order to work with *Aplikasi Tes isian Berpori* students need to have sufficient vocabulary knowledge because they have to type the answer correctly. When they misspell the word, it will make the answer is wrong and reduce the scores.

Aplikasi Tes isian Berpori also has high percentage of disagreement in its design compared to the other two Interactive Powerpoints. There are two comments in open-ended question regarding this issue. One student says *"The background and font, I think you need to make it more eye catching"* and the other student says that *"The Arial Black font with green board made it difficult to see"*. These comments are good suggestion for the researcher to design more interesting design of Interactive Powerpoints.

CONCLUSION

The use of Interactive powerpoints; *Aplikasi Latihan Menjodohkan Berpori*, *Aplikasi Tes Pilihan Ganda Berpori*, and *Aplikasi Tes isian Berpori* are considered beneficial to practice the students' translation skill. The activity of matching, multiple choice, and fill-in the blank that are facilitated through *Aplikasi Berpori* are suitable for the students, especially in practicing translation in the level of word,

phrase, and sentence. This Interactive Powerpoints helps researcher to develop fun-learning classroom activities for students because they can participate actively and also practice their translation skill. To sum up, the students show positive response towards three Interactive PowerPoint because it makes them excited and understand the material easily. There are some minor challenges in using this app related to the availability of students' device and design of interactive PowerPoint. However, these issues do not significantly influent students' positive perception about using Interactive Powerpoint for practicing translation. They still consider Interactive Powerpoint as the excellent media that engages them in translation class.

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