



The Existence of PowerPoint Media toward Popular Scientific Article Writing Learning for Grade VIII Students of SMP Negeri 27 Medan

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ABSTRACT

This study aims to describe: 1) the benefits of PowerPoint media in learning to write popular scientific articles; 2) the effectiveness of PowerPoint media in improving students' understanding of popular scientific articles; 3) the impact of using PowerPoint on students' interest and involvement in the learning process of writing popular scientific articles. The research activities were carried out in the odd semester of the 2025/2026 academic year by applying a qualitative descriptive approach. The subjects of this study were all eighth grade students of SMP Negeri 27 Medan. An Indonesian language teacher acted as the main informant. Research data were collected using two non-test instruments, namely simple observation guidelines and semi-structured interview guidelines. The observation guidelines were used for observation activities to obtain data on the use of PowerPoint media in learning to write popular scientific articles, data on the effectiveness of PowerPoint media in improving students' understanding of popular scientific articles, and data on the impact of using PowerPoint on students' interest and involvement in the learning process of writing popular scientific articles. Semi-structured interviews were used to obtain validation data for the observation guideline instrument. Data analysis was carried out using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. The research findings show: 1) PowerPoint media is useful because teachers can easily clarify the structure of popular scientific articles by visualizing elements such as titles, leads, body paragraphs, and conclusions systematically so that they are easily accepted by students; 2) PowerPoint media is effective in increasing students' understanding of popular scientific articles; 3) the use of PowerPoint has an impact on students' interest and involvement in the learning process of writing popular scientific articles.

Keywords: existence of media, PowerPoint, popular scientific, article writing

Eksistensi Media Pembelajaran Menulis Artikel Ilmiah Populer Berbasis PowerPoint bagi Siswa Kelas VIII SMP Negeri 27 Medan

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan: 1) manfaat media PowerPoint dalam pembelajaran menulis artikel ilmiah populer; 2) efektivitas media PowerPoint dalam meningkatkan pemahaman siswa terhadap artikel ilmiah populer; 3) dampak penggunaan PowerPoint terhadap ketertarikan dan keterlibatan siswa dalam proses pembelajaran menulis artikel ilmiah populer. Kegiatan penelitian dilaksanakan pada semester ganjil tahun ajaran 2025/2026 dengan menerapkan pendekatan deskriptif kualitatif. Subjek penelitian ini adalah semua siswa kelas VIII SMP Negeri 27 Medan. Seorang guru Bahasa Indonesia bertindak sebagai informan utama. Data penelitian dikumpulkan menggunakan dua instrumen nontes yakni pedoman observasi sederhana dan pedoman wawancara semi-terstruktur. Pedoman observasi dilakukan untuk kegiatan observasi untuk mendapatkan data pemanfaatan media PowerPoint dalam pembelajaran menulis artikel ilmiah populer, data efektivitas media PowerPoint dalam meningkatkan pemahaman siswa terhadap artikel ilmiah populer, dan data dampak penggunaan PowerPoint terhadap ketertarikan dan keterlibatan siswa dalam proses pembelajaran menulis artikel ilmiah populer. Wawancara semi-terstruktur digunakan untuk mendapatkan data validasi atas instrumen pedoman observasi. Analisis data dilakukan dengan menggunakan model Miles dan Huberman, yang mencakup pengurangan data, penyajian data, dan penarikan kesimpulan. Temuan penelitian menunjukkan: 1) media PowerPoint bermanfaat karena guru mudah memperjelas struktur artikel ilmiah populer dengan memvisualisasikan elemen-elemen seperti judul, lead, paragraf isi, dan penutup secara sistematis sehingga mudah pula diterima oleh siswa; 2) media PowerPoint efektif meningkatkan pemahaman siswa tentang artikel ilmiah populer; 3) penggunaan PowerPoint berdampak terhadap ketertarikan dan keterlibatan siswa dalam proses pembelajaran menulis artikel ilmiah populer.

Kata kunci: eksistensi media pembelajaran, menulis artikel, ilmiah populer, powerpoint

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INTRODUCTION

The ability to write engaging scientific articles is crucial in the Indonesian language learning process at the junior high school level. This type of writing requires students to combine accurate information with an accessible style so that the content is well-received by readers, despite the underlying data. In practice, many students struggle to begin writing, particularly because their understanding of article structure is often incomplete. They know the parts, but cannot yet fully see the logical relationship between the introduction, body, and conclusion. As a result, the writing process becomes disorganized and often stops before the work can develop properly. Changes in learning methods in the digital era provide teachers with opportunities to deliver material with a clearer approach. Tools such as PowerPoint allow for the presentation of article structure through a series of organized images. Herlina and Saputra (2022) state that visual displays can reduce mental stress because the information students receive is more focused. This approach is crucial in learning to write, as students need a clear picture of how to structure paragraphs, organize ideas, and connect arguments into a coherent text. When the flow of an explanation is presented visually, the relationships between the parts become easier to understand. This orderly flow aligns with the findings of Azadat and Ramadhani (2025), who emphasized that digital media can strengthen the connection between writing concepts and the practice of composing.

Delivering material in an orderly sequence helps students understand writing as a series of interrelated stages, rather than as separate parts. From this, it can be seen that the use of appropriate media not only enhances the presentation but also acts as a bridge between conceptual understanding and the practical steps in writing. When media helps students follow a structured path, they are more likely to transform ideas into complete paragraphs. An approach involving multiple modes also enriches this process. Alyuvany and team (2025) stated that delivering material through dig-

ital storytelling can increase attention and help students understand paragraph development more concretely. The flow of presentation from one idea to the next allows students to see how the paragraph develops from the main idea to supporting explanations. Therefore, visualization is not just a visual aid, but also a tool that clarifies the logical development of the text. When students understand the flow, they will be more confident in starting to write, because they have a clear picture of how the writing should flow.

Student engagement is a crucial element in the success of the writing learning process. Jannah and her group (2025) emphasized that interactive media encourages students to actively participate in the learning process, respond to examples, and create their own written pieces. These activities not only foster interest but also help students gradually understand the rationale behind the paragraph structure used. The higher the level of student participation, the more likely they are to practice writing skills independently. A similar situation can be seen in the learning process at SMPN 27 Medan. Students demonstrate good enthusiasm, but often experience difficulties when applying article structure in actual writing. This indicates the need for media that not only provides examples but also guides students through the steps of structured writing. PowerPoint is a relevant tool because it can present material step by step: from topic identification and establishing a point of view to writing a coherent final paragraph. With clear visual support, students can see how the sections of the article are connected and how ideas develop logically. Therefore, this study was conducted to understand how using PowerPoint in teaching popular science article writing can help students master text structure, increase their engagement, and strengthen their ability to process information into communicative writing. Through this approach, it is hoped that the writing learning process will no longer focus on memorizing structures but instead develop into a learning experience that allows students to observe, imitate, practice, and ultimately produce more focused writing.



METHOD

This study used a descriptive qualitative approach aimed at providing a deeper understanding of how the learning process for popular science article writing is carried out and how PowerPoint is used as a teaching material. This approach was chosen because it allowed researchers to directly investigate learning experiences, understandings, and practices in the school environment. Siregar and Murhayati (2024) stated that qualitative research is highly suitable for comprehensively uncovering educational phenomena through data collection based on the subjects' direct experiences. This research was conducted at SMPN 27 Medan, with an Indonesian language teacher as the primary informant. Data were collected using two methods: simple observation and semi-structured interviews. Observations were conducted to understand the general learning situation, including how learning media were used and student reactions.

Meanwhile, semi-structured interviews were chosen to obtain more in-depth information regarding the teacher's use of teaching materials, including PowerPoint, supplementary materials, and pedagogical considerations in the learning process. This statement aligns with the view of Assyakurrohim et al. (2022) that interviews in qualitative studies provide the freedom for informants to describe their experiences in detail, resulting in richer and more meaningful data. Data analysis in this study followed the steps outlined by Miles and Huberman: data reduction, data presentation, and drawing conclusions. Data reduction was carried out by selecting key information related to the use of PowerPoint, the use of teaching materials, and the teacher's experience in teaching writing popular scientific articles. The data was presented in a narrative format so that the observations could be accessed in an organized and systematic manner. Furthermore, conclusions were drawn by linking the empirical findings with theoretical concepts to generate insights relevant to the research objectives. With this research procedure, the collected data clearly illustrated how teaching

materials, including PowerPoint, were used in teaching popular science articles, as well as teachers' perspectives on their effectiveness.

RESULTS

This study aims to determine how PowerPoint is used in teaching writing popular scientific articles to eighth-grade students at SMPN 27 Medan. Based on observations and interviews conducted during the research process, it was found that the use of PowerPoint assists teachers in delivering material in a more structured manner and facilitates students' understanding of the concept of writing popular scientific articles.

1. Utilization of PowerPoint in Teaching Writing Popular Scientific Articles

The use of PowerPoint in teaching writing popular scientific articles in eighth-grade students at SMPN 27 Medan significantly contributes to helping students understand the layout and structure of writing. The slides used by the teacher display examples of titles, introductions, body paragraphs, and conclusions in a step-by-step manner. This presentation allows students to clearly see how a popular scientific article is structured. The visual presentation in PowerPoint helps clarify ideas that were previously difficult for students to grasp. The teacher uses various visual elements such as color, images, and emphasis on certain sections to capture students' attention. This helps students focus better during the learning process. Material previously presented as lengthy text becomes easier to understand because it is presented in a more concise and systematic format.

During the learning process, the teacher utilizes PowerPoint to guide students through the stages of article writing in an orderly manner. The slides presented contain sample topics, idea development patterns, and article outlines that students can use as references. These examples help students understand the steps involved in writing a popular scientific article. Some slides also feature trigger questions designed to stimulate

students' thinking before writing. These questions help students develop ideas and prepare for their writing. During the learning activities, students were seen actively discussing, answering questions, and responding to the sample articles discussed by the teacher.

Students were also able to see the relationships between the article's parts through diagrams and examples presented on the slides. This helped them understand how a paragraph develops from the main idea to supporting explanations. By seeing clear examples, students more easily compared their writing with the examples provided, allowing them to correct any inaccuracies.

2. Effectiveness of PowerPoint in Improving Student Understanding of Popular Scientific Articles

The results of this study indicate that the use of PowerPoint in teaching popular scientific article writing has a positive impact on student comprehension. Material presented through slides helps students understand article structure more clearly because each section is explained step-by-step. When material is presented through visual displays such as diagrams, key points, and example paragraphs, students can more quickly grasp article writing patterns. They no longer feel confused about distinguishing between the introduction, body, and conclusion. This is evident in students' ability to re-explain article structure after the lesson is complete.

Before using PowerPoint, some students struggled to understand how an article is structured. However, after seeing examples and article outlines displayed in slides, students better understood how ideas can be developed into coherent paragraphs. Changes were also evident in the way students structured their writing. Students who previously struggled to start paragraphs were now able to write more confidently because they had a clear understanding of the article structure to follow. This demonstrates that using PowerPoint helps students understand the steps of writing more systematically.

In addition to improving comprehension, using PowerPoint also helps improve student concentration during the learning process. Engaging slides prevent students from getting bored easily. They appear more focused on the teacher's explanations and are more active in asking questions when they don't understand parts of the material. C. Impact of PowerPoint on Student Interest and Engagement in Writing Popular Scientific Articles

In addition to influencing student understanding, the use of PowerPoint also impacts student interest and engagement in the learning process. The presentation of material, which combines text, images, and illustrations, creates a more engaging and less monotonous learning environment. Throughout the learning process, students appeared more enthusiastic about following the teacher's explanations. They paid attention to the slides displayed and responded to the example articles discussed. This demonstrates that the use of visual media can maintain students' attention for longer periods.

The use of PowerPoint also helps create a more interactive classroom atmosphere. The teacher not only explains the material but also engages students in discussions and provides responses to questions presented on the slides. This type of interaction makes students feel more engaged in the learning process. The characteristic of eighth-grade students, who tend to prefer visual displays, makes PowerPoint a highly effective medium for capturing their attention. This medium can stimulate students' curiosity, leading them to be more active in asking questions and expressing their opinions.

By displaying example articles, students also gain more confidence in writing because they have a clear picture of how a popular scientific article should be structured. This demonstrates that PowerPoint not only aids in delivering material but also supports student engagement in writing activities.



DISCUSSION

The results of this study indicate that the use of PowerPoint in teaching popular scientific articles had a positive impact on the comprehension of eighth-grade students at SMPN 27 Medan. Presenting the material through systematically arranged slides helped students understand the article's structure more clearly. When the material is presented visually, students can directly see the relationship between the title, introduction, body, and conclusion in a popular scientific article. This makes the learning process not only theoretical but also provides a concrete illustration of how an article is structured.

These findings align with Herlina and Saputra's (2022) findings, which state that the use of visual media in learning can help direct students' attention and facilitate their understanding of the concepts presented. In the context of learning to write popular scientific articles, visual displays in PowerPoint can clarify the relationships between sections of the text, enabling students not only to memorize the article's structure but also to understand how each section is interconnected. Thus, the use of visual media can help students develop a more systematic understanding of the writing process.

Furthermore, the use of PowerPoint has been shown to increase students' attention and motivation to learn. During the learning process, students appear more focused when the teacher presents material through engaging slides compared to explanations that are simply lecture-based. This finding aligns with Setiawan's (2023) findings, which state that interactive PowerPoint can increase students' attention and motivation to learn because the information is presented in a more varied and easily understood format.

Structured slide design also plays a crucial role in helping students understand the sequence of writing popular scientific articles. When material is presented step-by-step through well-organized slides, students can more easily follow the learning flow. Rahman et al. (2024) explained that an

organized slide design can help clarify the presentation of material, making it easier for students to understand the concepts being taught. This was evident in the learning process at SMPN 27 Medan, where students were able to follow the stages of article writing more clearly after viewing an example of an article outline presented in PowerPoint.

This research finding is also supported by research by Bawamenewi et al. (2024), who stated that learning media that combine text and images can help clarify students' understanding of the structure of the material. In learning to write popular scientific articles, visualizations in PowerPoint help students see how an idea can be developed into a coherent and interconnected paragraph. By seeing examples directly, students can more easily understand the process of developing ideas in writing.

In addition to aiding understanding of writing structure, PowerPoint also plays a role in helping students organize their ideas when writing. Sholihah et al. (2024) explained that a well-designed PowerPoint can help students develop ideas more systematically because the material is presented in a structured format. This was evident in eighth-grade students at SMPN 27 Medan, who found it easier to organize their ideas after viewing an example of an article outline and the writing steps displayed on the slides.

The use of PowerPoint also impacts student motivation and engagement in learning. When students feel engaged with the media used by the teacher, they tend to be more active in the learning process. This is evident in increased student participation in class discussions and their courage in expressing their opinions. This finding aligns with the opinion of Paradigma and Nurwahidin (2024), who stated that interactive PowerPoint can improve student understanding and engagement because the material is presented in a more engaging manner and is tailored to students' learning styles.

The use of visual media can also improve student attention during the learning process. Manik et al. (2025) explained that PowerPoint-based learning media can help improve student concentration because information is presented more clearly and focused. In this study, students appeared to be more focused on the teacher's explanation when the material was presented through slides containing examples and illustrations relevant to the learning topic.

Based on the research results and theoretical studies presented, it can be concluded that the use of PowerPoint in teaching popular scientific article writing positively contributes to the learning process. This media not only helps teachers deliver material more systematically but also helps students understand the article's structure, develop ideas, and increase their engagement in learning activities. Thus, PowerPoint can be an effective learning medium for supporting the development of students' writing skills at the junior high school level.

CONCLUSION

This study shows that creating learning media for popular scientific article writing using PowerPoint has a significant positive effect on improving the understanding of eighth-grade students at SMPN 27 Medan. Presenting material through organized, sequential slides and having an attractive visual design makes it easier for students to grasp concepts. Every important element of an article, from the title and good lead writing, content development, to the conclusion, is clearly explained, making it easier for students to fully understand the structure of a popular scientific article. Concrete examples, main points, and visual illustrations help students more easily access initially abstract concepts. PowerPoint has also been shown to increase student interest in learning due to its interactive displays, which are tailored to the characteristics of junior high school students. This medium creates a more active learning experience; students not only receive information but are also encouraged to participate through

observation, discussion, and writing practice. This increased engagement directly impacts students' ability to formulate ideas, structure their writing flow, and apply proper writing conventions.

From an educator's perspective, using PowerPoint makes it easier for teachers to deliver material in a more structured and focused manner. Teachers can organize the learning process so that each concept is presented gradually and without overwhelming students. This medium also provides opportunities for teachers to combine verbal explanations with visual representations, making learning more engaging and effective.

Overall, PowerPoint serves not only as a learning tool but has become an essential part of a relevant, innovative, and efficient learning strategy that improves the quality of popular scientific article writing instruction. These findings confirm that the use of technology-based visual media must continue to be enhanced in Indonesian language teaching, particularly in materials requiring structured and creative thinking skills, such as writing popular science articles. Therefore, this medium is a worthy option for wider implementation in schools to improve students' literacy skills.

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