The Development of Virtual Media Based Power Point Presentation (PPT) in Intermediate Speaking in Ikip Budi Utomo Malang

Suhartatik[1]; Indrawati Pusparini[1]; M. Arif Rahman Hakim[2]

[1] IKIP Budi Utomo Malang, Indonesia

[2] Institut Agama Islam Negeri (IAIN) Bengkulu, Indonesia

Abstract

This study is an educational research development. The resulting product is a PowerPoint media for learning speaking skills, especially in Intermediate Speaking. Issues discussed in this study is how to develop PowerPoint interactive media for communicating in Intermediate Speaking in Ikip Budi utomo Malang. The stage of development consists of 5 stages, namely a) needs analysis b) design phase, c) creation of the media, d) validation from the expert, e) the final product. These learning media is in validation by the expert from Ikip Budi Utomo Malang. This research use the question form to evaluate the quality of media response, lecturer and student response. The development of PowerPoint media for Intermediate Speaking skills are developed through analysis of learner's needs. The results of this study indicate that the media is created using the Microsoft Office PowerPoint-based virtual media worthy of being used as a medium of learning conversation skills. The production quality is determined by the feasibility of media the feasibility aspect, learner's needs and the uniqueness of design . From the results of a test run of the product stated that media *PowerPoint* to learning intermediate speaking skills worth used in class, in addition to that, this medium could be used for learners. The quality of final product PowerPoint media is known by conducting a test run of the product. Tests performed with two stages, namely (1) the validation from the expert media and design, (2) field trials to students of Ikip Budi Utomo in the third semester.

Keywords: *Intermediate Speaking Skills; Power Point Media; Virtual Media*

Introduction

The ability to use language orally (speaking), both mother tongue and target language, is a habitual activity. This can be seen from the facts found in everyday life. Someone is able to use mother tongue well not through the learning process but only through the process of acquisition and habituation (Hakim & Abidin, 2018). This means that someone automatically unconsciously obtains language acquisition from the language environment, and based on the acquisition of the language they are accustomed to using the acquire language. Language learners should be given many opportunities. The opportunity is to get used to the language, not learning language. One model of language learning in

speaking skills that can provide many opportunities for students is through learning speaking skills with virtual learning media. Speaking skills are important because in daily life a person spends more time talking (oral communication) than written communication (Hakim, Anggraini & Saputra, 2019). In addition, a person who able to express his ideas in spoken language naturally by that person is also able to express their ideas in written language. The facts found in the implementation of learning speaking at this moment is that learners have not an optimal spirit for using the target language in daily communication with friends, lecturers / teachers or environment. Even some of the learners feel reluctant to speak English though it has been told by the teacher. These learners are more likely to use mother tongue in communication in the classroom even though speaking classes. This is a gap found in the implementation of learning speaking.

In addition, the use of media in intermediate speaking is still not optimal. The material used only contains information or explanations about the material to be delivered. Lecturers convey the material based on what they write in the module. Therefore, the module used is still far from interesting. Considering that English is very important, especially speaking, the attractive virtual media in Power Point Presentation (PPT) that can be opened anywhere, it is very helpful to improve speaking for students who take this course.

One thing that to be realized in making interesting media is the innovation. one of the most suitable innovations in learning today is through virtual media that can be accessed anywhere. In making PPT that will be used in the learning process. England and Finney (2002) explain that interactive media is a combination of digital media which includes the incorporation of electronic texts, moving images and sounds that have been made and allows people to interact with their appearance according to their needs. One of the virtual media that will be made in this proposal is virtual media based on Power Point Presentation (PPT). This PPT will display a variety of materials in each slides. Students can press the desired slides in a row. After that, there are buttons that they can click to select, so they can move up to the next slide / level. The choice of color display is also considered so that it is not boring and motivates students to learn. In addition, to support the virtual-based teaching program at IKIP Budi Utomo Malang, this research development is considered appropriate to be carried out in Intermediate Speaking learning. Shonfeld and Meishar-Tal (2017) mention the benefits of virtual learning including preparing students for future developments with efficient learning. In addition, virtual learning can create independent learning and the quality of understanding and information obtained by students (Shishkovskaya, et al., 2015).

The benefits of research on the development of virtual media based on Power Point Presentation (PPT) are addressed to lecturers and students. The following describes the benefits of this research:

1. For Lecturers

   a. The results of this study are expected to help lecturers to determine the type of effective and interactive learning media in Intermediate Speaking teaching or other material in other courses.
   b. The results of this study are expected to help lecturers deliver interactive speaking material in Intermediate Speaking courses interactively so as to foster student interest in learning.

2. For students

   a. This Virtual Media contains speaking material with attractive and easy-to-understand appearance so that students are motivated to learn it.
   b. Virtual Media is equipped with audio so that students can converse as if facing native used in English.

3. This Virtual Media can be applied easily because it is in the form of Power Point Presentations (PPT) that are often used by students, so students do not have to download or install certain software.

Literature Review

Speaking

According to Richards and Renandya (2002) a large number of language learners in the world learn languages to develop and improve learners' skills in target language, especially English. In other words, English learners want to make themselves proficient in using English to communicate verbally so that they can communicate with anyone in the world because English is used in all of the world.

Richards and Rodgers (2001) suggested that the learning component of language functions as a medium or a tool for mastering speaking skills in English (speaking). For that reason, the estuary of learning English components (vocabulary, pronunciation and grammar) is the mastery of speaking skills. Thus it is reasonable to apply virtual media in learning language skills and language components so that the ultimate goal of learning is achieved, namely the ability to produce language.

Learning Media

In the teaching and learning process, a teacher can use the media to deliver material to students. According to Sadiman (2014) the media is a tool to convey messages that can stimulate the thoughts, feelings and learning interests of students in the learning process. From this understanding, the media does not only function as a tool to convey material. However, the media can also be used as a tool to increase student motivation and interest in the learning process.

Types of Learning Media

According to Hamdani (2011), learning media are divided into three types, namely visual media, audio media, and audio-visual media. Visual media is media that the source or material can be seen. While audio media relies on one's sense of hearing, where the material delivered is in the form of sound. In this type of media, students are required to interpret the material they hear. The third type of media, namely audiovisual media is a combination of the two previous media. Audio visual media presents material that can be seen and heard by students. This audio visual media will be used by researchers in teaching Intermediate Speaking.

Criteria for Good Learning Media

The media can help the learning system run. The following are good media criteria for use in teaching and learning according to Sudjana and Rivai (2005):

a. Media used in accordance with learning objectives.

b. The media supports teaching materials.

c. The media used is easy to obtain.

d. Media can be used by teachers or students

f. The media used is relevant to the cognitive level of students.

Definition of Virtual Online Based Learning Media

Virtual learning refers to the learning process that occurs in cyberspace that is in cyberspace through the Internet network (Pannen, 2003). The characteristic of distance learning is that there are separations, both physical, psychological and communication separations between the instructor and the study participants, as stated by Moore (1993). The application of virtual learning is intended to overcome the problem of separation of space and time between students and teachers through computer media.

Students can get learning materials that have been designed in learning packages available on the Internet site. By implementing virtual learning, students can learn their own learning materials. Assessment is also done remotely via computer and open through the application system, students can take part in the assessment whenever they are ready to be assessed. Philosophically, it can be explained:

1. Virtual learning is the delivery of information, communication, education,

2. Online training;

3. Virtual learning provides a set of tools that can enrich the value of learning

4. Conventionally, so that it can answer the challenges of the development of globalization;

Virtual learning does not mean replacing conventional learning models in the classroom, but it strengthens the learning model through enriching content and developing educational technology; Virtual learning media is the development of computer-based learning and virtual schools, namely learning through computer media in the form of learning programs that present subject matter in accordance with the curriculum that applies to schools. This learning program can include aspects of subject presentation, practices and exercises, tutorials, simulations, and games, which can be learned by students anytime and anywhere without using the internet network. The concept of virtual learning was developed not to replace face-to-face learning. Combining face-to-face learning with the concept of virtual learning will enable an increase in the quality of learning. Virtual online learning media was developed to support face-to-face learning. This media can be applied as a means of supporting the learning process in distance education or combined with direct learning (face to face in class).

The main characteristics of virtual learning media are in the form of virtual classes and are flexible by utilizing interactive multimedia online and the response system is done automatically. So that with this virtual online-based learning media, students are able to learn without having to face-to-face, but by utilizing existing technology. They are given the freedom to learn the material they want to learn. Thus, learning is done more flexibly.

Research Methods

In this chapter, researchers describe the research method. This chapter contains types of research, development models, research subjects, research instruments, data analysis, and research charts.

Type of Research

This research uses the type of development research. The researcher developed virtual media based Power Point Presentation (PPT) in Intermediate speaking learning. The learning media can be used for teaching Intermediate Speaking subjects.

Development Model

Based on the objectives of this study, the virtual media development model for Intermediate Speaking courses refers to the research development theory suggested by Sugiono. The steps of the research, namely starting from the potential and problems, data collection, product design, design validation, design revisions, product trials, product revisions, product trials, product revisions, and mass production (Sugiyono, 2015). From the ten steps suggested by Sugiono, the researcher adapted several steps. The first step is to look at the potential and problems possessed by students in learning intermediate speaking. Then, researchers collect the data. Product design and design validation are carried out at a later stage. After being validated by the expert, the researcher revised the design. Product trials are also carried out as a consideration of the next step. If at the time of testing was not satisfactory, the researcher would

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revise the design again to obtain the final product, namely virtual media based on Power Point Presentation (PPT). The following is an overview of this research process:

Figure 1. Research Flow
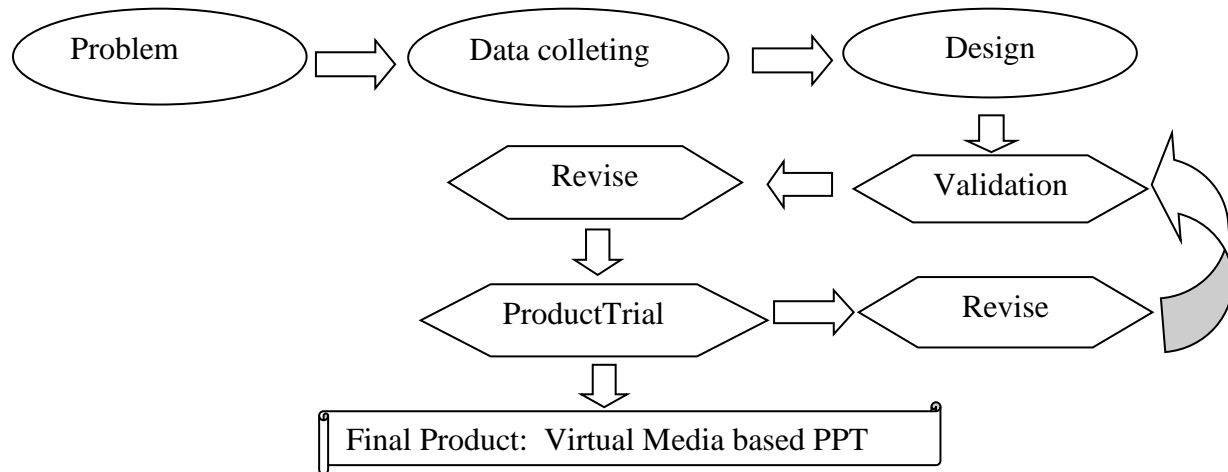
Research Subjects

The subjects of this study consisted of 43 people. The researcher involved 40 IKIP Budi Utomo Malang students taking Intermediate Speaking courses. While the other two people consisted of 1 material expert and 1 display design expert, and one IT expert.

Research Instruments

To produce valid data and desired products, researchers use several research instruments. Researchers use questionnaires to find out the problems and potential students have. The questionnaire was also used to find out whether the product being tested was in accordance with the expected criteria or not. In addition, researchers use the rubric of grading to help experts give judgment.

Data Analysis

This study uses the assessment rubric to determine the percentage of the product feasibility being designed. While the researcher analyzes the responses from questionnaire of the research subjects, both from students and experts. The results of the analysis will be described to show the product's viability.

Results and Discussion

In this chapter the researcher presents exposure and data analysis on four things. First, the results of need analysis which include; a) the results of interview; b) the results of questionnaire. Second is the result of trial product development based on; (a) Material assessment from English expert lecturers from Ikip Budi Utomo (b) Product Design Assessment from Ikip Budi Utomo lecturers, and (c) results of online media by IT expert.

This following this the researcher explained the results of the lecturer needs analysis which included the results of the interview and the results of the questionnaire analysis.

1. In the use of Power Point adapted to the syllabus that will be taught in classroom learning.

2. In teaching speaking, the teacher focuses on his speaking competence. For example, in talking about describing place, only focus on intonation, pronunciation, and loud vocals.

3. In making PowerPoint, usually only pay attention to the character of learning and the ability of learners, not paying attention to the stages of making media.

4. The use of PowerPoint in the classroom depends on the speed of the learner. According to the instructor's experience, PowerPoint is interesting to be used to introduce a lot of concepts or materials.

5. A good PowerPoint media is media that suits the needs of the learner and the ability of the learner. In addition, PowerPoint views should be attractive and many colors. Everything that is displayed on the slides should really have meaning and help concretize the target concept. PowerPoint that is made should be able to be used for average-ability learners, above average or less. This can be circumvented by not using slides in the classroom, because for learners whose abilities are above the average of this media can be boring, an interesting PowerPoint is made.

Needs Analysis Result

Based on the results of the interview, it can be concluded that teachers and students need media that are able to arouse students' interest in learning Engglish. PowerPoint media are rarely used in learning in Ikip Budi Utomo Malang, not because of the limitations of the media but teachers are less able to use these media because they are required to be made creatively and innovatively.

The development of visual media based PowerPoint for interactive speaking learning is an alternative in Intermediate Speaking learning, so that students in learning activities do not become bored and bored. This product will be developed with criteria suitable for the needs of students of IKIP Budi Utomo Malang.

Expert Validation

Validation is carried out by a team of experts, who have a teaching history of more than 10 years, and 1 IT expert as an Information Technology validator. The average score on material shows good results, which is 2.85, while the design also 2.85. The average score in online media design is 2.85. Data from the results of the validation of material and design components can be seen in Table 2, table 3 and Table 4.

Table 1. Validation Criteria (Sujana 2005: 47)

Average	Score Description	Category
2.36 – 3.00	Good	Worth
1.68 – 2.35	Fairly	Good Enough
1.00 – 1.67	Not worth	Not Good

Table 2. Results of the material validation

Criteria assesed	Validator 1	Validator 2	Qualification
The materials are fit in silabus.	3	2,85	good
The language is clear	2,70	2,70	good
The concepts explanation are clear	2,8	2,85	good
The instructions are clear	2,85	3	good
The examples used to explain the concepts are clear	2,85	2,85	good
Average score	2,85	2,85	Good

Table 3. Results of Design

Criteria assesed	Validator 1	Validator 2	Qulification
Sound/ voice	3	3	Good
Performance	2,75	2,75	Good
Colourfull	2,85	2,8	Good
Average score	2,85	2,85	Good

Table 4. Result of media online

Criteria assesed	Validator 1	Validator 2	Qulification
Selection of media	3	3	Good
Interactive	2,75	2,75	Good
Use Tecnology	2,8	2,8	Good
Average score	2,85	2,85	Good

Field Trial Results

In this section the researcher describes the results of the field trials that have been carried out after the teacher's assessment and product revisions. Product trials are implemented in Intermediate speaking classes.

In the learning process in the classroom using PowerPoint, researchers use all stages. So, all slides in PowerPoint are used by all researchers to explain the purpose of learning. This is done keeping in mind the normal abilities of students to grasp the concepts and themes of learning quickly. The researcher uses all the slides in the media to settle the theme and learning material in the learner's mind.

At the implementation stage, students are happy with activities in the classroom by imitating conversations at each level respectively. The researcher uses all the slides available. Before doing and starting the implementation phase, the researcher explained again that the learner would listen and listen and imitate the conversation or improvise the conversation. From this process the researchers saw the enthusiasm of learners in conducting speaking activities, because they rarely use these methods in their learning. Students enthusiastically volunteer to make conversations / imitate conversations as in the levels at material.

After learning finished, the researcher gives the assessment sheet to students. The average student gives a score of 2.85 on the learning media created by researchers. Which means that this medium is good to be used as learning PowerPoint media for speaking skills. After completing learning, the researcher received an oral evaluation from students, some of whom expressed their opinions about the learning media. According to them, this learning media is interesting and help them in learning. Another student said that they liked this process because they were more active and speaking bravely in public.

Researchers carry out this learning process carefully and slowly while explaining to students every concept in the learning media created by researchers. Concepts that need to be explained more deeply, for example, how to operate power point media, including how to use hyperlinks, listen to videos at each level and why should imitate conversations or make improvisation of each topic. If the researcher sees the learner does not understand the concept or learning material, the researcher repeats the material

until the learner can clearly understand the learning material. The obstacles are certainly existing, for example learners cannot operate PowerPoint, there is no internet network.

After obtaining a validation from experts and some suggestions from students, the researcher made a revision to the initial recording part or the opening video as well as the technical errors that occurred when conducting field trials. This was done by researchers on PowerPoint media that researchers made. Henceforth, this PowerPoint media becomes a finished product that has passed trials in the classroom.

Figure 2. The example of Power Point final product

Conclusions and Suggestions

Conclusion

Researchers make virtual media based PowerPoint media used in Intermediate Speaking in Ikip Budi Utomo Malang. The development of this PowerPoint media product was made by researchers based on Intermediate speaking material. The making of this media is intended for researchers so that learners easily understand the material and also increase enthusiasm and interest in learning Intermediate Speaking. Researchers used the model of development (Research and Development) or R & D which refers to the Gall and Borg theory (1996). Researchers use the steps in the theory in modifications adapted to the research conditions. The development model that researchers apply is problem analysis, gathering information, drafting product development, validating, revising product development, and field trials (Gall & Borg, 1996; Hakim, Kurniawan & Saputra, 2019).

The first activity carried out by researchers is requirements analysis. Needs analysis using interview instruments. Interviews were conducted by researchers to obtain information about the use and process of making PowerPoint in the Intermediate Speaking class. Next, the researcher analyzes the needs of Intermediate speaking learners. The instrument that researchers used was a questionnaire. The questionnaire is to find the information about students' self-data. The development of PowerPoint media for speaking skills gets an assessment of "good" quality and is suitable for using in Intermediate Speaking learning.

The assessment of the quality of the media comes from expert judgments that already have competence in assessing a learning media and English learning material. Assessment is based on various indicators of learning media and the results are accurate. The experts gave an average score of 2.85 with very good criteria for media, design and media online. In field trials, students provide an assessment through a questionnaire with a score of "good" Based on the results of the overall trial recapitulation shows that PowerPoint media is successful in helping learners in intermediate speaking.

Suggestions

The suggestions that researchers put forward are for the use of this development product related to three things, namely (1) learning methods, (2) availability of supporting media, (3) instructors. Next, the researcher presents a more complete explanation relating to the things that PPT media users need to pay attention to.

a. Learning methods

This PowerPoint media product should be used in intermediate learning speaking, but does not rule out the possibility to be used for subjects the other.

b. Availability of supporting media

To display slides in PowerPoint, users are advised to use a computer or laptop that already has Microsoft Power Point 2013 software. In addition, the computer or laptop is minimally equipped with a Win amp or Windows media player to listen and record videos. Meanwhile, for using in large classes, users need other supporting tools, namely the viewer and projector screen. The availability of Internet is also needed for media access.

c. Teacher

The use of PowerPoint media requires teachers who are able to operate PowerPoint media. The instructors must study the systematic presentation of this media before practicing in the classroom. In addition, teachers who often practice using PowerPoint media will memorize the systematic presentation of this media and the teacher will easily determine which slides need to be displayed to the learner.

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