# INTERACTIVE POWERPOINTS DEVELOPMENT AS LEARNING MEDIA IN IMPROVING COMMUNICATION SKILL FOR SECOND SEMESTER OF ENGLISH DEPARTMENT STUDENTS AT ABA BALIKPAPAN

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**Abstract**

This study aims to describe the development stage of learning media in the form of interactive multimedia powerpoints, describe the quality of the learning media developed in the form interactive multimedia powerpoint, and describe lecturer and student's responses on the use of learning media in the form of interactive multimedia power point. This research was development research (R & D). Population of this research was the second semester of second semester of English students of ABA Balikpapan. Determination sample using random sampling technique. Based on these techniques, obtained 1 class of 4th semester students as test subjects. Data collection technique using a questionnaire in the form of a questionnaire that had be filled in by lecturers and students after using the learning media. Before being tested, the media learning through the media validation stage and material validation by media experts and material expert. The data analysis technique used descriptive qualitative, with transforming qualitative data into quantitative data. The result of this research is an interactive media of communication learning powerpoint which is packaged on a class presentation. Stages in development These media are (1) Initial data collection, (2) Product development, (3) Validation of material experts and media experts, (4) Revision, (5) Product testing, (6) Analysis data, and (7) Revision of the final product. The results of this study consist of two aspects, namely the quality of the media and responses users. In the aspect of media quality, the assessment was carried out by media experts and experts Theory. In the aspect of user responses, the assessment was carried out by lecturer and students. Assessment by media experts got a percentage of 63%. Expert assessment material gets a percentage of 90%. Assessment by subject lecturers get a percentage of 83%. Assessment by students gets a percentage amounted to 65.5%. The overall average rating was 75%. Result of this research proves that this powerpoints learning media is feasible to use based on validation tests by material experts and media experts.

**Keywords:** communication skill, media, learning, powerpoints, interactive

## Introduction

Speaking is the one of the significant parts in English abilities that ought to be dominated by understudies other than perusing, composing, and tuning in. The capacity of speaking expertise is to communicate a thought, somebody feeling, thought, and it express precipitously by orally. Speaking is one of the language specialties of talk as correspondence connection with somebody and it is extremely challenging to dominate it. Speaking ability has an intent relationship with listening expertise. In speaking demonstration, the understudies should tune in and afterward shout out, in light of the fact that speaking isn't just recalling and retaining the sentences in composed yet speaking is unconstrained to show the understudies thought by orally.

As indicated by Chaney (1998:3), "speaking is the most common way of building and sharing importance using verbal and nonverbal images in an assortment of settings. Speaking is a pivotal piece of second language learning and educating." It implies students ought to have the option to speak with the others to get or to share data or potentially to communicate what they feel.

The objective of informative ability is to make the students to shout out. Since speaking is undeniably

challenging to dominate, so present English as a second language to the students since them in kindergarten. In showing speaking expertise, teacher is offering guidance to their students to correspondence. "Speaking isn't just speaking however it is more than speaking, consequently, language students ought to have the option to utilize their idea and sensitives", (Oxford Advanced Leaner's Dictionary, 2003:414 and 443). "The study hall action that is appropriate utilized in showing speaking needs to make students to converse with one another two by two or gatherings. They should more dynamic to animate conversation and data exchanging exchange. Such exercises might incorporate pretending, games, critical thinking, melodies, and conversation", (Fauziati, 2002:127).

In ABA Balikpapan, where the examination was taken, the second semester of English students dealt with certain issues in mastering English talking expertise. The normal issues faced by students were trouble to articulate words, the students considered that learning English was undeniably challenging, the students frequently talked with Bahasa Indonesia, the students were effortlessly exhausted and lethargic to learn, they likewise had trouble in understanding the material given by the lecturer, they had less certainty and regularly be modest and simply stayed quiet during the showing learning measure, since students were curious about English and it was entirely unexpected from Indonesian.

Another trouble was that the students were absent of English jargon since they were latent clients of English. They just utilize English in English class. It was additionally extremely normal that in the English class they did not utilize English as the primary language. Also, they were reluctant to open their word reference. They favor asking to their teacher or companions to discovering the words in word reference. Indeed, the teacher had requested them to bring it. In this manner, the teacher ought to had a suitable method in helping talking expertise to make students more dynamic in acquiring English correspondence ability. One of the reasonable strategies was powerpoints learning media.

The previous study of using Powerpoints was conducted by Oktavia, et al (2013) entitled 'Students' Perception toward the Used of Powepoints in Teaching Learning Process in SMAN 6 Solok Selatan. The type of research was Phenomological Research and the instrument was used; interview. The result of the research that they suggested teacher to use powerpoints, because it made the students motivated, enthusias, fun and more active in learning process.

Powerpoints learning media is an intuitive learning strategy that elevates students to better learning English, works on understudy's inspiration, increment pleasure and English material clearer since students will be given many inquiries identified with the material by the teacher. Other than that, this strategy centers on group works that can construct students' capacity to convey and share their thought or pose inquiries to the instructor.

Learning English through powerpoints learning media procedure is intriguing and decrease the understudy's opportunity. They likewise can be more dynamic and inventive during the showing learning measure since they work in group and they generally need to get ready assessment or answer the inquiry identified with the point or answer question from the specialist. At the point when the teacher gives an inquiry on guidance, they are welcome to ponder the appropriate response since it is feasible for them to address the inquiry.

On account of the reality, it very well may be predicated that powerpoints

learning media can make students more dynamic in acquiring English talking expertise. Powerpoints learning media is fun and inspired, students hear an opportunity to foster their thoughts and it is helpful to expand students' information, so it can persuade the students in mastering English talking ability.

By applying this methodology, the researcher trust that the students can communicate in English well eventually. As second language, it needs quite a while to dominate it. Hence, it is not shocking that the students could not open well in English.

Findings from this method, that the researcher found; the students become more active, enthusiast, paying more attention to the material given. The presentation of powerpoints can be more interesting than the used of whiteboard; which is dull and plain. The students became eager to get involved in the process of learning. They did participate in questions anwers session after the presentation.

## Research Method

This research is a type of research and development product oriented and aims to develop the media communication learning for higher education students. Research and development are a process or steps to develop a new product or improve an existing product, which can be accounted (Sukmadinata, 2006). As also according to Borg and Gall (in Sukmadinata, 2009), steps research and development strategies are as follows. 1. Research and information collection; 2. Planning; 3. Develop a preliminary form of product; 4. Preliminary field testing; 5. Main product revision; 6. Main field testing; 7. Operational product revision; 8. Operational field testing; 9. Final product revision; 10. Dissemination and implementation

Based on the procedure from above, the researcher simplifies it to be as follows. 1. Initial data collection; 2. 3. Product development; 4. Validation of material experts and media experts; 6. Product revisions; 7. Test the product; 8. Data analysis

The final result of this research is in the form of PowerPoint learning that can be used in learning at school or online general, both individually and in groups..

## Result and Discussion

Correspondence is urgent in various settings, especially in a social variety working environment Abdullah (2020). It empowers representatives in an association to cooperate and work viably and proficiently. As per Carr, et al (2015), the mass utilization of new innovation in the work environment, worldwide nature of getting sorted out and the evolving individual association relationship additionally underline the significance of correspondence in the work environment as this added to the achievements at work. Correspondence conduct comprises of acts, communicates, and twofold cooperates practices that cooperate to accomplish conversational objectives Cornelissen (2014). Accordingly, it is enthralling to recognize these correspondence practices that are adapted socially and occurred in any business association.

Looking at the meaning of correspondence at work, expertise and suitability in business correspondence have been getting broad thought from scientists. Different assessments have coordinated on correspondence capacity on human-PC cooperation, publicizing, gerontology, intuitional perspectives, conflicts the leaders (Gilligan, 2014) and venturesome capacities. Correspondence capacity is portrayed as a solitary's ability and availability to reliably take part in a trade to expand the outcomes of shared significance.

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In a particularly powerful and quick workplace, it is fascinating that a large portion of the day by day functional errands in a main corrective organization depend on distinction and human correspondence. It very well may be seen plainly that powerful correspondence in the work environment assumes a fundamental part in arriving at achievement in the work environment, and this is relying upon the capacity of representatives' relational abilities.

A few researchers (Ekpe, et al, 2015) have led comparable examinations on correspondence skill by means of intellectual methodology, yet little has wandered into the social methodology. The exploration recognizes such a hole in the information on examining compelling correspondence conduct in the work environment. The researcher likewise wishes to figure out what precisely the verbal correspondence practices that happen in this organization on an ordinary premise are and how much are these correspondence practices contributed as far as the correspondence ability among the representatives in the association.

In this investigation, the verbal correspondence practices are ordered into four subcategories dependent on the working environment correspondence conduct stock (Fussell, 2014) to be specific: data sharing that incorporates people look for data and can respond to questions; social upkeep that includes people like to talk and appreciate jokes; communicating contrary feeling alludes to people regularly express their complaints and consistently grievance; and in conclusion sorting out enveloping people like to focus on works and oversee others. By separating the day by day correspondence practices into these four subscales, it will give a more unhampered higher perspective on the significance of verbal correspondence practices, and permit the assessment of the comparing

correspondence skill. Thus, this examination targets recognizing the impacts of verbal correspondence practices on correspondence abilities in a main close by organization of the grounds.

The expression "correspondence" is started from the Latin words convey (which means to 'share' or 'grant') and 'communis' ('share in like manner') (Chiu, 2014). So, correspondence underscores how individuals use messages to make implications inside and across different settings, societies, channels, and media to accomplish the essential objective – understanding.

Verbal correspondence alludes to the utilization of sounds and language to hand-off a message or to communicate, particularly as opposed to utilizing signals or peculiarities. There are a few objectives to be accomplished in a correspondence cycle.

Correspondence objectives differ across people (Summers, 2014); it is by and large summed up into three subcategories: self-show objective (what our identity is and how we need to be seen), social reason (how we create, keep up with and end relationship) and instrumental objectives like acquiring consistence (getting somebody to work on something for us), getting the data we need, or requesting support.

Initially, the self-show objective alludes to adjusting correspondence to be seen especially. Everybody performs various jobs in various settings (Baškarada, 2018). This is when organizations and famous people make a public picture and present various appearances in different settings. Skillful communicators can effectively oversee how others see them by adjusting to circumstances and settings. For example, a recently recruited representative may at first play out the job of an extreme and pleasing collaborator in an association. A parent might assume the part of harsh

head of family and a socially mindful companion to their youngster.

Besides, the social objective is accomplished when a positive relationship remains (Madera, 2017). This is the point at which one accomplice putting their social accomplice's requirements over their own, which will probably cause their social accomplice to feel esteemed. For instance, one accomplice chooses to oblige their accomplice's idea of heading off to some place for supper. There is a wonderful and correlative relationship when the other accomplice has made or will make comparative concessions to put their accomplice's need first. Other routine social errands like praising unique events or respecting achievements, getting to know one another, and checking in consistently by telephone, email, message, web-based media or vis-à-vis correspondence. In conclusion, instrumental objectives are accomplished when "things are finished". These objectives can be long haul or every day. For example, when an individual asks their companion to help that person in moving out at the end of the week. This is the place where the individual is acquiring consistence to "finish things".

One practice a few correspondence practices like verbal correspondence practices, non-verbal signals, non-verbal communication and a lot more to accomplish the essential capacity of a correspondence cycle. There are plentiful correspondence concentrates from past explores.

Nonetheless, the new development of examining correspondence through the behaviorism come closer from the 1950s has gotten new fascinating experiences correspondence considers (Auer, 2014). Influencing away from the customary exploration on addresses and discourse making, these researchers fostered their examinations dependent on the practices

engaged with the correspondence interaction.

According to a mental point of view, verbal correspondence was first depicted as a bunch of activities as they are subject to support from past and current climate. To place in another manner, verbal practices, for example, talking, up close and personal conversation and different practices that elaborate expressed words are vigorously impacted by the setting of the encompassing intelligent climate of every person.

Bandura (2018) further upheld the assertion by expressing that these verbal correspondence practices are otherwise called "adapted reaction" which is driven by a wellspring of inspiration. Natural inspiration alludes to doing something because of its characteristic fulfillment, for example, taking part in casual chitchat with companions exclusively on the grounds that it is agreeable. Extraneous inspiration is viewed as leading an eye to eye meeting to finish the work rather than the joy from the idea of the actual work.

For correspondence practices in the work environment, worker correspondence practices are generally determined by their achievement at work or their cycles in accomplishing their day by day undertakings. Workers are relied upon to convey adequately across numerous divisions that are driven by extraneous inspirations to take care of business and to get advancements. Besides, the significance of local area relations in rehearsing the authoritative incredible is profoundly stressed.

As indicated by the social intellectual hypothesis (Burleson, 2015), another reason that means verbal correspondence as conduct is that individuals gain new personal conduct standards by noticing practices of others and changing or self-rectifying their practices once instituted on outer input or inner self-started social progression.

These practices can be educated, learned and improved. For example, individuals figured out how to lead eye to eye conversation and show up at an agreement understanding after different rounds of peace promotion and conflict. Every one of the verbal practices associated with the above cycle can be learned and improved.

The outcome of communication behaviors can be measured in the form of observations (observation of people performing communication behaviors (Floyd, 1017). In an organizational communication context, communication behaviors are mostly self-evaluated (frequency of certain behaviors practiced). Still, external parties evaluate the direct outcomes of such behaviors, including the respective competency of the behaviors, job satisfaction, and others, often in the job performance review. The goal of communication behaviors in the workplace is to share meaning and accomplish the goals at work. However, it is crucial to determine the effectiveness and efficiency of such behaviors, and ultimately to identify the degree of competency of these communication behaviors.

The underlying notion of communication competence is communication effectiveness, which is defined as "a form of interpersonal influence that and individual is faced with the tasks of fulfilling communication goals (effectiveness) while maintaining conversational and interpersonal norms (appropriateness)" (Cornelissen, 2014). It encompasses task-related components (knowledge and skills) and relational competencies such as interpersonal skills, listening and others. In short, communication competence is the effectiveness of the communication process and is a behavior that can be learned. It has been studied in a diverse array of disciplines such as leadership, business, human-computer interaction, and conflict.

There are three significant models of examining correspondence ability. The first is the characteristic model, which assumes socially able practices are to a great extent viewed as elements of individual demeanor (Ekpe, 2016). The capabilities differed across every individual dependent on their particular character manners and communicated as correspondence attributes. For instance, an individual with persistence conveys sympathy and mindfulness as a component of their correspondence qualities, which recognize it from a forceful individual. The distinctions in correspondence attributes bring about a shifting level of correspondence skill.

The subsequent model perspectives correspondence ability as utilitarian correspondence (Patterson, 2017), at which capability envelops message creation, message preparing, collaboration coordination, and social discernment. All in all, capability is assessed dependent on how messages are created (verbal or non-verbal), and how well the getting party grasps the message fostered that empower compelling associations and sort out friendly reality. An illustration of this model, the call place specialist mirrored that skill depends on how the specialist talks like the volume, certainty level, etc, rather than practices included (tuning in, posing inquiries).

The third model in correspondence ability is the relational expertise model. This model expects that correspondence practices can be done over and over as a fundamental engine grouping or relational abilities (Kneen, et a, 2016). In one more method of saying, these correspondence practices rehearsed are learned, researched, and people can pick powerful practices from options. Fundamental compelling relational correspondence practices comprise of

tuning in, prompting and arranging; where critical thinking, job taking and data handling abilities are successful in cultivating social skill (Cheung, et al, 2014).

This model identified that competency is based on the communication behaviors chosen, and this has shifted the focus of communication competence from personality traits and motivations-driven direction to a more behavioral perspective. This model is, therefore chosen as the guiding model in this current study.

Communication competencies are vital in all mediums and business communication (Spisak, et al, 2014). Due to the nature of the business, specific communication competency varies across this medium. Waldeck and others have identified the specific communication competencies from the business communication perspective in their study in 2012. They have identified six competencies representing a mix of traditional and contemporary communication skills, at which they believed are the most relevant to the communication in the workplace. By conducting an in-depth content analysis on 347 articles from the best-selling popular press and practitioner-oriented business periodicals (HR Magazine, Forbes Magazines and many more), they have identified that the six most essential communication ranked based on their importance: relationship and interpersonal communication (conflict management, small talk, rapport building), mediated communication (online social networking, engaging in online training and learning), intergroup communication (intergenerational communication, intercultural sensitivity), communication of enthusiasm, creativity and entrepreneurial spirit (communicate in a positive attitude, creativity, and motivation), nonverbal communication (time management, proximity, dressing) and speaking and listening (facilitation, public speaking). The scholars believed that the six competencies should work as a guide of interest for each company, especially in designing effective training courses in fostering these competencies mentioned above.

Working environment Correspondence Conduct Stock that is firmly identified with the correspondence capability at the work environment is featured (Keyton, et al, 2013). In their investigation, they have recognized 163 verbal correspondence practices utilized in the work environment, at which they have decreased the rundowns to 33 verbal work environment practices made out of four variables: data sharing (clarifying, tuning in, posing inquiries), social upkeep (making casual discussion, kidding), communicating negative feelings (griping, addressing) and coordinating correspondence practices (planning, overseeing others, looking for endorsement). Thus, a more grounded association between data sharing and arranging correspondence practices is proposed that assignments situated correspondence exercises (posing inquiries and conclusions) and direct-work exercises practices (arranging, overseeing others) assume a vital part in successful correspondence in the working environment. This stock determined the viability of discernible correspondence, verbal practices, and this is advantageous in all future correspondence practices concentrate in the work environment.

The respondents were uniformly appropriated among guys and females as guys make up 48% of the absolute respondents, while females make up the leftover 52% of the all out respondents. This can be seen that the two sexual orientations assume similarly significant parts in the association, as the quantity of guys and females in the association doesn't have numerous distinctions.

Concerning the age bunch, the most noteworthy quantities of respondents were from the classification of 19-20 years of age addressing 52.3% of the all out respondents. The second-most noteworthy number of respondents were from the 21-22 age bunch (37.9%), trailed by the 23-24 age bunch (8.3%). The most reduced number of respondents was from 20 years of age or more age bunch (1.4%). This study, hence, shows that the students of the association are generally addressing a middle age bunch while there are a few respondents from higher age. This can be inferred that the encounters of senior representatives are esteemed by having a minority gathering of old respondents in the association.

Almost half of the respondents in this study are Second semester of English students (49.1%) as the other two significant semester four students (23.1%) and semester six students (20.9%). Meanwhile, other participants groups are the employee of the administration, with 6.9% of the total respondents. This can be understood as Balikpapan is a multiracial city with three main ethnic groups. As for the field of expertise of the respondents, 42.2% of the respondents are from Second semester of English, backgrounds followed by fourth semester students (25.3%).

Regarding the position in the students, almost all of the respondents are students who become employee in some associates, with 82.7% participating in this study. Approximately 14.1% of the respondents are students who work in enginerring fields, while only 3.2% are students who work in administration.

**Correlations results**

It is tracked down that the relationship between's factors of data sharing subscale and correspondence skill is critical (r=0.836, p<0.05). As the r-esteem is positive, the data sharing subscale gave a positive effect on correspondence skill. This outcome, hence, recommends that there is a high certain relationship. Thus, H1 is acknowledged. It is tracked down that the connection between's factors of social support subscale and correspondence skill is extremely huge (r=0.834, p<0.05). As the r-esteem is positive, this outcome recommends that the social support subscale is straightforwardly related to correspondence capability. Consequently, as portrayed, H2 is acknowledged. The outcomes from uncovers that communicating negative feelings subscale had a high good relationship (r=0.829, p<0.05) with correspondence skill. This demonstrates that communicating negative feelings subscale is straightforwardly related to correspondence ability. In this way, as introduced, H3 is acknowledged. The outcomes uncover that the getting sorted out subscale had a high sure relationship (r=0.833, p<0.05) with correspondence capability. This outcome clarifies that arranging subscale is straightforwardly related to correspondence skill. At last, as displayed in, H4 is acknowledged.

In total, verbal correspondence practices are decidedly connected with correspondence skill, showing that free factors do impact subordinate factors (Powerpoints media learnings). As a rule, this is steady with the past proof by researchers as researchers accept that verbal correspondence practices and correspondence skill will have a critical positive relationship. One performs different verbal correspondence practices like talking, tuning in, kidding and vis-à-vis conversation to accomplish the essential capacity of a correspondence cycle. Notwithstanding, these are vigorously affected by the setting of the encompassing intuitive climate of every person.

**Learning media**

Learning media is a bunch of apparatuses or enhancements that are utilized by instructors or teachers to speak with students. Media can assist with diminishing understudy aloofness during the learning system (Rohmawati, 2012. One of the media that can be utilized by an instructor is Microsoft PowerPoint (PPT). Microsoft PowerPoint is a show programming to pass on or clarify thoughts, reports or data to students in a general media way with the goal that students can ingest data by seeing, tuning in, and reacting to students to be more dynamic in class, for instance asking or reacting to inquiries from companions. (Suyanto, 2015: 12).

Ukisroyi (2011: 22) expresses that utilizing PowerPoint (PPT) can further develop understudy learning results. The benefits of this powerpoint are: 1) appealing show on the grounds that there is a mix of shadings, letters and activitys accessible, 2) it urges students to discover more data about the material being educated, 3) data messages are outwardly simple for students to get, 4) can be replicated on a case by case basis, and 5) can be utilized more than once.

PowerPoint learning media (PPT) can be better if the disclosure learning model is consolidated in these media. Powerpoint media (PPT) joined with disclosure getting the hang of learning model can make students dynamic learning, measure arranged, self-coordinating so students can build fearlessness in offering their own viewpoints as a reason for demonstrating whether the speculation not really settled from the aftereffects of handling and understanding that has been formed (check/confirmation) (Putrayasa, 2014). Furthermore, as per Jalil (2016: 131), PPT media can assist students with imparting their discoveries as per the means in the revelation learning model.

The phases of the disclosure taking in model beginning from incitement, issue ID, information assortment, information handling to the assessment stage did by students in the learning system are applied in PPT media appropriate for correspondence skill material. In the incitement step in the disclosure learning model stages students can connect occasions in the PPT Media learning, for correspondence skill.

In light of the consequences of perceptions by scientists that learning at ABA Balikpapan is acceptable, yet there are things that should be worked on in the learning system, specifically the utilization of LCD learning media is as yet not ideal in the learning system and makes students less dynamic in PPT learning media which applied still makes students exhausted. Likewise, teacher just spotlights on a couple of students. Despite the fact that the powerpoint (PPT) media is extremely steady of educating and learning exercises, since it can expand dynamic students and center students in learning (Sholihin, 2011).

A portion of these issues, the arrangement required in taking care of issues, particularly correspondence capability material at Second semester of English students of ABA Balikpapan is to foster PPT media with a disclosure learning model in it so it is in accordance with the 2013 educational program which expects students to foster all learning designs in which there is a two-way communication among instructors and students, implying that the teacher doesn't generally need to be the more significant predominant (Didit, 2017: 4). Likewise, that way analyst can refresh/reexamine the powerpoints utilized by instructors at second semester of English students of ABA Balikpapan with correspondence capability material.

Media improvement with revelation learning models can be begun by showing recordings and pictures that

can invigorate students to discover issues and discover for themselves from the past theory/confirmation. The powerpoint media (PPT) utilized can assist students with discovering more data about the learning media that is being introduced and the articles showed look concrete (genuine) with the components introduced by the specialist (Khairiyah, 2016: 12).

Powerpoint media advancement should meet the qualification standards prerequisites so later it tends to be utilized in the learning system, one of the models is a decent showcase and content so it can stand out to secondary school students, is not difficult to utilize and can pass on messages well and the material is ordered momentarily yet effortlessly comprehended by secondary school students (Kusprimanto, 2014: 6). In this manner, the essayist can discover the plausibility of fostering the powerpoint media (PPT) with revelation learning model.

In light of the depiction of these issues, the analyst led innovative work named "Improvement of Powerpoint (PPT) media with disclosure learning models on correspondence capability material for class of Second semester of English students of ABA Balikpapan.".

## Conclusion

All in all, with individuals' consideration being centered increasingly more on the correspondence skill of English students, teachers have understood the earnestness of moving their accentuation from structure to utilize and informative language standards are bought in to.

The execution of powerpoints media learning in study hall might change in the homeroom showing modes and instructing techniques. Subsequently, what teachers ought to do now is reliably attempt to move instructors' consideration from accentuating the

method of correspondence of students' oral show to fostering their capacity to put themselves out there both precisely and fluidly in English, for which teachers can utilize different means, for example, joining computer-graphy and open methodology, moving speakers 'jobs, and connecting equivalent significance to both exactness and familiarity works out.

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