

**DESIGNING MaPicA: POWERPOINT- BASED  
INSTRUCTIONAL MATERIAL TO INVOLVE REFUGEE  
STUDENTS TO SPEAK ACTIVELY**

**AN ARTICLE**

**By**

**MAGPIKA HANDAYANI  
NIM F52212002**



**MASTERS STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION  
TEACHER TRAINING AND EDUCATION FACULTY  
TANJUNGPURA UNIVERSITY  
PONTIANAK  
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F52212002**

**Approve by**

**Supervisor I**

**Supervisor II**

**Urai Salam, M.CALL.,Ph.D  
NIP: 19700111 199803 1 001**

**Drs. Sudarsono, MA.,Ph.D  
NIP: 19700111 199803 1 001**

**Legalized by**

**Dean, Teacher Training and  
Education Faculty**

**Chair, Masters Study Program of  
English Education Program**

**Dr. Martono, M.Pd  
NIP: 19680316 199403 1 014**

**Drs. Sudarsono, MA.,Ph.D  
NIP: 19580414 198703 1 001**

# **DESIGNING MaPicA: POWERPOINT- BASED INSTRUCTIONAL MATERIAL TO INVOLVE REFUGEE STUDENTS TO SPEAK ACTIVELY**

**Magpika Handayani, Urai Salam, Sudarsono.**

Master Study Program of English Language Education, Teacher Training and  
Education Faculty, Tanjungpura University, Pontianak

*Email: Magpikahandayani@yahoo.com*

**Abstract:** This study uses the research and development approach. The purpose of this research is to develop a Powerpoint based-instructional material for teaching speaking to the refugees at Detention Center Pontianak in getting them involved actively in speaking class by combining material, picture and animated pictures (MaPicA). In developing this product, need analysis is done in order to find the need of the students for speaking class. Based on the need analysis, a product is designed, developed and implemented to the class. The product is PowerPoint-based instructional material which consists of 91 slides, 1 slide for the cover of the product that explains about what the product is, 1 slide is to guide the user of the product, 1 slide is to display the theme of discussion and divided into 2, on the right is for theme and on the left is for pictures as well as animated pictures, 1 slide is to display audio and 1 slide is for each grammar and exercise while there are 86 slides are used for the content of the material. The result applied to the large group shows a consistency between the first and the second try out on students' performance. The result of second try out shows the improvement in the number of students involved in the class discussion. Besides, this product is able to establish a clear link between the topic being discussed and its uses in the real world, moreover, the students are able to use it for their communication.

**Keywords: Instructional Material, MaPicA, Speaking Actively.**

**Abstrak:** Penelitian ini menggunakan pendekatan penelitian dan pengembangan. Tujuan dari penelitian ini adalah untuk mengembangkan materi pembelajaran berbasis powerpoint untuk mengajar kemampuan berbicara kepada pengungsi pada rumah detensi imigrasi Pontianak sehingga mereka terlibat aktif dalam berbicara di kelas dengan menggabungkan materi, gambar dan gambar animasi (MaPicA). Dalam mengembangkan produk ini, analisis kebutuhan dilakukan untuk

menemukan kebutuhan para siswa dalam melatih kemampuan berbicara mereka. Berdasarkan analisis kebutuhan tersebut produk dirancang, dikembangkan dan diimplementasikan di kelas. Produk ini adalah materi pembelajaran berbasis powerpoint yang terdiri dari 91 slide, 1 slide untuk sampul produk yang menjelaskan tentang produk ini, 1 slide adalah arahan dalam menggunakan produk ini, 1 slide untuk menampilkan tema diskusi dan dibagi menjadi 2, di sebelah kanan untuk tema dan di sebelah kiri adalah untuk gambar serta gambar animasi, 1 slide untuk tampilan audio dan 1 slide untuk setiap tata bahasa dan latihan, sementara ada 86 slide yang digunakan untuk isi materi. Dari hasil yang diuji coba pada kelompok besar, siswa menunjukkan konsistensi pada uji coba pertama dan kedua. Hasil uji coba kedua menunjukkan peningkatan jumlah siswa yang terlibat dalam diskusi di kelas. Selain itu, produk ini mampu membangun hubungan yang jelas antara topik yang sedang dibahas dan penggunaannya pada situasi yang sebenarnya, lebih dari pada itu, siswa dapat menggunakannya dalam komunikasi.

**Keywords: Materi Pembelajaran, MaPicA, Berbicara Aktif.**

**T**he ability to speak English is an essential need for people to build communication among the people in their environment where English is used frequently (Nunan,1991:39). Speaking is the most important aspect of learning a second or foreign language. English is an international language commonly used as a means of global communication.

Speaking practice requires a topic in order to get the sustainable practice during the process (Rybold, 2006:21). Students with ideas will be enthusiastic to discuss with their friends. The topic they are discussing can be derived from their life experience. Their past experience and their present experience or their future planning may become very useful for them to start their speaking.

Refugee students are the groups who needs to master this communication for extending their life. They need a good skill to speak English with the people of the target country. The ability of speaking English may enable them to interact with people and communicate with people that later may help them to get a job and to have a good education in the target community like Australia.

Speaking in class with other students and the teacher will give an opportunity for each student to practice their speaking before they face the real speaking with people of the target language. Students sometimes have difficulties to give ideas and they are unconfident with what they say because they seldom use the language before.

Speaking in the classroom may make students confident to speak in the real communication because they have practiced it before and they also learnt from their mistakes when they had practice of speaking with their friends. According to Harmer (2007: 123) there are three main reasons for getting students to speak in the class room. They are:

- a. Speaking task that makes students use language provides feedback for teacher and students.
- b. The more the students have opportunities to activate of language in their brain, the more automatic they use it.
- c. Speaking activities provide rehearsal opportunity.

The teacher's involvement in the class is also expected to the class have a spirit of doing the activity. This is one of the strategies which can be applied by teacher to take the attention of their participants. A teacher may involve as a participant or as a moderator to make the discussion in speaking class run well but in this case the teacher may be not dominate the discussion. This opinion is in line with Harmer (2007: 132) claiming some teachers get very involved with their students during a speaking activity and want to participate in the activity themselves. They may argue forcefully in a discussion or get fascinated by a role-play and start playing themselves. There is nothing wrong with the students getting involved, of course, provided that they don't start to dominate.

Teaching speaking requires dialogues. Dialogues enable students to think and to give response to teacher so that sustained talk may occur. To make the dialogue keep running, a student needs to have a description about the topic they are learning so that the conversation will run smoothly. Graham & Kelly (2005:6) claim that teaching through dialogue enables teachers and pupils to share and build ideas in sustained talk. When teaching through a dialogue, teachers encourage children to listen to each other, share ideas and consider alternatives; build their own and others' ideas to develop coherent thinking; express their views fully and help each other to reach common understandings. Teaching through dialogue can take place when a teacher talks with an individual pupil, or two pupils are talking to each other, or when the whole class is joining in discussion.

Students need to have a model before they give their opinion or perform in the class. Some students sometimes are not confident if they have to start the conversation, therefore, they need a model or feature from teacher with the model students have a chance to look and notice what other students or teacher. This way will give them a description in the process of making their own sentence and help them to build their own performance. The model varies based on what students need.

A teacher in speaking class needs to provide a model to have students participate or involve in the speaking class. The students' involvement is the main thing and the most important aspect if the students want to improve their speaking ability. The teacher must be able to create not only the material but also the strategy to involve their students in speaking class. The design features of modeled repetitive

turn-taking, mixed proficiency groups, and productive tasks make it possible for learning through comprehending, noticing, comparing, and using to occur. All of those activities will lead to interaction, and interaction provides the learners with opportunities to experience a lot of things. Nation & Newton (2009:98) claim interaction helps language learning by providing opportunities to learn from others, and speakers have to adjust their output to communicate with others". This interaction helps learning by providing plenty of comprehensible input, by encouraging pushed output, by making learners aware of what they do not know, and by helping learners develop the language and strategies needed for interaction.

Reiser and Dempsey (2007: 8) refer instructional designs to "a system of procedures for developing education and training curricula in a consistent and reliable fashion". An instruction must have a procedure and clear in order the people who follow the instruction can easily understand the process. Bertalanffy cited in Reiser & Dempsey (2007:8) states "...the general systems concept is characterized as being systematic, systemic, responsive, interdependent, redundant, dynamic, cybernetic, synergic, and creative". These terms are explained as follow:

- a. Creative means agreeing to adopt rules and procedure as a way to move through a process.
- b. Systemic stress the application of creative problem-solving method.
- c. Responsive means accepting whatever goals are established as its orientation.
- d. Interdependent means that all elements within that system are connected to every other element within that same system.
- e. Redundant refers to duplicate process and duplicate procedure that are intended to prevent failure of the entire system.
- f. Dynamic means the system can adjust to changing condition and constantly monitor its environment.
- g. Cybernetic means the element efficiently communicate among themselves for the purpose to steer, govern, and guide.
- h. Synergic means that together, all the element can achieve more than the individual element can achieve alone.
- i. Creativity refers to the use of special human talents and imagination in generating original ideas that permit instructional designers to expand the limitation of any system.

Teaching is a complex activity that involves careful preparation and planning objectives and activities on an hourly, weekly, and monthly basis. Therefore, a teacher must consider their role when they make instruction for their students. The instruction given by teacher should be persuasive and put the students as a partner not an accused. The teacher must also consider how attractive their instruction for their students so that the flow of the activities will run on the track and the substances of the material will be achieved by students. According to Stronge (2007: 52) effective organizing for instructional involves the development of a conscious orientation

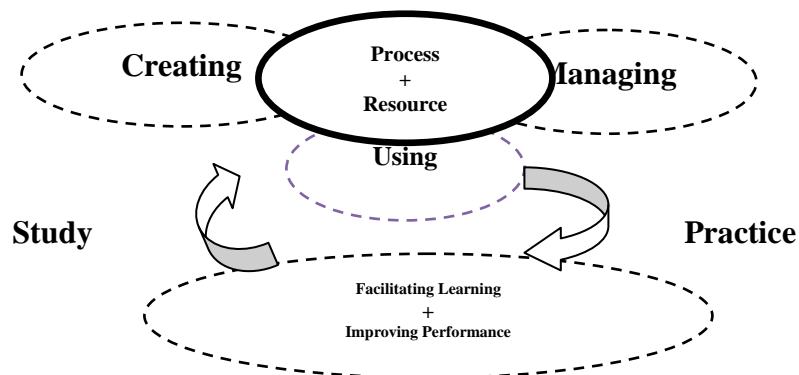
toward teaching and learning as the central focus of the classroom activity therefore it must be consistently communicated to students in the classroom and to observer.

Technology is useful for students to improve their capabilities and improve their performance in their field of study. Even though technology is very useful in education, it could not be the main resource to assist people to study because the instruction designed in the computer is the teacher's made and the teacher needs it to ease their role in teaching. Januszewski (2008: 8) states "...design and development processes are influenced by the varied analog and digital technologies used to create instructional material and learning environment".

Technology is a media that can help students to get experience like in the real situation because students can see the picture with various kind of model real or not real. Technology gives virtual reality because it helps students to understand the topic by looking at the picture, Therefore they can immerse in the learning activity. According to Jonassen (2008: 461) virtual reality provides a different way to see and experience information, one that is dynamic and immediate. It is also a tool for model building and problem solving. VR is potentially a tool for experiential learning. The virtual world is interactive; it responds to the user's actions. Virtual reality evokes a feeling of immersion, a perceptual and psychological sense of being in the digital environment presented to the senses.

Nowadays computer has various functions in education. One of the functions is as an aid in a teaching and learning process. Computer helps teacher presents the material, do exercise, and help students to open their mind through visual content (Arsyad, 2013: 93).

Computer as a part of the technology media to facilitate the learning in order to improve the performance is very useful in helping the students to get their own way of learning for the betterment of their future. Januszewski and Molenda (2008:5) make a scheme to describe the use of technology in facilitating learning.



Scheme 1  
A visual summary of key elements of the current definition

The role of PowerPoint-based instructional media for speaking class is as a complement to help the teacher to run the classroom activity. It will give an opportunity to students to study dynamically and interactively. Each student can experience as if she/he is in the real situation. PowerPoint in computer function as a facilitator that may help students find their idea and open their mind, thus there will be always ideas that can be used to communicate, reduce students' stress and lead to the improvement of the student's performance in speaking (Roblyer & Doering, 2010:305).

PowerPoint media in a computer program can be used to improve the students learning. The students' learning can be improved if a media is used to help and stimulate the students in learning. Computer-based media is advantageous because it is flexible and interesting for students in solving their problem. Student through PowerPoint can watch the video; listen to the audio and do many more activities that will support their learning.

The above statement is strengthened by Lee and Owens (2004: 181) "... learning environment is flexible because it brings some significant advantages. A computer-based learning environment can include video, audio, and graphic elements which will support the learners to understand the topic". "In light of what is known about learning, using the computer and other technology as tools for meaningful projects seems reasonable as a method for engaging students in problem solving and critical thinking" (Muir, Peck & Dorricot cited in Hopson, 2002:109).

PowerPoint as one of the part of technology can be an effective tool to present material in the classroom and encourage student learning. PowerPoint can be used to project visuals which would otherwise be difficult to bring to class. For example, a single PowerPoint presentation could project images of anthropological, questions which ask students about the topic, a chart of related statistics, and a mini quiz about what was just discussed that provides students with information that is visual, challenging and engaging.

Graham & Kelly (2005:103) claim computers are designed for individual use 'computer groups are most effective when the members can support one another'. Students have to learn to cope independently with problems to do with hardware, software, and ideas. For the teacher, it's the third of these areas which is extremely interesting. Ensuring that students have the opportunity to think about and discuss their ideas with others gives the whole group a real chance to reflect and learn.

PowerPoint is one of the media that is commonly used by every person especially in education to transfer the knowledge. The transfer of knowledge from teacher to students needs flexibility and acceptability so that the teaching and learning process meets the criteria. Mason and Hlynka cited in Nouri and Shadid (2005: 57-73) state "Powerpoint helps structure the content and processing of a lesson or lecture. Aiding note-taking (and thus facilitating study) is another purported advantage of using PowerPoint". Cook cited in Nouri and Shadid (2005:55). Students may like the



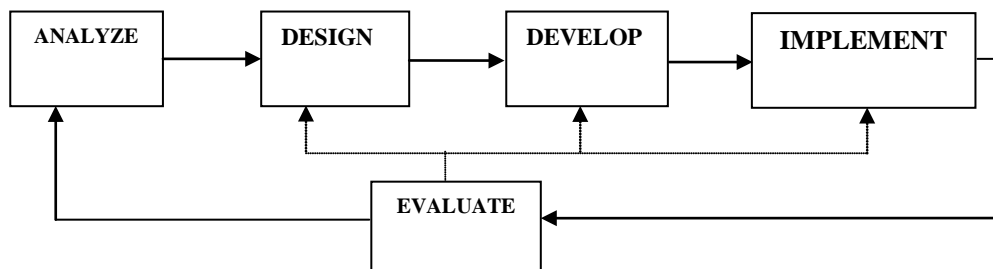
lecture outline and graphs on the screen, and that the PowerPoint presentation may have a positive influence on students.

## **METHOD**

Borg and Gall (2007: 589) explain that educational research and development (R&D) is a process used to design new product and procedures which then are systematically field-tested evaluated, and refined until they meet specific criteria of effectiveness, quality or similar standard. Moreover, Borg and Gall (2007:589) say that the purpose of educational research and development is to produce a product that can be used effectively in the educational programs. In general, stages in this research include three stages: Stage I: Preliminary Study, Phase II: Model Development Phase and Phase III: Evaluation Phase.

The most common model of development is the model that is developed by Dick and Carey cited in Borg and Gall (2007: 590). This model involves 10 steps of development. The steps are as follow:

- a. Step 1 identifying goals for the instructional program or product,
- b. Step 2 indentifying the specific skill, procedure and learning task that are involved in reaching the goal of instruction,
- c. Step 3 designing to identify the learners' entry level, skill and attitude, the characteristic of instructional setting, and the characteristic of the setting in which the new knowledge and skill will be used.
- d. Step 4 translating the needs and goals of instruction into specific performance objective.
- e. Step 5 developing assessment instruments.
- f. Step 6 developing instructional strategy for assisting learners with their efforts to achieve each performance objective,
- g. Step 7 developing instructional material that include material printing such as textbook and teacher training manuals,
- h. Step 8, 9 and 10 evaluating.
- i. The scheme of research that will be used in this development research can be seen in the following scheme.



Scheme 2

Model of systematic design of instruction Dick and Carey (2009)

## **RESEARCH DEVELOPMENT AND DISCUSSION**

The findings are presented in the order of the research questions raised in this study. The study specifically addressed the following questions:

1. *What is the construction of PowerPoint instructional material for teaching refugee students to be actively involved in speaking at Pontianak Detention Center?*
2. *Is PowerPoint- based instructional material reliable to get refugee students actively involved in speaking?*

### **Development Material**

In teaching English speaking, we should understand and be selective in selecting the material that will be effective for the class so that the class will not become boring class. A teacher should select the material which covers the skill of the language he teaches because it will influence the output of the students. The material will be able to involve the students to have reaction if they have fallen in love with it like how they pronoun a word, confident to say it, able to express their idea and can make them easily involved in the conversation (Hughes cited in Harwood, 2010:207).

In selecting the material for speaking, the a teacher needs to consider whether the material in speaking is able to involve the students in making decision about what and how to say things in specific communicative situation to convey the right intentions or maintain relationship (Tomlinson, 2003:375). Moreover, Tomlinson (2003:381-383) states the frame for developing materials for spoken language, they are as follow:

### **Picture**

Pictures have several functions in the teaching and learning process. Picture can translate abstract ideas into more realistic forms. Pictures are usable in different kinds of academic levels. Pictures are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. Pictures help the students understand a more general context, which may be made of pictures, the teacher's actions, the student's action, sound effect and words. This overall context of new language will have meaning to the students (Roblyer & Doering, 2010: 304).

### **Animated pictures**

Technology is becoming an increasingly important tool in the modern classroom. Standard lecture and text based education is beginning to grow old and ineffective in attracting enough interest to properly instruct the up and coming generation of students. While it is common practice to use animated pictures in educating more fact based disciplines of academia, language education needs to employ animated pictures as a standard tool for demonstrating different nuisances of language because it can help illustrate and decorate written product. Animated

pictures may be used as a supplement rather than a substitute for traditional educational methods (Roblyer & Doering, 2010: 153).

**Result**

The following is the result of the test when it is put in the tabulation. The detail result of the students' performance after being taught with MaPicA in the first test and second test is as follow:

		First Rating (First Test)					
		1	2	3	4	5	6
Second Rating (Second Test)	1						
	2						
	3						
	4						
	5						
	6						

Table 1  
Holistic rating tabulation

To ease the interpretation of the students' performance in the first test and the second test, the diagonal is shaded with grey and the square next to it with white. The diagonal indicates the exact agreement of students' performance, and as we can see 2 of 25 score pairs agree exactly it means that students' reaction are consistent and have a good respond to learn with MaPicA material it is known from the score they get is six in the first test and 6 in the second test. The score they make indicate that these two students have involved well in the class with MaPicA material since the score they got is 6 based on the collaborator's note they are consistent in the first test and the second test. Consistent level means they are good in achieving the lesson and they are consistent in the first and second try- out. This condition occurs in this test (first and second test) because these two students have been good in English and sometimes help teacher to explain to other students. However, the rest of the cases are very close to the diagonal, in the white square.

The numbers above the diagonal indicate performances that were scored higher in the try out the second, while the numbers below the diagonal indicate performances that were scored lower in the first try out than the second. Two students who exactly agree and get perfect score are students who have been already good in English and active to involve in the conversation because they also help teacher to translate into the students' language and guide the students to study in the class. The other students also showed their improvement in the second try out with MaPicA.

## **Discussion**

### **Need Analysis**

In this development, need analysis is applied to know the essential needs of the students toward the instructional material for speaking. First of all, the condition of the refugee is described. Most of students in Pontianak Detention Center are immigrants from conflict country and in their country they did not get good education. English was learnt by them before decide going out of their country. Some of refugee learnt English while they were on the way to another country where they have to stop to process many things. They are helped by IOM (International Organization for Migration) that always provide them with what they need include education. They learnt English for several months before being transferred to another city for the following process. Some of them success in learning English even though need to practice more frequently. English is really new language for them in communication.

The following is the result of discussion that was held with the representative of students on March 31<sup>st</sup>, 2014 to get the data about the need of students to improve their speaking. The points are discussed as follow:

#### **The most interesting topic for discussion**

The first question given in the discussion was about the most interesting topic for them in the discussion. The question was given to the entire representative and they gave their comment one by one. Most of the representative said that it was easy for them and their friends to talk about something that is familiar, like a topic that deal with their life or their experience. They had description about that topic and it was easy for them to think what they should say. Some others said that easy topic also would make their friends easily communicate because they understand the discussion and the lesson.

#### **The interesting way to practice speaking English**

The second question given in this discussion was about the interesting way for students to learn to practice speaking. This question was asked to find out the most effective way for students to learn English for speaking. The representative explained that they had been interested to join in the class if the topic was interesting and there was something that could help them to understand about the material. An example of a conversation was very good for them to make a conversation with their friends. It should be easy topic and interactive. Some pictures and animated pictures are really helpful to help them to focus their mind to the lesson and something that is colorful to make the lesson become more interesting.

#### **The response of students toward the previous topic and learning methodology in practice speaking**

The third question given to the representative was about whether they are satisfied with the topic given to them during this time. The answer were various from the representative of students, it is perhaps they do not feel good to say about the previous topic because the teacher was also there. Some of them said that the class

had been very difficult; they said “you are good and we are happy to join but sometime it is difficult for us to understand your material”. They wanted to say something but they thought it was difficulty to say. They needed something that would not make them bored when they involve to practice in class. They also said that the topic did not motivate them to speak because it is dominated by grammar. They argued that grammar is important but the most important before that was the way to speak and build communication with other people in English.

### **The students’ expectation for the speaking class**

The fourth question given was about their expectation after learning English speaking in Pontianak Detention Center. This question was given in order to adjust what would the students be doing and how English is going to be used in the future communication and based on the answer, the topics are selected. They expected to be able to use the language in the country where they will live in, work, interact and socialize with their neighbor. They were able to use it for communication with Indonesia during their stay in Indonesia and they expected to be able to use it to search a job, study in university and communicate with some other people for socialization in the country where they live in.

Good material (interesting and popular topic), interesting picture and relevant animated pictures are three aspects for students to help their learning. These three aspects are based on focus group discussion that was held by with the representative of students and also some suggestion from the students related to the material of learning. This information will be a foundation to design the material for the students. The next section is the development section. The way to get the materials, pictures and animated pictures as well as how to arrange them will be explained as well.

### **Design**

The early form of MaPicA is the topic and the objective of speaking that is going to be developed as the product of the instructional material for teaching speaking to refugee students at Pontianak Detention Center. There are several steps required to; first step is designing the templates that are going to be used for the materials, pictures and animated pictures. The second step is collecting the material that is relevant to the need of students to improve their ability in speaking. The material is derived from the material in internet like [www.speaking English with robot](http://www.speaking English with robot) (see Appendix 1) from that source, the writer collect the material that is most appropriate with the class. The third step is collecting pictures. Pictures that are used in this design are also derived from internet. The site is like education image (see Appendix 1). There are a lot of pictures available in this site and the writer will pick and choose the pictures that are relevant with the topic. The last step is collecting animated pictures to make the product based on the initial purpose of designing MaPicA. The animated pictures are selected from the pictures but these pictures can move and interesting to be integrated in the material. Those three aspects are selected based on the suggestion in the focus group discussion with the students.

The result of the design will be used to develop the material for speaking class. The design is really based on the instrument of teaching and learning activity in speaking class at Pontianak Detention Center that has been approved by the head of the office who manage the refugee in the Detention Center Pontianak.

### **Designing template**

Media is an obvious instrument that is going to be used in this design; therefore media should look interesting and attractive. The design of a learning material in this product is by collecting materials of speaking, pictures and animated pictures that will support the material. In this step, the design of the slide will be more interesting by modifying it. Choose insert and click the model of shape box to make the model of the front of the media (See Appendix 1). In this stage, the most appropriate shape is chosen to be put in the slide. The shape of the box is designed as interesting as possible based on the topic of the conversation

In this step, the slide will be designed as interesting as possible based on the need of students. The picture (see Appendix 1) is the model that is expected as the front of the media. This part consists of the first instruction in the media and also as the front part of the media. This part is designed as good as possible to make a positive image of students toward the media. When the media is ready, the next step is to put the material, picture and animated pictures.

### **Collecting material**

Material is the content that is going to be taught in order to get the attention of the students. The way to design the material is done by selecting topic, collecting data about the material that will be used in the slide, determining what learners will need to do in relation to the text, creating pedagogical activities like listening or role play, creating activities focusing language element like sentence sequencing exercise and creating application task. There are 23 topics (see Appendix 2 for detail) that will be discussed in this speaking material based on the duration of the class they have to follow at Detention Center that is 6 months.

The materials above are selected based on the need of the students and the students' interest toward the lesson. The selections of the topics are based on the information in the focus group discussion. The speaking materials like a conversation selected from internet and will be put in the slide that has been designed in advance.

### **Collecting pictures**

Pictures help the students understand a more general context, which may be made of pictures, the teacher's actions, the student's action, sound effect and words. This overall context of new language will have meaning to the students (Roblyer & Doering, 2010: 304). In this step, the pictures are collected from Google and in this stage the writer will collect the appropriate pictures with the topic of discussion to systemize the image so that the process of learning will be right on target. Some of the pictures are authentic pictures to vary the model of the media and to make it be more natural. Some appropriate pictures will be put to support the learning and able to help the students to visualize the topic they are learning in each topic of discussion

in the first slide because the first slide is the front of each topic and as the master of each topic too. The product that is expected can be seen in Appendix 1.

### **Collecting animated pictures**

Language education needs to employ animated pictures as a standard tool for demonstrating different nuisances of language because it can help illustrating and decorating written product. Animated pictures may be used as a supplement rather than a substitute for traditional educational methods (Roblyer & Doering, 2010: 153). The animated pictures are collected and in this stage the writer will choose the pictures that are relevant with the topic of discussion in order to attract the attention of the students in speaking. The animated pictures are used to fill the media and to make it be more natural. An animated picture that is put in the slide that has been designed is to support the students' understanding. Therefore; it will be shown later in the slide after the material. It will be shown together with the exercise and pictures. After all of the element collected, the next step is the development of MaPicA as an instructional material for teaching refugee students at Pontianak Detention Center.

### **Development**

The development of MaPicA as an instructional material for teaching speaking to the refugee students at Pontianak Detention Center is done base on instructional material for speaking, pictures, and animated pictures (see Appendix 1 before and after validation). The focus is on how to develop instructional material for teaching active speaking. The steps to develop MaPicA are arranging and linking the material, adding pictures and giving animated pictures as well as providing exercise, the detail are described as follow:

### **Arranging and linking the material**

The result of the development instructional material using speaking material, pictures and animated pictures facilitates the students learning objective. The students are able to interact, give comment and brave to involve in the class and the target of learning using MaPiCa is achieved, moreover the students are easy to get the point of teacher's explanation and able to actively involved in speaking activity. The following are the result of the development of the instructional material.

In developing the product, the activity focuses on how to arrange the material in the slide and giving additional instruction. It is important to be applied in order to make an appropriate instruction for speaking since the role of material must relate them with the topic of discussion. The topic is selected for each meeting, and the topic selected must be relevant with the real condition in Detention Center. The grammar that is used in the conversation is used in the language as an example to facilitate the learners to understand the function of the conversation and in what situation they can use it. After the conversation material is ready, the exercise is designed based on the conversation to give opportunity for students to practice the language. In order to give more specific description toward the topic being discussed, some relevant grammars are added to make the students understand the material easily, have a description about what to say and actively involved in the class.

The next step in designing material for MaPicA is giving animation in each material, exercise, grammar and instructions, based on which should show up first before the other to make the teaching activity running systematically. Animating the slide will be based on the instruction and the title of the topic and after that systemize the material of conversation, instruction and exercise to be shown up one by one.

When each slide has been animated, the next process is to link one slide to the other slide. Linking the slide is done to make this product can be used systematically and provide convenience for the user to use each navigation effectively. The slides that are linked include; Topic of discussion, Audio and grammar since there are only 3 main slides that will be shown. The material that has been put in the slide then will be link with the exercise and grammar in order to give more activities for students.

### **Adding pictures**

The pictures that have been collected will be added on the slide base on the topic of the conversation in the previous section. Pictures are added to make the process of learning more interesting and support the students to catch the main purpose of learning. Adding pictures in the slide is to support the students' understanding toward the material of the conversation so this will make the learning running well that support the students with more idea. Picture that is relevant with the topic will be animated so that it looks more attractive and systematic. The next step is adding animated pictures and choosing them based on the appropriate pictures to meet the need of the students.

### **Adding animated pictures**

Animated pictures are used as a supplement rather than a substitute for this material. The animated pictures will be put by adding some text that is useful to attract the attention of the students. The writer will make the animated pictures more attractive in color by editing the format of the animated pictures and it will become a form that looks more and more natural.

The slide that has been designed is divided into 2 spaces, one for conversation and another part is for picture and animated pictures. The conversation is arranged in the right space provided. The material is inserted in the space and an instruction is written in order to know how this conversation is practiced so that the process of learning will be systematic and interesting. Then the pictures are added to help learners to have idea while the class in running. Only picture is not enough, the animated pictures are also added in order to make the teaching and learning become more and more natural and will run well.

### **Providing exercises**

Exercises are part of material and it is also important in learning a language especially for speaking. Exercise will help students to stimulate interaction and encourage them to develop learning and to practice the topic or getting the learning objective (Tomlinson, 2003: 109). Exercise in material must be adjusted with the skill that is taught. In this case, the exercise is designed relevant with conversation activity to meet the objective of learning. There are 2 exercises that are applied in this



material; the first exercise is to drill the students in order to familiar with the sentence and expression of the topic and the second exercise is to train the students in filling in the incomplete sentence in conversation.

### **Evaluation**

Based on this evaluation, some input from the evaluator are obtained. From 10 criteria given in the sheet, the evaluator suggests to revise the combination of the color in the slide. The evaluator found that it is difficult for students to see and read the text. It would be uninteresting for students to learn something if the combination of the color does not match due to the form of the slide. Based on the suggestion from the evaluator, this point will be revised and will be given back for the confirmation. The evaluator concluded that this material is reliable to use on condition the writer should revise based on the suggestion given.

### **CONCLUSION**

PowerPoint instructional material consists of 4 sections with 2 main sections. The sections consist of cover, program introductory as an opening section, and topic, and audio as a main section. Cover is the front part of the product. It consists of display picture with sentence "Welcome to Speaking Class" so that recognized by the user, and 3 directions (Topic, Audio and Program Introductory) to facilitate user to go to any section they want. Program Introductory is the part that introduces about the product and the way to use it. Topics consist of Material, Pictures and animated pictures that is put together in the slide to support the students learning. There are 23 themes in this part and all of the materials are based on the topic of discussion for speaking class at Pontianak Detention Center 2014. Pictures are added in each topic of discussion to support the students to imagine the topic they are discussing. Besides pictures, relevant animated pictures are also added in the material to keep the students focus to the topic of discussion. In order to rehearse the students with the situation, slides for exercises and grammar are provided based on the need of the students at Pontianak Detention Center 2014 and located after the material slide. Audio slide consists of 23 sound based on the number of the discussion. Audio is the sound of the conversation of the material given to students to listen in the intonation and the accent of the native speaker. PowerPoint based instructional material takes totally 90 slides that is distributed 1 slide for the cover of the product that explain about the product, 1 slide is for the program introductory, 1 slide is to display the theme of discussion and is linked with each topic in 86 slides, 1 slide is to display audio that is linked with the audio. The combination of material, pictures and animated pictures in designing a material for teaching speaking is reliable when it is applied in the speaking class at Pontianak Detention Center Pontianak 2014, it can be seen from the students' Holistic Rating Tabulation. The students' involvement in the second activity of large class shows a consistency with what they made in the first activity of large class; the students even show their better involvement in the second activity. This result

indicates that PowerPoint instructional material leads to positive opportunity for the future use.

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