

STUDENTS' ENGLISH VOCABULARY MASTERY USING INTERACTIVE POWER POINT

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ABSTRACT

This mini research was conducted with the objective to prove the effect of using interactive PowerPoint on students' English vocabulary mastery at junior high school. Experimental research design was applied as the research method. The total population was 80 students of the eighth grade students. Cluster random sampling was applied to take out the sample. 80 students were taken as the sample from. The classes were determined as experimental group and control group. Each class consisted of 40 students. A set of test consisted of 35 multiple choice test was administered as research instrument. T-test was applied to analyze the data obtained. The data analysis resulted that t-test value was higher than t-table. This proved that H_a was accepted and H_o was rejected. Thus, it was concluded that interactive PowerPoint gave effect on students' English vocabulary mastery.

Keywords: interactive media, PowerPoint, English vocabulary

ABSTRAK

Penelitian mini ini dilakukan dengan tujuan untuk membuktikan efek penggunaan PowerPoint interaktif terhadap penguasaan kosa kata Bahasa Inggris siswa sekolah menengah pertama. Metode penelitian yang diaplikasikan pada penelitian ini adalah penelitian eksperimen. Total populasi berjumlah 80 siswa kelas delapan. Teknik kluster acak digunakan untuk pengambilan sampel. Sebanyak 80 siswa diambil sebagai sampel. Kelas-kelas tersebut ditentukan sebagai kelompok eksperimen dan kelompok kontrol. Masing-masing kelas terdiri atas 40 siswa. Satu set tes yang berisikan 35 soal disusun sebagai instrumen penelitian. Uji-T digunakan untuk menganalisis data yang diperoleh. Analisis data menunjukkan nilai Uji-T lebih tinggi dibandingkan dengan nilai Tabel-T. Hal ini menunjukkan bahwa H_a diterima dan H_o ditolak. Oleh karena itu, disimpulkan bahwa penggunaan PowerPoint interaktif memberikan efek yang signifikan terhadap penguasaan kosa kata Bahasa Inggris siswa.

Kata kunci : media interaktif, PowerPoint, kosa kata Bahasa Inggris

A. Introduction

Many of elementary school level teach English for the students. It means that a student, at least, has six years opportunity to learn English through formal education before continuing the study in higher level school i.e. junior high school. The students are hoped to be able to master the English vocabularies after going through 6 years of learning (basic) English. However, the fact and reality are not in line. There are still found many students have less mastery of

English vocabularies when they are in the first grade of junior high school. This can create resistance or barriers for the students to follow instructions using English wither written in English text book or spoken directly by the teacher. As quoted from Rahmawati, Harahap, and Sembiring (2022) that learning English language cannot be separated from the vocabularies of the English words. This means that the mastery of English vocabularies is the importance and significant matter to be considered by

the teacher in order to produce students who have qualified English vocabulary.

According to Alqahtani (2015) vocabulary is the total number of words needed to communicate ideas and express the speaker's meaning. While Zulkarnain, Lubis, and Harahap (2022) state that vocabulary is one aspect of language that is presented in class during the teaching process. In addition, Rohmatillah (n.d.) mentions that vocabulary learning is very important for people who learn English both as foreign language and as second language. Therefore, vocabulary is an important part in language teaching and learning since it is the basic needs to learn foreign language and it should be learned continually by the students. By mastering vocabulary means students can express themselves and communicate the exact meaning they intend. The more students master vocabulary, the more they can listen, speak, read, and write.

Quoted from Hiebert and Kamil (2005) in Rohmatillah (n.d.), there are two kinds of vocabulary i.e. productive and receptive vocabulary. Productive vocabulary is one use in writing or speaking. It is indeed by which one can express his thought. Receptive vocabulary is vocabulary used in listening or reading. We can say that one understand the word in his words in his reading we can use the word in conversation.

Dakhi and Fitria (2019) elaborate the importance of vocabulary that is as the basis for communication, as the reflection of social reality, as an emotion booster, and as an academic ability predictor. They also show the types of vocabulary in covering the four language skills as shown on below figure.

Table 1:
Types of Vocabulary

	Receptive	Productive	Active	Passive
Listening Vocabulary	√			
Speaking Vocabulary		√	√	√
Reading Vocabulary	√			
Writing Vocabulary		√	√	√

Figure 1. Types of Vocabulary

(taken from Dakhi and Fitria (2019).

Renandya (n.d.) lists guiding principles in vocabulary instruction which is aimed to enable teachers to make informed

choices in their classroom to best meet the vocabulary learning needs of their students. The followings are the 10 principles.

Principle 1: Identify vocabulary that learners need.

Principle 2: Words are not created equal. Focus on high-frequency words first.

Principle 3: Words are not used alone. Teach words with collocations and build connections.

Principle 4: Multiple meaningful encounters with target words.

Principle 5: Use a variety of text types to explore vocabulary in different genres.

Principle 6: Move your vocabulary laterally with Word Families.

Principle 7: Multitudinous engagement in a multimodal and multi-sensorial way.

Principle 8: Explicit teaching accompanies implicit teaching.

Principle 9: Vocabulary teaching needs to be integrated with the four language skills.

Principle 10: Provide opportunities for incidental learning of vocabulary.

In Nugroho, Prasetyarini, and Fatimah (2015) is written that students in teaching and learning process should learn vocabulary with all aspect such as word meaning, the spelling, the pronouncing, the inflection (i.e. how it changes if it is a verb, noun or adjective), the grammar, and the collocation with other words.

During the observation of the eight grade students in the location of research, there were found some facts considered as the problems concerning the vocabulary mastery such as less motivation of the students to study English and the way of teaching and learning process is not interesting. The students couldn't master the meaning of the words and communicate them appropriately can be caused by the teaching learning activity conducted by the teacher still focuses on grammatical rules rather than on vocabulary in context. Consequently, they just have competent in structure, but they cannot communicate accurately using the words. Since the requirement of fluently in communicating ideas mostly based on the number of words or vocabulary a person has. As stated by Zulkarnain, Lubis, and Harahap (2022) that vocabulary is one of the important elements

in building up English and by using this element, someone can communicate, learn, and think. Thus, vocabulary is definitely fundamental pole to build a qualified English learner.

Considering the fact that the students in junior high school still have low level of English vocabulary mastery, thus, it is required to solve the problems. Using interactive media such as PowerPoint provided in computer can be a way to solve the problems. Nowadays, students in every level of high school know well of using computer to assist their need in learning.

In general understanding computer is a tool or device to store and process data digitally in accordance with the instructions given to the program installed in the computer. GCFGlobal (n.d.) defines a computer as an electronic device that manipulates information or data, has the ability to store, retrieve, and process data, can be used to type documents, send email, play games, browse the Web, and edit or create spreadsheets, presentations, and even videos. There is software usually installed as the basic applications in computer. One of them is the application of PowerPoint which is part of the product of Microsoft Office. Microsoft PowerPoint is software program that will assist in preparing an effective presentation in computer. Microsoft PowerPoint helps an idea become more interesting and clear objective. PowerPoint may consist of text, graphics, image objects, clipart, movie, sound, etc. PowerPoint can be printed on a paper form of handout. Microsoft PowerPoint was first developed by Bob Gaskins and Dennis Austin as a presenter for a company called Forethought, Inc. Which then they change the name to PowerPoint. In 1987, PowerPoint version 1.0 released and supported computer brand Apple Macintosh. This version of PowerPoint still used a black or white color which was able to create a page of text and graphics on overhead transparency projector (OHP). Year later, a new version of PowerPoint appeared with color support, after the Macintosh color appeared spaciousness.

The teacher can explore PowerPoint to create interesting display. There are also

available free download templates in internet to be used by the teacher to prepare the material for the students. Music or background sounds also can be added to the PowerPoint file by adjusting with the vocabulary given to make more enjoyable for students. There are some free sites available providing free templates of PowerPoint such as Canva, Slides Carnival, Slides Go, Visme, Power Pointify, Templates Wise, and many more. Below are some examples of the free PowerPoint template.

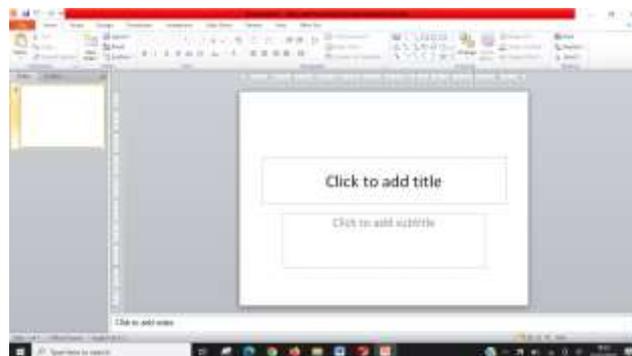


Figure 2. Original display of PowerPoint

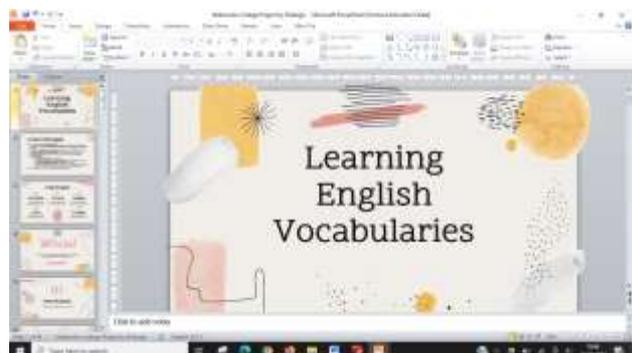


Figure 3. Free Template of PowerPoint

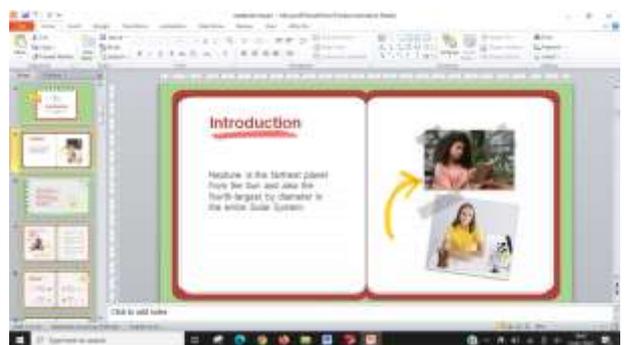


Figure 4. Free Template of PowerPoint

The template can be modified and added animation video, music, sounds, pictures, etc. by the teacher to make the PowerPoint more interactive and interesting for students. Therefore, the learning of vocabulary will be more enjoyable for them.

B. Research Method

This mini research was conducted by using experimental design with experimental group and control group. The experimental group was treated by applying interactive PowerPoint in learning vocabulary while control group was treated without applying PowerPoint in learning vocabulary. The students were only given papers as handout materials.

Table 1 Research Design

Group	Pre test	Treatment	Post test
Experimental group	√	√	√
Control Group	√	-	√

The research was conducted at one of private school in Medan. The population and the sample were the eighth grade students. The following tables show the research design, population, and sample of this research. Population of this research was the students of grade eighth. This research used cluster sampling technique to decide which class to be the experimental group and control group. Below table showed the total number of population was 80 students and the total number of the sample was 80.

Table 2 Population and Sample

No.	Class	Population	Sample
1	VIII-1	40	40
2	VII-2	40	40
	Total	80	80

In this research, the instrument for collecting the data used was a vocabulary test in the form of multiple choices. There were 35 validated questions out of 50

questions given as the research instrument. The research procedures were applied in three sessions, namely pre-test, treatment, and post-test. The multiple choices test was given in pre-test and post-test, while during the treatment, both groups were treated differently. The experimental group was taught by the teacher using interactive PowerPoint. The control group was taught by the teacher using printed material.

After conducting the research, next steps were to analyze the data. To know the difference between the students in experimental and control groups, the following t-test formula was applied.

$$t = \frac{Ma - Mb}{\sqrt{\frac{da^2 + db^2}{Na + Nb} - 2 \frac{1}{Na} + \frac{1}{Nb}}}$$

C. Result and Discussion

Before implementing the research, the multiple choices test was tested first to find out the validity and reliability. The validity testing applied the formula of Pearson Product Moment and the reliability testing applied KR-21 formula. From the calculation it was obtained that r-observed was higher than r-table. Thus, it proved that the test given to the students during pre-test and post-test was valid as research instrument.

After conducting the research on experimental and control group, the data obtained from both groups were compared. The results from pre-test and post-test were calculated to find out the mean score. Then, the data were calculated using t-test. The result of t-test was compared with the coefficient of t-table. The comparison was applied to prove the hypothesis set up before conducting the research.

The calculation result proved that t-observed value was higher than t-table value. Thus, it was used to test the hypotheses. Since the result of t-test was higher than t-table, thus, the alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was accepted.

D. Conclusion and Suggestion

Based on the analysis result, it was found out that using interactive PowerPoint gave significant effect on students' vocabulary mastery. There was a significant difference between the mean score of experimental group and control group. The hypothesis testing also proved that using interactive PowerPoint as learning media to teach vocabulary for students can give effect to their mastery.

Based on the finding of the research, it is suggested for the teachers to use interactive learning media during the teaching learning process. PowerPoint can be used as an alternative media to in teaching. Teachers can modify the material to be inserted in the PowerPoint such as video, music, pictures, etc. in order to create interactive situation with the students.

E. References

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