THE INFLUENCE OF POWER POINT MEDIA ON IMPROVING STUDENTS' VOCABULARY IN HIGH-GRADE ENGLISH COURSES AT SDN GENJENG 4 NGANJUK

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ABSTRACT

This study was intended to explore the perceptions of high-grade students using power point media for learning English, However, in reality many students have problems with vocabulary. This makes it difficult for them to share experiences, opinions and ideas. The purpose of this study was to increase vocabulary in media using power point in developing students' English skills. The research was conducted with two classes, power point for the experimental class and conventional methods for the control class. Data was collected through pre-test, treatment and post-test of students' English vocabulary skills. This activity allows students to discover that the value of learning English is not a high test score, but doing things that others cannot do, getting positive psychological feedback, and recognizing learning English from the bottom of their hearts.This study aims to see whether Microsoft PowerPoint software is effective in improving students' ability to improve vocabulary. In analyzing the data, the preexperimental design was used this research. Furthermore, data generated through pre-test and post-test. Data were analyzed using t-test on Microsoft PowerPoint software. the conclusion when assessing with the t-test using SPSS version 26 then continuing the independent test and the results on the pres test are significant.

KEYWORDS: Vocabulary, Power Point Media

INTRODUCTION

a. In the 21st century, the rapid progress of technology has led to the increasing importance of the English language. English is widely studied and recognized as an international language. Learning English offers numerous opportunities in the fields of education and employment. In Indonesia, English is taught at all levels of education to foreigners.

b. There are four essential skills that students studying English must acquire: listening, speaking, reading, and writing. Speaking is particularly crucial as it enables individuals to engage in oral conversations (Nunan, 2014).To develop this skill, students need to be creative in generating ideas and effectively use the language.

c. Additionally, they should possess a wide range of vocabulary and a solid understanding of spelling and grammar. To facilitate the development of speaking skills, teachers play a vital role

in conveying the necessary learning materials to ensure students comprehend the information provided (Ahmadi, 2018).

d. The researcher selected SDN 4 Genjeng as the school for this study because it was found to have limited use of English language learning media, particularly PowerPoint. Based on interviews conducted by the researcher, students' speaking abilities in English were found to be lacking.

e. Therefore, this research aims to create a PowerPoint-based learning media for use in this school. The research project is titled " The Influence Of Power Point Media On Improving Students' Vocabulary In High-Grade English Courses At Sdn Genjeng 4 Nganjuk."

LITERATURE REVIEW

a. Learning Media

Definition of learning media is learning can be understood as an activity that facilitates the transmission of knowledge and fosters motivation during the study process. It is evident that technology has the capability to transform the style of learning, evolving from verbal to visual and now to virtual forms (Salonitis & Ball, 2013) In a broader context, learning media can be viewed as a tool that aids in the dissemination of messages, thereby stimulating students' thoughts, emotions, concerns, and abilities. This, in turn, enhances the process of self-learning. Visual media in particular, serve as a vehicle for distributing study-related information and messages, fulfilling the four functions of learning media.

b. Power Point Media

Microsoft PowerPoint is an internal program widely used for presentations in various fields, including education and large-scale projects. It offers features that make presentations more engaging and interesting. While there are other presentation applications available online, Microsoft PowerPoint remains popular and widely used. Microsoft PowerPoint allows users to create, organize, and format presentation files with ease. It is part of the Microsoft Office suite, which includes Word, Excel, Access, and other programs. Although there are alternative applications with similar features, Microsoft PowerPoint has its own advantages and benefits. It is important to note that PowerPoint, as a media tool, can support technology-centered learning approaches. However, it is essential to ensure that the cognitive aspects of learning are not neglected. Learner-centered design is crucial in multimedia learning for optimal effectiveness (Mayer et al., 2001).

c. English Language

According to (Salonitis & Ball, 2013), while learning the English language may not be mandatory, English is widely used as an international language for intercultural and interstate communication. English serves as a primary language for negotiation purposes. In elementary education, English instruction is similar to teaching a child their mother tongue. Since most children at the elementary level do not have prior knowledge of English, the teaching approach focuses on introducing the language in a characteristic manner. The goal is to create an impressive first impression to motivate students to further explore and develop their English-speaking skills. Similar to Indonesian, English is a tool of communication with its own characteristics. It is systemic, meaning it consists of sound and meaning systems that are interconnected. It is arbitrary, as there is no inherent logical connection between the sounds and their meanings. English is called speech because sound is vital to the language, even though written forms exist, the ultimate goal is to generate and convey sound. English is considered human because it fulfills a fundamental need for communication as long as there are people who require it

d. Vocabulary

Words play a crucial role in the teaching and learning of English. Without understanding the meaning of words, students may struggle to comprehend what they see, read, and learn. Increasing their vocabulary through reading is essential, as the absence of comprehension can lead to misunderstandings in texts. Furthermore, words significantly contribute to the achievement of any language skill. In everyday conversations, words are indispensable, and the more words one learns, the easier it becomes to communicate and express ideas effectively.

Language skills such as listening, speaking, reading, and writing often involve the use of words in various activities. With a broad vocabulary, learners find it simpler to express their thoughts, engage in planning, and undertake other language-related tasks. Understanding words is crucial as it enables students to develop proficiency in all four language skills. According to (Harmer, 2003) resources like real objects can aid in defining new words by using tangible items in the classroom. For instance, a book, pencil, or chair can be easily explained by presenting actual books, rulers, or chalk. While this approach is satisfactory for specific instances, the use of realia is limited to what can be readily accessed within the classroom setting

e. Teaching English to Young Learners

The teacher seeks suitable learning materials based on their understanding of the child's characteristics. The following are the characteristics of appropriate learning materials that align with the child's traits. Material learning for elementary school children have characteristics special as described by (Nastasi & Clements, 1991) among others are:

1. Relate with himself and his environment.
2. Simple and concrete.
3. Interesting.
4. Invites curiosity knowlight.
5. Relate with activity play.

Teachers who possess creativity, activity, and innovation will not encounter difficulties in preparing learning materials that align with the development of a child's mind and soul. To create such materials, the teacher can collaborate with an art teacher specializing in music, painting, or any other subject. The art paintings created by the child, in coordination with the art teacher, can serve as highly beneficial learning resources for both the children and the teacher.

f. Theoretical Framework

SDN 4 GENJENG is a school that possesses sufficient facilities, including adequate infrastructure, to support the learning process. The school also utilizes technology-related resources, such as interactive learning media. However, when it comes to teaching historical narrative texts, the approach still heavily relies on lecture-based methods and fails to make effective use of engaging learning media (Flatley, 2007).

METHOD

a. Research Variable

Identification of the Research Variable. Introduction to the research variables that appear in each hypothesis formulation. Then place the research variables in accordance with their position. In investigating the use of power point media one group pretest-posttest design.

1. The independent variable is power point media software because of this leading methodologies investigated so selected, manipulated, and measured by the researcher.
2. The dependent variable is the student's post-test scores, namely observed and measured to determine the effect of independent variables

3. The control variable gets the same treatment starting from the class, the time it is carried out to the tools, writing and exams

b. Approach and Techniques of the Research

The research method is a scientific way to obtain data valid data with the aim of discovering, developing, and demonstrating, specific knowledge so that in turn it can be used for understand, solve, and anticipate a problem, Quantitative research methods means can be interpreted as research methods based on the philosophy of positivism, are used to examine a particular population or sample. refers to scientific research to determine the provisions of certain aspects of a thing. Is a research method and process that reveals problems and phenomena with quantity, then analyzes, tests, and explains them to obtain meaning. (Sugiyono, 2016) , that one group pretest-posttest design is the initial test (pretest) and then given treatment, after being given treatment then giving the final test (posttest) this is a research activity. This research activity is indeed needed for a one group pretest-posttest design to be carried out to find out the improvement or results treatment given to be seen after the treatment is necessary for changes in increasing value, . In this design, the test was carried out twice, before being given treatment is called pre-test and after treatment is called post-test treatment given

O1 X O2
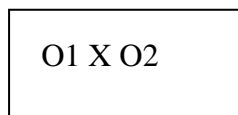
Picture 3.1

O1 = pretest value (before treatment)
X = treatment (power point media)
O2 = post-test value (after being treated)

c. Instrument of the Research

Instrument Development

Pretest paper base, post-test paper base Written test is a relatively main selection method. Some companies use the written test as the first stage of selection before the interview. The main goal is to select those who fit the company's corporate culture and have the thinking style and personality characteristics that the company wants. Some companies use written tests as interview aids, focusing on checking qualities that cannot be tested in an interview, such as written expression skills. For some highly technical positions, the written exam may be the primary selection method. The written test generally covers the following aspects: First, knowledge assessment, especially some general basic knowledge and business knowledge required for a particular position. The second is an intelligence test, which primarily tests graduates' memory, analytical and observation skills, comprehensive induction skills, thinking response skills and learning abilities for new knowledge. The third is a skills test, which is mainly aimed at testing the speed and quality of problem solving of candidates, and testing their level and ability to use knowledge and intelligence. The fourth is the personality test, which primarily examines the personality characteristics of job seekers through a series of well-designed psychological test questions or multiple open-ended questions.

RESULTS AND FINDING

a. Description of Variable Data

Upon examining the table, it is evident that the data appears to be normally distributed. The normality test, specifically the Kolmogorov-Smirnov test, was employed to determine whether the

scores of the students followed a normal distribution. Prior to evaluating the normality of the scores, null and alternative hypotheses were formulated. The analysis results are presented in the table below. Before interpreting the output of the normality test, it is important to understand the criteria for the test. If the significance value (P-value) is less than 0.05, it indicates that the data is not normally distributed. Conversely, if the significance value is greater than 0.05, it suggests that the data follows a normal distribution.

b.   The Data Analysis

Accordance with the explanation in the previous chapter where   research. This is quantitative research. The design used in this experimental research is pre-test posttest. In this study, researchers obtained data from the results of the pre-test and post-test. while the post-test is an ability test given to the subject after receiving treatment.

The Result of the Data Analysis:

Tests of Normality

	KELOMPOK	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
NILAI MEDIA PEMBELAJARAN	PRETEST	.289	14	.002	.826	14	.011
	POSTEST	.286	14	.003	.847	14	.020

a. Lilliefors Significance Correction

Based on the normality test table, specifically the Shapiro-Wilk column, the significance value for the pre-test is 0.11. Since this value is greater than 0.05, it can be concluded that the data in the media group A satisfies the assumptions of normality as per the normality test. Although the homogeneity test is not a mandatory requirement, its failure does not preclude the utilization of the independent sample t-test. The main distinction lies in the selection of the significance value. When the homogeneity test passes, the conventional significance value is employed. However, if the homogeneity test fails, a lower significance value is chosen for the analysis.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
NILAI MEDIA PEMBELAJARAN	Equal variances assumed	1.137	.296	-4.372	26	<.001	<.001	-17.857	4.084	-26.252	-9.462
	Equal variances not assumed			-4.372	23.289	<.001	<.001	-17.857	4.084	-26.300	-9.414

Discussion

1. The Studies Before Teaching Vocabulary using Microsoft PowerPoint

Learning vocabulary is not easy for students. Building up vocabulary is a complicated process, and one that takes a long time, Learning vocabulary 28

seems to be one of the easiest things about learning a language, but it is also one of the hardest things to do. It is because learning vocabulary does not only learn about the meaning of word. When learning vocabulary, students will also learn about other aspects of word such as usage, pronunciation, grammatical, and so on. So it often makes difficulties for the students to comprehend the vocabulary.

2. How Teaching Vocabulary using Microsoft PowerPoint

This is my understanding of learning English. believes that sentence structure must be studied first, namely sentence patterns must be studied first; vocabulary accumulation and learning must be done in the sentence pattern recognition process; and then the grammatical function has to be summarized. That is, I recommend: concrete situations ---abstract law, which is also a learning method that is in line with the pattern of students' thinking development. I think teachers must have the same feeling: it must be hard for elementary students to understand grammar, but it's okay for students.

CONCLUSION

Based on the comprehensive analysis and conclusive outcomes of the research, it can be firmly concluded that power point media software, as an alternative medium for revising and editing argumentative texts, exhibits a remarkable effectiveness in enhancing students' skills in this domain. The empirical evidence gathered throughout the research process highlights the positive impact and transformative influence of power point media on the students' overall performance and proficiency.

The utilization of power point media during the pre-test and post-test stages shed light on its inherent supportive nature, unequivocally demonstrating its value as a user-friendly learning tool. The ease of use associated with power point media not only facilitates students' engagement with the subject matter but also fosters a conducive learning environment that encourages active participation and meaningful interactions. However, it is crucial to acknowledge a significant observation that emerged from the research: the prevailing scarcity of teachers who possess the necessary expertise and proficiency in effectively utilizing technological advancements.

Despite the evident benefits of power point media as a supportive learning medium, its full potential remains untapped due to the lack of adequate training and familiarity among educators with the latest technological developments. This disparity hampers the seamless integration of power point media into classroom instruction, thereby hindering the realization of its optimal impact on students' learning outcomes.

Therefore, in order to fully harness the potential of power point media as a transformative educational tool, it is imperative to address the existing gap and prioritize the provision of comprehensive training and professional development opportunities for teachers.

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