THE EFFECT OF USING MICROSOFT POWERPOINT PRESENTATION ON VOCABULARY ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS AT SMPN 10 JEMBER IN THE 2013/2014 ACADEMIC YEAR

THESIS

By

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

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THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
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STATEMENT OF THESIS AUTHENTICITY

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DEDICATION

This thesis is honorably dedicated to:

1. *My beloved parents, Gathot Hariyanto and Wiwik Kusmantini. S.Pd. Thank you for your boundless love, support, prayer, and sacrifice. This thesis is dedicated to you for your never ending love.*

2. *My sister Yeni Widiyanti Amd., thank you for being the best sister for me and teaching me to be patient in every kind of situation.*

3. *My brother Gafandi, thank you for your sincerity who always helps me whenever I need you.*

MOTTO

"One forgets words as one forgets names. One's vocabulary needs constant
fertilizing or it will die"
-Evelyn Waugh-

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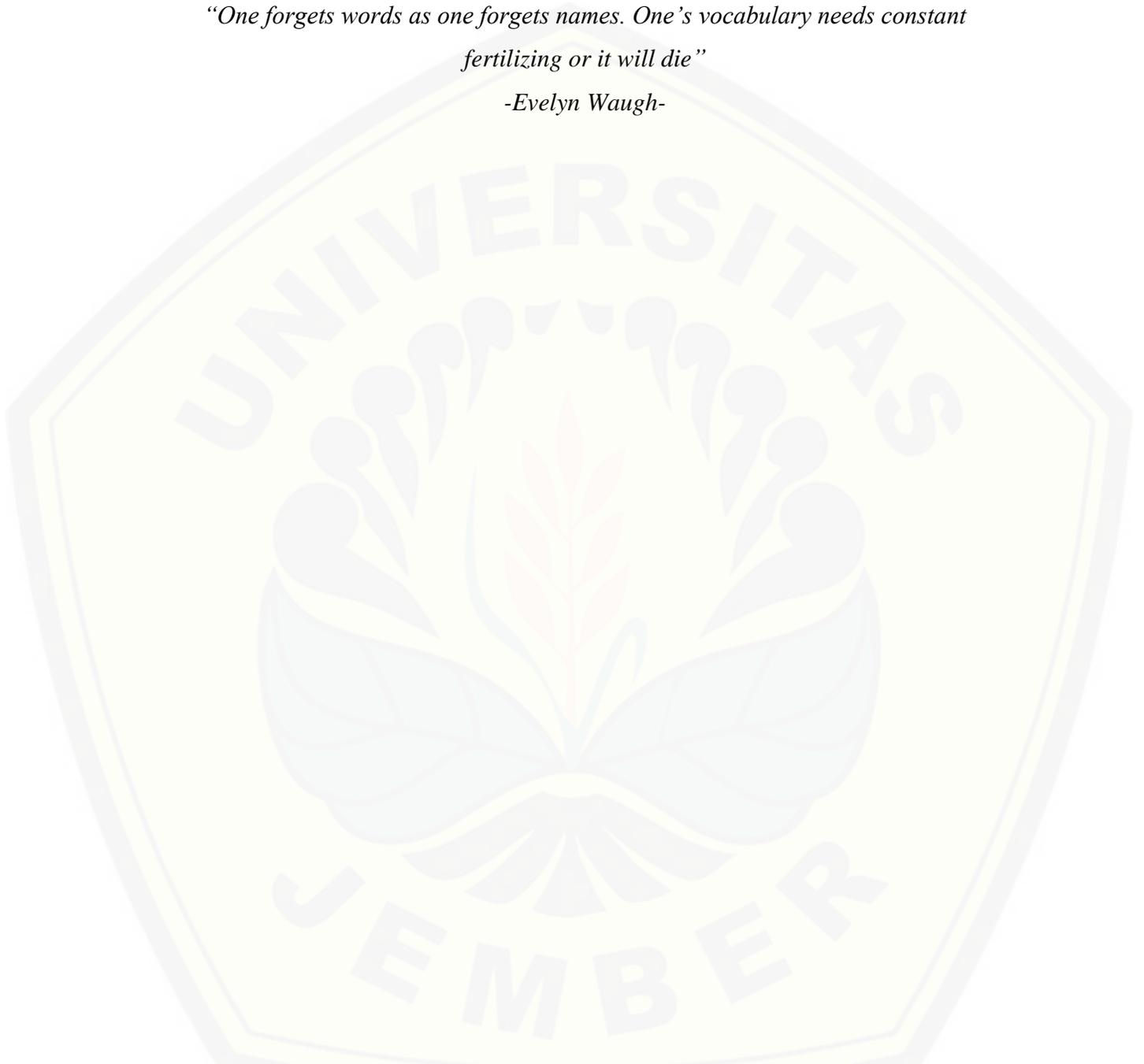
*) Zadina J., N., Milkstein R., Daiek D., Anter. 2014. *College Reading: The Science and Strategies of Expert Readers.*
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CONSULTANTS' APPROVAL

THE EFFECT OF USING MICROSOFT POWERPOINT PRESENTATION ON VOCABULARY ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS AT SMPN 10 JEMBER IN THE 2013/2014 ACADEMIC YEAR

THESIS

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Jember, 9 June 2014

The Writer

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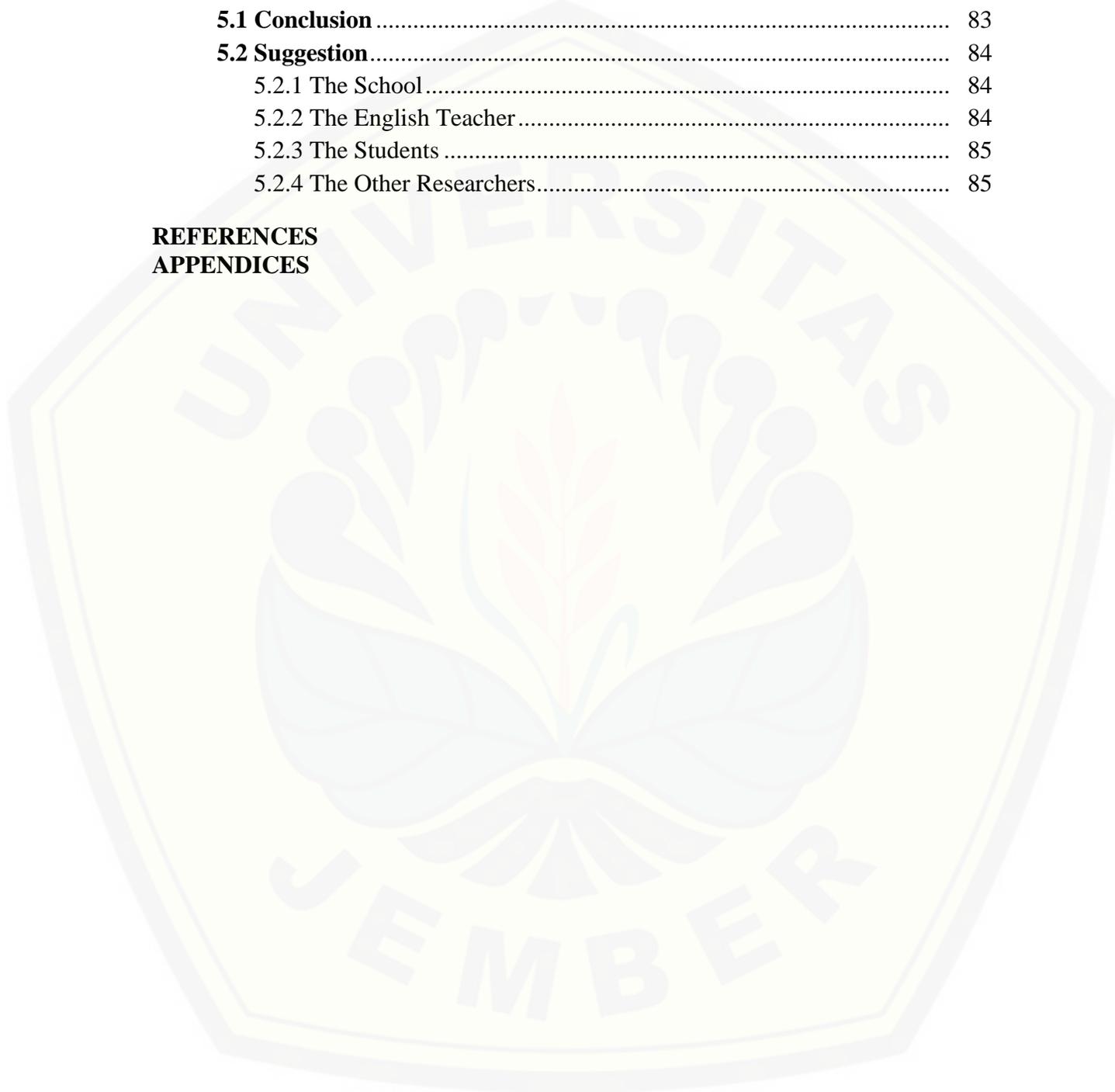
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SUMMARY

The Effect of Using Microsoft PowerPoint Presentation on Vocabulary Achievement of the Eighth Grade Students at SMPN 10 Jember in the 2013/2014 Academic Year; Rahma Yekti Prastiwi, 080210491038; 2014; 85 pages; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Vocabulary is a sequence of letters that have certain meaning as a representation of our feeling and thought that can be conveyed to other people as a kind of communication. As a language component, vocabulary is basic knowledge in learning language. The student's mastery in vocabulary is able to help her/him to master four requirement English skills, listening, speaking, reading, and writing. If the students are lack of vocabulary, they will face difficulty to undersatand what people say and express their feeling and thought clearly. Unfortunately, most of Indonesian students still face difficulty in mastering vocabulary, particularly in understanding and memorizing new words. It becomes a responsibility for English teachers in Indonesia to solve the problem by thinking a solution of creative teaching to enhance the students' vocabulary achievement by using media or other techniques.

The usage of media in teaching learning process is considered to be able to help the teacher in delivering material interestingly and also help the students in understanding material given easily. The instructional medium which is a trend to be used today is multimedia. The usage of multimedia enables the teacher to use more than one medium to deliver the material interestingly. In present days, multimedia becomes more practical to be used because of computer existences. There are many multimedia softwares which can be used as media in teaching language. Related with teaching learning vocabulary, this research applied Microsoft Powerpoint Presentation. The reason of that because this presentation software provides visual strategy that can help the students to recall and understand the meaning of the words easily. The researcher made the presentation by herself by pictures, videos, custom animations, and hyperlinks to make the material which covered verb, noun, adjective,

and adverb becomes more meaningful and interesting. The effect was, the usage of this presentation software motivated the students and helped them to get an easy way to understand the meaning of the words given and recall them. Finally they were able to use them appropriately.

This research used quasi experimental as research design with Nonequivalent-Group Pretest-Posttest design. The subjects of this research were the eighth grade students in SMPN 10 Jember in the 2013/2014 Academic Year. Cluster random sampling was used to obtain two classes which were determined as experimental and control groups by using a lottery. The experimental group got a treatment, that was teaching vocabulary by using Microsoft Powerpoint Presentation, while the control group got no treatment, it means that in this group the researcher taught vocabulary by using conventional medium that was used by the English teacher in SMPN 10 Jember, it was a whiteboard.

There were two kinds of data obtained in this research, they were primary data and secondary data. The primary data were collected from the students' vocabulary achievement scores. While, the secondary data were collected from interview result and documentation. The primary data were analyzed by using the independent sample t-test formula to find out the mean deviation difference between pretest and posttest of the experimental and the control groups. After that, they were compared to know whether or not there was an significant effect of using Microsoft PowerPoint Presentation on the students' vocabulary achievement.

The result of analyzing the data showed that the value of t-test was 3.19. The value was higher than the value of t-table at significant level 5% with Df=63, it was 1.99 (3.19>1.99). Based on the result obtained, consequently, the alternative hypothesis (Ha): "There is a significant effect of using Microsoft PowerPoint Presentation on vocabulary achievement of the eighth grade students at SMPN 10 Jember in the 2013/2014 Academic Year" was accepted.

CHAPTER 1

INTRODUCTION

This chapter presents some aspects underpinning the topic of the research. It includes the background of the research, problems of the research, objectives of the research, and significance of the research.

1.1   Background of the Research

English plays an important role in human life because of its function as international language. Generally, countries in the world consider English as a first language while several others consider it as a second language, and the rest regard it as foreign language. Hence, mostly people from different countries use English as a tool to communicate each other. English has gained global status in which all countries in the world have recognized and used it in many fields in the world such as government, education, social, health, business, technology, tourism, and others. It relates with Crystal's statement (2003:3), that a language achieves a genuinely global status when it develops special role that is recognized in every country.

In Indonesia, English is considered as a foreign language that increases in different levels of education. It is taught as a local subject at elementary schools and as a compulsory subject at Junior High and Senior High Schools**.** Moreover, English is introduced to the kindergarten students nowadays. English also becomes one of national examination subjects to be passed at Junior High and Senior High Schools. At most of universities, the students' ability in mastering English must be proved in the form of TOEFL (Test of English as a Foreign Language) score as a requirement of test before graduation.

English is the first foreign language that becomes a compulsory subject at Junior High Schools. School-Based Curriculum/*Kurikulum Tingkat Satuan Pendidikan* (*KTSP)* (2006:277-278) lists four skills that should be mastered by students, *listening, speaking, reading*, and *writing*. Besides, there are three language

components that also should be mastered, *grammar, vocabulary*, and *pronunciation*. Those skills and language components have to be mastered by the students to gain three goals of learning English. Those are (1) developing competence of communication using English in both spoken and written forms to reach the level of the informational literacy, (2) having awareness of the nature and importance of English as one effort increasing competition of global nation, and (3) developing comprehension about the relation between language and culture. Concerning the first goal, students are required to be able to communicate in written and oral forms by using English well, so that they need to be supported by language component proficiency.

As a language component, vocabulary is a crucial thing in learning English. It takes an important part on the students' English language development. As stated by Harley (1996), vocabulary knowledge is fundamental to the development of second language proficiency. By having sufficient vocabulary, the students will get simplicity to develop their language performance. They will be able to express their thinking, idea, as well as feeling clearly and also have good ability in understanding what other people say easily. On the other hand, they will be able to communicate in both written and oral forms fluently as the goal of teaching learning process. On the contrary, lacking vocabulary makes the students unable to convey and understand anything. Therefore, it is true that Tarigan (1984:2) says that someone's quality in learning language depends on the quality and quantity of the vocabulary he/she possesses. The more vocabulary they have, the better language performance they will get.

Learning vocabulary has a strong relationship with the four skills. As Bennet's statement (2008:2), knowing more words will makes us to have better language skills: *speaking, listening, reading*, and *writing*. By having adequate vocabulary, it will be easy for them to understand spoken language (listening) and written language (reading) to receive information, and also it is easy for them to produce oral language (speaking) and written language (writing) as a kind of

communication. Further, having adequate vocabulary is able to avoid using unappropriate words that will be able to lead misinterpretation between speaker and listener. Hence, it is better for the students to possess vocabulary as many as they can to support the process of mastering the language skills successfully. It obviously proves that vocabulary takes important part on the four skills development.

The primary point in learning vocabulary is memorizing. It is stated by Thornbury (2005:23-24) that to achieve the outcome, the learners not only need a lot of words, but also remember them. When the students memorize many words means the students have adequate vocabulary that will be useful for them in producing varied words in oral and written languages briefly. Actually, the students' ability to memorize new vocabularies depends on how their memories work. He also explains two types of students' memories, *short term memory* and *long term memory*. Short term memory means the brain's capacity to hold limited number of information for periods of time up to a few seconds, while long term memory refers to the brain has an enormous capacity and its content are durable overtime. This kind of term memory is expected to be owned by the students after getting the lesson.

Unfortunately, vocabulary is still a problem for most of Indonesian students who are nonnative speakers of English. According to Knight (1994) in Musallam (2005:5), vocabulary acquisition is considered by many to be the primary problem in the second language learning. Two of the problems are on the difference of spelling and pronunciation between their first language and the foreign language. The spelling and pronunciation of words in English is not always consistent. For instance, the word "*once*" is pronounced */w∧ns/* and the word "*hour*" is pronounced */awr/*. Based on those examples, it can be seen that the way to pronounce a word in English is not consistent and totally has difference with the words spelled. Moreover, little mistakes on pronunciation will lead to misinterpretation between speaker and listener. For instance**,** someone says, "Give me some papers, please!" in this case the word paper is pronounced */'pepər/*, which belongs to a word *pepper* instead of pronounce it */'peipər/*. That mistake causes the listener will gives pepper rather than some papers

to the speaker. While on the spelling, it can be seen from pluralism. In Indonesia, there is no significant transform of word in the pluralism. But in English, there is a transform of word which causes a difference on spelling. For instance, the word *tooth* is pluralized becomes *teeth* and *foot* becomes *feet* etc. In addition, misspelling also is able to lead misinterpretation, for instance, someone wants to write about "a pen", a tool which is used for writing, but he/she writes it using letter "a" instead of "e" which cause the word becomes "a pan". Those words obviously has different meaning, because a pan is a tool for cooking. Those distinctions cause the students still experience difficulty in learning vocabulary.

In addition, the most problems in vocabulary learning pertain to the acquisition of meaning. In English there are many words that have more than one meanings which is called homonimy. For instance, (1) The test is very hard for me, (2) This sofa is hard. The word "hard" which is used in both sentences has different meanings. In the first sentence it means difficult, while the second one means the sofa is not soft. It can be concluded that the word is defined based on the sentence/context. That matter makes the students are confused, and even hopeless to learn it. Based on the explanation above, it can be concluded that the difference on spelling, pronunciation, and meaning make vocabulary learning is still problem for most Indonesian students.

Regarding the students' difficulties in learning vocabulary, the teacher has to find an appropriate way in teaching vocabulary in order to make it easy for students to absorb and memorize new words easily. One of the ways is to make the lesson interesting enough to be learnt. It is important for the teacher to make the teaching learning process more interesting to avoid monotony. A professional English teacher, who has responsibility to guide students in mastering vocabulary, is required to be creative and innovative in transferring the lessons to the students, as Harmer (2004:1) states that one of characteristics of a good teacher is the teacher makes his or her lesson interesting. Interesting ways in teaching new vocabularies are able to help the students to understand and recall the words easily and ensure the long term retention.

Moreover, it is able to arouse a fun atmosphere and kill the boredom in order to increase the student's motivation in learning vocabulary.

Concerning Harmer's statement above, one of the appropriate ways in teaching vocabulary is by using media. According to Arsyad (2006:5) media are the components of learning source or physical modes which contain instructional material in learner's environment which can stimulate the student to study. It means that media are good to be used to stimulate students to absorb and process the lessons given better. Clearly, Sutjiono (2011) writes some advantages of using media for the students, they are: students will get an effective and efficient teaching learning process, help them to avoid misunderstanding the concept, motivate them, and make the lesson more attractive and easier to be understood. Besides, Brinton (2001:460-462) mentions the usage of media for the teacher, (1) media enable them to provide situational context, (2) media offer authentic input, and (3) help in delivering the lesson efficiently. From the explanation above, it can be concluded that media are able to give an easier way to the teacher to develop teaching material into various types to avoid monotonous teaching material and help the student to understand the material easily.

Related to the strengths of media usage in teaching vocabulary, the instructional media which are trend to be used today is multimedia. Multimedia is the use of several media to combine and convey the information in the form of text, audio, animation, and video. These kinds of media are considered as appropriate media to help the students in understanding and memorizing new vocabularies easily and make them stand longer in their mind. As stated by Underwood (1990) in Musallam (2005:11), he notes that the use of multimedia enables learners to recall the learned items more thoroughly. In a line with this, Plass *et. al.* (1998:26) support the use of multimedia annotations in enhancing the learners' comprehension and vocabulary acquisition. In present days, multimedia become more practical to be used because of computer existences.

Computer is one of the multimedia devices which is loved today by the students. It is undeniable that children in the age around of Junior High Schools level really love to play with computer. They never feel bored with it. They are able to spend a lot of time just for sitting in front of the computer because there are many interesting activities to be done. Hence, computer is considered as a great tool to be used to encourage the students' enthusiasm in learning vocabulary. As stated by Charles & Charles (2004:155) that the usage of computer in learning makes the students interested in the teaching learning process. It does not only give positive effects for students, but also gives benefit for the teachers. It enables them to develop raw material into something more attractive, motivational, as well as practical to be conveyed. Thus, the usage of computer in teaching vocabulary is able to make teaching learning process becomes more effective, interesting, as well as meaningful in order to be easy for the students to understand and recall new vocabularies, easily.

Multimedia software, which is kind of a presentation, commonly used is Microsoft PowerPoint Presentation. It is part of Microsoft Office system that is well known as a popular presentation software program commonly used in business and academic meeting. It is used to present information in interesting way in order to be able to be understood by audience easily.

In education field, Microsoft PowerPoint Presentation has been considered as a multifunctional tool for teaching language in the classroom. According to Apple and Kikuchi (2007:104), language instructors can also utilize PowerPoint in language classrooms as an effective complement to, or as a substitute for traditional textbook teaching. This kind of presentation software is able to substitute textbook in presenting the lesson to the classroom in interesting way. This way is relatively more effective, attractive, and concrete to transfer the lesson in order to be understood easily rather than presenting material without using any media. Further, PowerPoint is able to stimulate students' imagery systems and attract the students' attention (Selimonglu and Arsoy, 2009:113). There are many applications provided which enable the teachers to arrange interesting and sophisticated presentation to encourage

the students in learning process. Those applications are: *pictures, charts, diagrams, shapes, colours, sounds, videos, hyperlinks, custom animations* and so forth. Those applications can stimulate the student to start cultivating input and to construct output as the end of the process thinking if they are arranged properly. In addition, relating with teaching vocabulary, those applications are very useful to help the students to recall and understand new vocabularies easily. By giving appropriate pictures or videos, it is considered to be able to help the students in memorizing new vocabularies rather than write the words on a whiteboard. Additionally, by using custom animations and hyperlink, the material becomes more interesting and alive to be conveyed. It is good to arouse their motivation in learning vocabulary. It is supported by Ruffini (2009:2), that creating an animation can increases students' interest and motivation in the classroom and properly designed animation can reinforces and enhances the ideas and concepts being taught. Relating to the many visual applications provided, the usage of Microsoft PowerPoint Presentation can be included as a visual strategy which is helping the student to memorize and understand vocabularies thoroughly. It is mentioned by Holden (1999:42), that certain visual strategies can facilitate the recall of vocabulary, and PowerPoint addresses some of these visual factors in vocabulary learning. Thus, Microsoft PowerPoint Presentation is considered as the appropriate presentation software to teach vocabulary which is memorizing becomes important aspect in it.

Related to the ideas about the usage of Microsoft PowerPoint Presentation in teaching vocabulary at school, there were some researches that had been conducted before. Two of them were the research conducted by Maftuhah (2011) and Bilqis (2012). Maftuhah's (2011) showed that the use of Microsoft PowerPoint Presentation could give significant effect to stimulate the students in learning vocabulary for young learners. While Bilqis' (2012) proved that it successfully gave significant effect on speaking achievement at the eighth grade RSBI students at SMPN 1 Bondowoso. The similarity among those researches with this research was on the media usage, it was Microsoft PowerPoint Presentation. Meanwhile, the difference

was Maftuhah (2011) investigated the usage of Microsoft PowerPoint Presentation on students' vocabulary achievement, particulartly transportations, while Bilqis (2012) investigated whether or not there was a significant effect on the students' speaking achievement. This research investigated the effect of using Microsoft PowerPoint Presentation on the students' vocabulary achievement that covered *verb, noun, adjective*, and *adverb* on the eighth grade students.

In relation to the research design as experimental, the researcher conducted a preliminary study by interviewing the English teacher at SMPN 10 Jember (on September 27th, 2013). It was known that the teacher had never used any computer based technology teaching media in teaching vocabulary, particularly Microsoft PowerPoint Presentation. He only used conventional media: a white board while explaining the lesson. He usually teachs vocabulary integrated with reading skill. He informed that he usually asks the students to read a text first and then he asks them to write a list of difficult words based on the text that has been read, find their meaning in Indonesian, and then memorize them.

As Microsoft PowerPoint Presentation has never been used to teach vocabulary on the eighth grade students at SMPN 10 Jember, it was necessary to conduct an experimental research at that school. The research title was **"The Effect of Using Microsoft PowerPoint Presentation on Vocabulary Achievement of the Eighth Grade Students at SMPN 10 Jember in the 2013/2014 Academic Year".**

1.2   The Problem of the Research

Based on the background that has been brought up above, the researcher formulated problem of the research as follows: "*Is there any Significant Effect of Using Microsoft PowerPoint Presentation on Vocabulary Achievement of the Eighth Grade Students at SMPN 10 Jember in the 2013/2014 Academic Year?*"

1.3   The Objective of the Research

The objective of the research was to know whether or not there is a significant effect of using Microsoft PowerPoint Presentation on vocabulary achievement of the eighth grade students at SMPN 10 Jember in the 2013/2014 academic year.

1.4   Significance of the Research

The result of the research is expected to give valuable contribution to the following people.

a.   The English Teacher

The result of this research is expected to be able to motivate the English teacher to use interesting media, particularly using Microsoft PowerPoint Presentation in teaching vocabulary, structure or other English skills.

b.   The Students

The treatment of this research hopefully will give valuable experience and motivate the students in learning English, especially in learning vocabulary. When the teacher applies Microsoft PowerPoint Presentation as teaching medium, hopefully it will be able to help the students to absorb and memorize vocabularies well in order to enhance their vocabulary achievement.

c.   The Other Researchers

This research is expected to be reference for other researchers who want to do extended research about the effect of using Microsoft PowerPoint Presentation on students' vocabulary achievement by using CAR (Classroom Action Research). Other researchers are able to explore the use of this teaching medium to be better than before for teaching either language components or language skills.

CHAPTER 2
RELATED LITERATURE REVIEW

This chapter concerns about the definition of vocabulary. The classification of vocabulary becomes the second of discussion. The third one is related to the importance of the students' vocabulary achievement in learning English. The details of each topic will be elaborated in the following explanations.

2.1 The Definition of Vocabulary

Vocabulary is basic knowledge in learning language. It is undeniable that the role of vocabulary becomes crucial to decide someone's language mastery. It is supported by Coady and Huckin (1997:1), they say that the central of language is vocabulary and the language learners need to master it. In addition, Thornburry (2005:1) says that all languages have their own words and emergence of language is begun with words. It means that every language has its own word and everything that will be conveyed is started with the word. It obviously show how important the word for building language. Hence, the learners who want to master language have to master vocabulary first. In line with this, Fardhani (1994:1) says that an important area of language is vocabulary. As a tool of thought, words are able to help person to understand what other people thought and express his/her feeling to others clearly and meaningfully. In other words, vocabulary is needed as a bridge that is dialing one person to others for having proper communication. It obviously shows how important vocabulary as a tool of communication. Therefore, it can be said that vocabulary is a key to achieve a successful language learning. It because our language proficiency depends on how many vocabularies which are possessed and understood by the learners. As Tarigan's statement (1984:2), someone's quality in learning language depends on the quality and quantity of the vocabulary he/she possesses. The more vocabularies are possessed by learners, the better language performance they will have.

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Vocabulary is defined differently by some experts. Here are four of them, the first, Hatch and Brown (1995:1) claim that the term "vocabulary" refers to a list or a set of words for a particular language or a list or set of words of individual speakers of a language. The second is William (1970:17), who says that vocabulary is a word or sequences of letters that convey a meaning in the language. It refers to the usage of vocabulary as a tool for expressing and representing someone's feeling and thinking to be conveyed to others. The third, Hornby (2005:1707) defines vocabulary as a number of words which with rules combining them to make up the language. Based on the several experts' opinions above, it can be assumed that vocabulary is a sequence of letters that have certain meaning as representation of our feeling that can be conveyed to others as a kind of communication.

2.2 The Classification of Vocabulary

Hatch and Brown (1995:218) note that the classification of words based on their functional categories are named parts of speech. According to William (1970:132), vocabulary is divided into two parts; *large vocabulary* and *small vocabulary*. *Large vocabulary* is used in large quantity, namely verbs, nouns, adjectives, and adverbs. While, *small vocabulary* is used in small number, those are preposition, pronouns, conjunctions, articles, auxiliary verbs, and interjections.

This research focused on large vocabulary, which covered *verbs, nouns, adjectives*, and *adverbs*. This group was chosen based on the material taught for the eighth grade students of Junior High School based on *KTSP/Kurikulum Tingkat Satuan Pendidikan* (2006) and the result of consultation that have been conducted with the English teacher. The following part reviews each type of large vocabulary.

1.   Verb

Verb occurs when a word denote an action. According Hornby (1995:1323) defines verb as a word or a phrase indicating an action, an event or a state. Then, Meade *et.al.* (1961:207) state verbs are words that express actions or otherwise help to make a statement.

Thomson and Martinet (1990:105) divides two classes of verb to be aware, they are auxiliary verbs and ordinary verbs. Here is the brief explanation:

a   Auxiliary verbs

According to Meade *et al.* (1961:208), auxiliary verbs also belong to verbs. In English, auxiliary involves *modals* in it. An auxiliary verb does not carry the definition of verb as expressing action. It helps the main verb to make a statement, command, or to ask a question. In addition, Harmer (2004:38) says that auxiliary verbs are used with main verbs in affirmative sentences, negative sentences, and question formations. Auxiliary verbs are *am, is, are, was, were, do, have*; and the modal auxiliary verbs are *shall, should, will, would, can, could, may, might, must* or *ought to*. In the following, Harmer (2004:39) writes the example of auxiliary verbs in usage:

a. We are staying at our friend's house.
b. We have only just arrived.
c. We do not expect to stay for long.
d. We cannot afford to pay for a hotel.
e. We ought to find a place of our own
f. Could we move to another town?
g. Did you live in Glamorgan once?
h.   We had not thought of moving.

b   Ordinary Verbs

Ordinary verbs are called lexical verbs. They carry the main meanings. There are two kinds of ordinary verbs, they are, regular and irregular verbs.

1.   Regular verbs

Regular verbs are verbs that their forms in simple past and past participle are formed by adding "-**d**" or "-**ed**" to the infinitive. Here the examples of regular verb:

Table 2.1 The Examples of Regular Verb

Infinitive	Past	Past Participle
Start	Started	started
Enjoy	Enjoyed	enjoyed

Receive	received	received
Water	Watered	watered
Stay	stayed	stayed

2. **Irregular verbs**

Irregular verbs are verbs that have their own forms in simple past and past participle without added by "-**d**" or "-**ed**". Here are the examples

Table 2.2 The Examples of Irregular Verb

Infinitive	Past	Past Participle
leave	Left	left
buy	bought	bought
catch	caught	caught
go	Went	gone
see	Saw	seen

This research focused on ordinary verbs, which covered regular and irregular verbs. It was chosen based on the material taught in Institutional Based Curriculum (2006) for the eighth grade students at Junior High School and the result of discussion by doing an interview to the English teacher that has been conducted by the researcher.

2. **Noun**

A noun is a word used to name or identify any of class of things, people, places, or ideas (Hornby, 1995:791). In a line with this, Hatch and Brown (1995:219) note that a noun is a word that refers to a person, place, or thing. According to Thomson and Martinet (1990:24), noun is classified into four kinds. They are:

a. Common nouns

Common nouns refer to anything that we can see, touch, hear, or taste. They do not need capital letters and can be identified easily by placing "a", "an", or "the" in front of the word. For instances: *a chair, an ear, the board* (Hatch and Brown, 1995:219)

b. Proper nouns

Proper nouns are names of people, places, days, months, and things. They always take capital letters. For instances: *David, Central High School, Sunday, March, Garfield Monument* (Hatch and Brown, 1995:219)

c. Abstract nouns

Abstract nouns are name of feeling or qualities, things that we cannot see, feel, or touch, but still exist. For instances: *love, hunger, hatred* (Hatch and Brown, 1995:219).

d. Collective nouns

Collective nouns are a number of persons or things are considered as a unit. For instances: *orchestra, army, herd, jury* (Hatch and Brown, 1995:219)

This research focused on common and abstract nouns. These materials were chosen based on the material taught in Institutional Based Curriculum (2006) for the eighth grade students at Junior High School and the result of discussion by by doing an interview to the English teacher that has been conducted by the researcher.

3. Adjective

Adjective is a word that modifies a noun. Hornby (1995:15) defines adjective as a word that indicate a quality of the person or thing referred to by a noun. They can be used before or after nouns. In addition, Hatch and Brown (1995:228) says that adjectives are used to highlight qualities or attributes. There are six types of adjectives (Thomson and Matinet, 1990:33), as follows:

a. Demonstrative   : this, that, these, those

b. Distributive   : each, every, either, neither

c. Quantitative   : some, any, no, little/few, many, much, one, twenty

d. Interrogative   : which, what, who, whom, and so forth

e. Possessive   : my, your, his, her, their, our, its

f. Qualitative   : clever, good, bad, clean, fat, thick.

The types of adjectives were discussed in this research were quantitative, possessive, and qualitative. They were chosen based on the material taught in Institutional Based Curriculum (2006) for the eighth grade students at Junior High School and the result of discussion by by doing an interview to the English teacher that has been conducted by the researcher.

4.   Adverb

According to Meade *et al.* (1961:205), adverb is a word that modifies a verb, an adjective, or another adverb. Hornby (1995:18) claims that adverb as a word that adds more information about place, time, circumstance, manner, cause, degree, etc. to a verb, an adjective, a phrase or another adverb. Thomson and Martinet (1990:47) state there are eight kinds of adverbs, as follows:

a. Adverbs of manner   : correctly, fast, hard, quickly, well, etc.

b. Adverbs of place   : here, there, by, near, etc.

c. Adverbs of time   : now, soon, today, till, then, yet, etc.

d. Adverbs of frequency   : often, always, occasionally, once, never, etc.

e. Adverbs of sentence   : certainly, surely, absolutely, definitely, etc.

f. Adverbs of degree   : rather, quite, too, very, etc.

g. Adverbs of interrogative : when?, why?, where?, etc.

h. Adverbs of relative   : what, when, where etc.

This research focused on adverbs of time, frequency, and manner. Those types of adverb were chosen based on the material taught in Institutional Based Curriculum (2006) for the eighth grade students at Junior High School and the result of discussion by by doing an interview to the English teacher that has been conducted by the researcher.

2.3 The Importance of the Student's Vocabulary Achievement in Learning English

As a language component, vocabulary takes an important part on foreign language development. It is undeniable that it will be hard for students to master English if they do not have sufficient vocabulary. The students who are learning English as their foreign language are required to master vocabulary first and then followed by other language skills and language components in order to be able to communicate in both oral and written forms well. The more vocabularies they have, the better communication they will do. Therefore, it is important for teachers to measure the quality of their students' vocabulary mastery. Regarding the importance of measuring students' vocabulary proficiency so, a vocabulary achievement test is needed to be given to the students as an instrument in purpose to know students' vocabulary achievement.

Achievement is related to test that is done to discover how successful students have been in achieving the objective of a course (Hughes, 2003:12). It means that a test is needed to know whether the objectives of the study have been gained or not by students. It can be seen from the result of the students' works. If the students are able to do all of test items based on instructions given well, means they have achieved the objectives of the teaching learning process. On the contrary, when the students still experience many difficulties during do the test based on the instructions, it means that they have not master yet the lesson like supposed to be. In other words, students cannot gain the objectives of the study successfully. It can be concluded that succesful students after doing the test to achieve the objectives of the study is called students' achievement.

Relating the idea above, vocabulary achievement can be defined as the students' ability in understanding and using words in the right form to express particular feeling or idea. Vocabulary achievement is a very important aspect to determine students' success in mastering four skills (listening, speaking, reading, and writing). Their achievement can be seen from their performance in doing all tasks given. High

achievement deals with students who are able to use words correctly as kind of communication in both oral and written forms. While, when students have not ability to use words correctly to communicate in both oral and written forms briefly, it can be said that their achievement is still low. It is important to know whether students' vocabulary achievement is good or not, because their achievement strongly influence their performance in the process of mastering the four skills that have to be mastered.

Related with the importance of measuring the students' vocabulary mastery, Wallace (1982:27) lists nine categories of students' vocabulary mastery. Based on the categories, the teachers will know how far their students' mastery by seeing the list whether the students fulfil all the categories or not. Here are the categories:

1) Students are able to recognize it in its spoken and written form,
2) Students are able to recall it at will,
3) Students are able to relate it to appropriate objects or concepts,
4) Students can use it in the grammatical form,
5) Students can spell it correctly,
6) Students are able to pronounce it in a recognizable ways,
7) Students know in what ways it can combine with other words,
8) Students are aware of its connotations and associations, and
9) Students can use it on appropriate level of formality and in appropriate situation,

Referring the categories above, there are nine categories that should be mastered by the students in order to get good performance in vocabulary mastery. By knowing to the criterias, the teachers will get an easy way to measure exactly how far the students mastery vocabulary. What the teachers need to do is giving a test to the students and measure whether they are able to fullfil all the categories or just several of them. By knowing what criteria that have not fullfiled yet by the students, the teachers are able to more focus on specific teaching learning or giving activity to enhnace their weaknesses.

In addition, the objectives of learning vocabulary are classified into five categories which are known as taxonomy. According to Krathwohl (2002:212) the taxonomy of educational objectives is a framework for classifying statements of what we expect or intend students to learn of a result of an instruction. Relating what we

are expected or intended from the students in teaching learning vocabulary, Bloom (1956) (in Krathwohl, 2002:212) identifies six levels within cognitive domain which are commonly known as Bloom's taxonomy. A description of the six levels are listed in the following graphic:
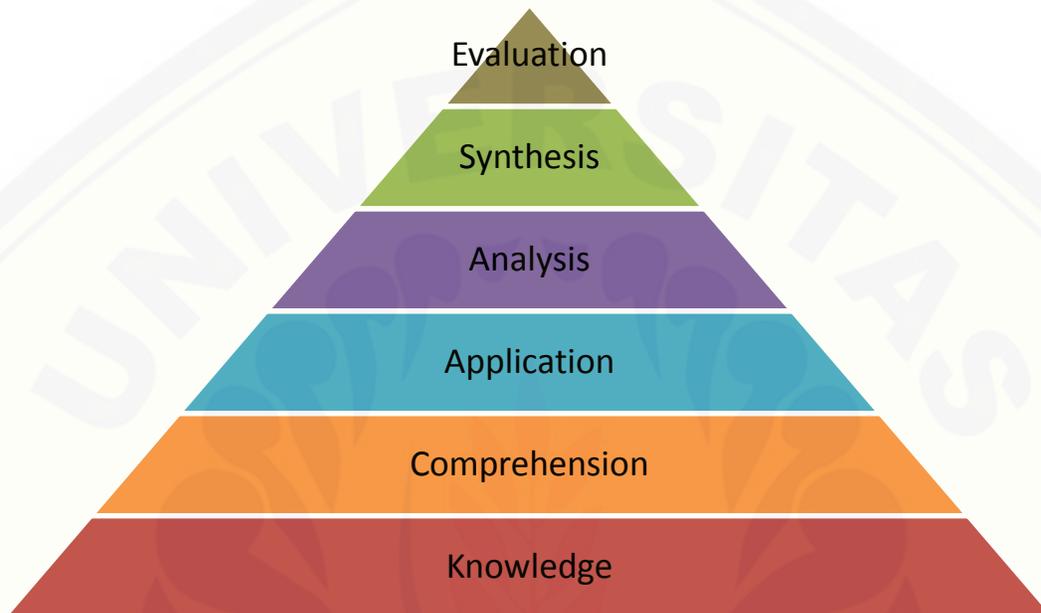
Figure 2.4 Bloom's Taxonomy: Cognitive Domain

Table 2.3 Bloom's Taxonomy of Educational Objectives: Cognitive Domain.

Evaluation	The ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgements are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all the other categories, plus conscious value judgements based on clearly defined criteria.
Synthesis	The ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or

	structures.
Analysis	The ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application becasue they require an understanding of both the content and the structural form of the material.
Application	The ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.
Comprehension	The ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating furture trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.
Knowledge	Remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.

(Adopted from Bloom, 1956)

Based on the picture above it is known that the level of cognitive domain is started from the simple recall or recognition of facts, that is *knowledge* which is as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as *evaluation*. Krathwohl (2002:212) explains that the categories are ordered from simple to complex and from concrete to abstract. Further he assumes that the original taxonomy above represents a cumulative a hierarchy, that is mastery of each simpler category is prerequisite to mastery of the next more complex one. In other words, the students are expected to master the lowest level first, that is *knowledge* in order to be able to master the next higher level.

In reference to the process of teaching learning vocabulary on the eighth grade students which covered *verb, noun, adjective,* and *adverb,* the students were expected to master several categories based on the Bloom's taxonomy that were related with vocabulary development that they have learnt and also based on their level difficulty. The categories were *knowledge, comprehension, and application*. While the other categories; *analysis, synthesis, and evaluation* were not expected to be mastered by the eighth grade students because those categories are considered as too complex and not appropriate with the students' difficulty level. In this research, the level of *knowledge* refers to the students that were able to recall, restate, and remember the vocabulary that have been learnt. *Comprehension* refers to ability of the students to grasp the meaning of parts of speech (verb, noun, adjective, and adverb) by interpreting and translating what has been learnt. The last categories was *application*, it refers to the students' ability to use the material that have been learnt in concreate situation. Here the concreate situation meant the students were able to use the vocabularies in sentences appropriately.

In this research, the students' vocabulary achievement was defined as the quality and quantity of vocabulary possessed by the students which covered *verbs, nouns, adjectives,* and *adverbs* after doing teaching learning process. The scores were obtained from vocabulary achievement tests that have been conducted by the researcher.

2.4 Computer-Assisted Language Learning (CALL)

There are many kinds of multimedia that have been used in learning language environment, one of them is multimedia "computer-based". Multimedia in a computer system employs a combination of various media, text, video, audio, and images or a combination any two of them. Gunduz (2005:2) mentions that language learning which executes the use of computer and its software is called CALL (Computer Assisted Language Learning). In Addition, Widodo (2004:185) states that CALL is an approach in language learning and teaching in which computer is used as

a media or tool for utilizing the computer application in TLP (teaching learning process). Concerning the two definitions above, it can be concluded that CALL is an approach, which employs computer and software installed in language teaching learning environment.

There are several aspects that should be considered in applying CALL in the classroom teaching. The teachers should know the characteristics of a good CALL that are required before applying as a teaching media. By following the requirements, it will give easiness for the teachers to choose an appropriate computer software that will be used which is related with the teaching material. This consideration will help teachers in operating CALL in order to work successfully. Katio (1995) (Rofiq, 2008:103) writes five characteristics of a good CALL which is needed by the teacher. The characteristics are explained below.

1. It is easy to be operated

    An easy and familiar software is better to be used rather than an unfamiliar and complicated one. It is suggested for the teachers who want to employ CALL in classroom to have enough knowledge about the software itself. By mastering the system operation of the software, it will help teachers to prepare and organize the material easily and operate it without facing any difficulties. Besides, easy to be operated software will minimize some errors that could be occured during TLP (Teaching Learning Process). Therefore, it is better for the teachers to choose software based on their skill and ability.

2. It has a clear goal

    CALL that will be used must have clear goal. That is the teachers' job to chose and develope CALL properly in order to work effectively in classroom based on the material disscused. Furthermore, it is better for the teachers and the students to know the goal of applying CALL so that, they are able to focus on the material discussed to achieve the objectives of the study through CALL.

3. It is interesting

   The usage of CALL in teaching learning process must be as interesting as possible. It is undeniable that students need new atmosphere in each meeting to motivate them in learning new material everyday. The important thing is the students have to be avoided from boredom. Hence, the usage of CALL must be interesting enough in delivering material in order to be able to be understood easily. Therefore, the teachers have to consider whether it is interesting enough or not to be appllied in the classroom in order to be acceptable by students.

4. It can be used for independent study

   One of expectations by applying CALL in the classroom is the students are able to do independent study at home. That activity is possible to be done since the material can be saved and opened at home. Hence, CALL that is organized by the teachers must be as simple as possible, in which the material given is able to be opened through software which is easy to be gotten by the students so that, it is easy to be accessed at home through their computers.

5. It is based on teaching material

   The employing CALL for teaching media must be relevant with the topic will be discussed. The explanation and activities that will be done through CALL are required to be appropriate enough with the software used. Therefore, teachers should know what kind of software and how to develope it into appropriate teaching media with the material discussed in order to be able to help the students to achieve the objectives of study easily.

   In summary, the first thing that should be considered in determining what kind of CALL will be used is, it is easy to be operated by teachers. The reason is, it is impossible to make CALL works effectively if the teacher still face several difficulties while operating it. Besides, it will help the teacher to develope and organize it based on the teaching material easily so that, it becomes suitable with the goal of teaching learning process. It is better for the teachers and the students to know the goal of using CALL in TLP so that, they are able to focus in teaching learning

through CALL. Besides, interesting CALL also becomes important thing that should be considered, if uninteresting CALL is applied in the classrom, it will be useless and does not work well to motivate the students. The last, it is easy to be accessed by the students at home. That is one of purposes in applying CALL, in which students are expected to be able to do independent study. The five characteristiscs above become a key that should be followed by the teachers who want to apply CALL in classroom teaching successfuly.

Based on the explanation above, it can be concluded that by considering the five characteristics of a good CALL, it will assists the teachers in utilizing this aid well and avoid several errors that might happen during teaching learning process. Besides, employing CALL properly is considered to be able to help the students in comprehending material given easily. It can be concluded that it is important to choose an appropriate computer software which is easy to be operated by teachers, interesting enough for the students, it has a clear goal, it enables the students to do independent study, and it is related with the material in order to be able to assist the teacher in presenting material well and make it easier to be understood by the students.

As a requirement for being professional teachers, it is a must for the teachers to have awareness towards how importance technology involvement to be applied in education field present day. The consequence of that, the teachers have to learn about operating systems of technology teaching media more comprehensively, particularly the computer based ones. Finally, by having enough knowledge, it will obviously help the teachers to avoid some errors that could be occured when applying computer based teaching media in the classroom in order to work successfully.

2.5   Microsoft PowerPoint Presentation

Concerning with the usage of CALL in classroom teaching, there are many softwares that can be used, one of them which is commonly used and easy to be obtained is Microsoft PowerPoint Presentation. It is because Microsoft PowerPoint

Presentation is a part of Microsoft Office suite. This presentation software is commonly used by business people, trainers, and educators. It was developed by Dennis Austin and Thomas Rudkin of Forethought Inc. This presentation software originally designed for the *Macintosh* computers, which is initial, released named *Presenter*. In 1987, it was renamed to *PowerPoint* due to problem with trademarks, the idea for the name coming from Robert Gaskins (Wikipedia, 2013). This software was originally created in purpose of creating presentation, which enables a presenter to resume long material into short points in order to be easy for audience to catch information. It can be shown on computer or through a projector that is projecting a presentation into a screen for all to see in once. It is stated by Lowe (2010:10), he says that PowerPoint is a presentation program that is designed with a projector to display presentations that will persuades audience and convince them to presenter's point of view.

According to Larry and Nancy (2002:97) PowerPoint is a presentation software, which lets the user create professional looking images for group presentation, self-running slide shows, reports, and for other situations that require the presentation of organized, visual information. Additional meaning, Radanov (2008) explains that PowerPoint is a type of presentation software that allows one to show colored texts and images with simple animation and sound in purpose to actualize material to become more lively.

There are many features are offered by Microsoft PowerPoint Presentation which enables the user to create a sophisticated presentation. They are pictures, custom animations, hyperlinks, graphics, charts, tables, sounds, videos, etc. to make the presentation more interesting and meaningful. This research emphasized the use of four features, namely pictures, videos, hyperlinks and custom animations. The reason of that, those features were considered effective and appropriate to be used in teaching learning vocabulary. First, the use of pictures as a form of visualization were much needed for the students because they were able to represent words in order to be easy for them to recall the words rather than delivering the words only through texts.

Second, giving videos was chosen in teaching learning vocabulary because videos were able to deliver material in interesting way which invited the students to do two activities at once, namely listening and watching. Using videos was good to gain the students' attention and help them to understand the material given more easily. Third, custom animations were given on every slide in order to make presentation more live and eye catching. Besides, they were given to emphasize certain point that was regarded as the important point. The last was using hyperlinks. Here, hyperlinks were used to make the presentation became more interactive. Through hyperlinks, the researcher was able to design the presentation based on her needed. For instance, in discussion activity, the answers could be hide before they were displayed so that, the researcher was able to create interaction among the students and encourage their curiosity.

The type of PowerPoint was used in this research was Microsoft PowerPoint Presentation 2010. This version was chosen because there are many updated applications and some enhancement features not included in the previous version. Besides, the ribbon in 2010 has improved becomes more effective in order to be easier for the user to manage the presentation. One of updated features which is not available in the previous version is image and video editing. This version enables the user to crop, edit, add effect photo, embed, trim, add fades and effect video directly without seperate software. Meaning that, it is not necessary for the user to edit photo and video out of powerpoint itself. Therefore, it gives effectiveness and practicability in creating presentation.

In summary, Microsoft PowerPoint Presentation has power to create and display sophisticated presentation not only for business but also for education environment. This multimedia aid enables some features for example, pictures, videos, animations, etc. are connected practically. The simplicity which are provided will save teacher's time for preparing and presenting teaching material and make it more interesting and concrete.

2.6 The Implementation of Microsoft PowerPoint Presentation in the Classroom

Microsoft PowerPoint Presentation has been introduced to the educators since it was officially launched on May 22^{nd}1990. Since in the late 1990s, several studies have indicated that students found PowerPoint-based lectures which are presenting teaching material by using pictures, videos, custom animations, colours, etc. is more interesting than traditional lectures (Ruffini, 2009:26). He clarifies that teaching by using Microsoft PowerPoint Presentation is loved more by students than teaching by using conventional media which is usually only use broad marker and white board. In addition, Szabo and Hastings (2000) report that majority of students believed that PowerPoint lectures are more interesting and attention capturing than traditional lectures. The reason of that is presentation software offers sophisticated multimedia and enables to do many interactive activities in teaching learning process, in which conventional media cannot do. Through several applications provided, the teacher has an opportunity to develop their creativity by arranging those applications into a sophisticated presentation in order to make the lesson becomes more interesting and meaningful to be understood and memorized easily by students.

The use of Microsoft PowerPoint in the classroom answers a challenge to be a professional English teacher who is required to have ability in using technology-teaching media. It is stated in Larry and Nancy (2002:97) that many studies confirm that people who use presentation software are perceived as being better prepared and more professional than they who do not. Further, they note that using PowerPoint Presentation is able to give a teacher aura of professionalism. That argument is able to invite other teachers to adopt a particular of view.

In addition, the usage of PowerPoint in classroom gives a big opportunity for teacher to develop teaching material becomes more interesting, meaningful and interactive to be actualized in a form of presentation. The different way in presenting the lesson will gain the students' attention and enthusiasm to follow teaching learning process fully. By gaining the students' enthusiasm first, it means that they will show their interest with the lesson. In other words, they are motivated to study more about

the lesson given so that, they will give their full concentration to the lesson. The students who are motivated is inclined will concentrate and pay attention to the teachers' explanation fully and being active in the classroom to do all activities asked. Therefore, Microsoft PowerPoint is considered as a great media to be used in the classroom to make the students are motivated and more concentrate to the lesson given.

The implementation of Microsoft PowerPoint Presentation in the classroom can be applied for many ways. Fisher (2008:1) mentions the five ways that can be done by PowerPoint Presentation in the calssroom, they are, *initial teaching, practice and drill, game, review*, and *test*. Those activities will be described as follow.

a. Initial Teaching

In teaching learning process, introducing new topic that will be discussed must be done well. The first good impression is needed to arouse students' motivation to follow teaching learning process on the next meeting continuously. Therefore, employing PowerPoint Presentation as initial teaching is a great choice to introduce new topic. Here, teachers must anticipate area of misunderstanding and difficulty. It is needed to avoid the raising of problem during teaching learning process. Besides, it is not necessary for teachers to make many presentations for the same topic, because once an initial teaching presentation is prepared, it can be saved and used again and again whenever it is needed, and it can be shared with others.

b. Practice and Drill

Practice and drill are good activities to make the lesson given stand longer in students' mind. The teacher has responsibility to give practice and drill to students in order to increase their lesson comprehending. The more practice and drill are given, the better their understanding to the lesson. PowerPoint Presentation is able to facilitate teachers for giving practise and drill to students,

practically. It is because the presentation can be saved for long time which enables to be repeated in many time as many as teachers needed. Thus, it is not necessary to create same material for many times. The example of material that can be repeated again and again is presentation of irregular verb. Practicing and drilling are really needed to help students to recall the vocabulary Besides, PowerPoint presentation enables students to take the material home in order to be repeated at home. It will be effective to make the lesson stand longer if students are given facility to practice and drill not only at school but also at home.

c. Game

Game is one of the good ways to teach English. That activity will be effective enough to help students in understanding the lesson and memorize new vocabularies easily. Through PowerPoint Presentation, teachers have big opportunity to develop their creativity in creating their own game. The kind of game that is offered will be different with the game offered by conventional one. Many features available by PowerPoint enable the game become more attractive, interesting, and concrete. Once a game has been created, it can be reused by the creator or shared with other teachers.

d. Review

Reviewing material is good activity to make sure students' understanding to the lesson. It is also good to be done before students get the test. PowerPoint Presentation gives easiness for teacher to review the lesson that have been already taught. As stated before that this presentation can be saved to be reused for other opportunities, so it can be showed again as a review without making a new one.

e. Test

Tests or quizzes also can be given through PowerPoint Presentation by using timer feature. It is good to be used for measuring students' vocabulary

achievement. The teachers could give pictures of each item on the slides to be shown at pre-set interval. Teachers set their timer for a reasonable number of seconds for each slide. Then, students may answer by writing down the name of each item.

In this research, the researcher utilized Microsoft PowerPoint Presentation for all activities above, except *game*. The reason of that was applying game in the classroom needed extra time, while the time allocation was limited. Therefore, it was not possible to use PowerPoint for *game*. Those activities were concerned on teaching vocabulary for the eighth grade students at SMPN 10 Jember in the 2013/2014 Academic Year.

2.7   Teaching Vocabulary by Using Microsoft PowerPoint Presentation

This research focused on teaching vocabulary by using Microsoft PowerPoint Presentation. This presentation software is considered as an interesting and effective medium because, there are some features provided which facilitate visual strategy in learning vocabulary that will be able to help the students to recall vocabularies. It is mentioned by Holden (1999:42), that certain visual strategies can facilitate the recall of vocabulary, and PowerPoint addresses some of these visual factors in vocabulary learning. Furthermore, there are several researchers that have conducted researches related with this research. Two of them were Maftuhah (2011) and Khotib (2012). Based on the research that has been conducted by Maftuhah (2011) it showed that using Microsoft PowerPoint Presentation in teaching vocabulary was able to improve the students' ability in memorizing new vocabularies, particularly in transportation. The second research was conducted by Khotib (2012). It showed that Microsoft PowerPoint Animation gave significant effect on the fourth grade students' vocabulary achievement at SD Muhammadiyah 1 Jember.

Microsoft PowerPoint Presentation enables the teachers to add pictures, videos, custom animations, color, shape *etc*. in order to make the lesson more meaningful and

interesting. Through those features which are used properly will give easy of understanding the lesson given and remembering new vocabularies.

2.7.1 The Features

It has been stated in the previous explanation that there were four features that were emphasized in this research. Those were pictures, videos, custom animations, and hyperlinks. Those features were used in teaching learning vocabulary. Here are the descriptions of each feature.

a. Pictures

Gerlach (1989:2) expounds that through picture, learners can be shown people, places, and things from area outside their own experiences. It can be implied that picture is able to create a better understanding of what students cannot see, touch, feel, and do directly in the classroom. Therefore, relating with teaching vocabulary, giving picture is very useful for presenting vocabulary items. As stated by Wright (1989:1), that pictures can be more useful to have as many examples as possible rather than fewer examples written out more fully. The pictures will help the students to understand the meaning and memorize many words in the form of verbs, nouns, adjectives, and adverbs. This visual activity will assist students to have description of the words so that, they are able to recall them easily. In this research, single picture was given for teaching verbs, nouns, adjectives, and adverb. This kind of picture is appropriate to teach large vocabulary because in learning this type of vocabulary, the students are focused on one particular object/activity as they contain only one definite portrayal. Therefore, it will be easier for them to recall the words which are represented by pictures rather than texts only.

b. Videos

Giving some videos in presenting material in the EFL classroom seems to be great way for both attract the students' attention and arouse the students' motivation. Lonergan (1984:5) explains that, at their best, video presentation will be intrinsically

interesting to learners. By generating interest and motivation, it will be followed by the students' passion in learning language in which they will give their concentration during teaching learning process so that, it will create successful learning. Interesting way in explaining material through video will be helpful for the students to comprehend what information delivered easily. In this research, there were four short animation videos were used to assist the researcher as the teacher to explain *verb, noun, adjective,* and *adverb*. They were taken from *www.youtube.com.* The first video contained the general information about *verb*, the second video explained *noun*, the third one was about *adjective*, and the last video was explanation of *adverb*. By watching the videos, students were expected to be able to understand the basic difference among *verb, noun, adjective*, and *adverb.*

c. Custom Animations

The custom animation feature provides a list of effects that users can apply to objects such as picture, text, and other graphics to animate them during a slide show. Designing custom animations in PowerPoint Presentation is able to arouse interest and excitement for students to pay attention to the material. In this research, the purpose of adding custom animation was to reinforce the concepts or emphasized certain information taught and to create interesting and interactive exercise. It is suggested for the teachers to avoid using over animation, because it can be very distracting for students.

d. Hyperlink

Ruffini (2009:5) states that a well designed animation slide should include a title, information on the topic, animation to reinforce the concept, and a hyperlink to additional information. The use of hyperlink will make a presentation becomes more sophisticated. In this research, hyperlinks were added in slides of explanation and discussion. By adding hyperlink on the slides will encourage the students' curiosity and enthusiasm when the teacher hide the answer and invite them to guess what is the

correct answer. Finally, good interaction among the teacher and the students will be created to make active and fun teaching learning process in the classroom.

Based on the coverage above, it shows that Microsoft PowerPoint Presentation provides many interesting and useful features, which are needed by the students to have new experience in learning language in the classrom and help them to enhance their vocabulary mastery. By creating presentation properly, students will get an easier way to absorb every single word given and make it stands longer in their mind. Therefore, Microsoft PowerPoint Presentation has been believed as a great aid to be used in EFL classroom, particularly to enhance the students' vocabulary achievement.

2.7.2 The Procedures of Teaching Vocabulary by Using Microsoft PowerPoint Presentation

In this research, the procedures of implementation Microsoft PowerPoint Presentation in the classrom were based on Fisher's division (2008) that writes Microsoft PowerPoint Presentation is able to be used in many ways namely, *initial teaching, practice and drill, game, review, and test* as explained briefly in the previous point.

1) Creating a presentation by using Microsoft PowerPoint Presentation based on the material;
2) Preparing the equipment and the materials, such as a laptop, an projector, loud speakers, the texts, and the exercises;
3) Distributing the text which was related to the topic;
4) Asking the students to read the text, individually.
5) Discussing the topic together with the class then classifying some words provided by displaying them on the screen through Microsoft PowerPoint Presentation;

6) *Initial Teaching*

- Introducing the new topic, that was material about large vocabulary which covered verb, noun, adjective, and adverb by using Microsoft PowerPoint Presentation and also asking the students to pay attention to the researcher's explanation;

7) *Practice and Drill*

- Asking the students to answer the researcher's questions which are related with the words on the slides of presentation through Microsoft PowerPoint Presentation;

- Pronouncing the vocabularies together;

8) Distributing the worksheets;

9) Asking the students to classify some words provided in the form of verb, noun, adjective, or adverb, in pair;

10) *Test*

- Asking the students to complete the sentences by replacing pictures provided with appropriate words in the form of verb, noun, adjective, or adverb by watching to the slides of presentation through Microsoft PowerPoint Presentation, in pair;

11) Asking the students to choose the best asnwer of the alternatives provided in the form of multiple choices, individually;

12) Discussing the exercises together with the class by watching to the slides of presentation which showed the correct answers by using Microsoft PowerPoint Presentation;

13) *Review*

- Reviewing the material that had been taught to make a conclusion by using Microsoft PowerPoint Presentation.

There was one activity which was not included by the researcher in the procedure above. It was game. The researcher skipped the game activity because it was considered took extra time to be done by the whole students, while time

allocation was limited (80 minutes). Therefore, the researcher decided to skip the game activity in order the time allocation was enough.

2.8 Creating a Good PowerPoint Presentation in the Classroom

PowerPoint is designed specifically for use during live presentations. If it is created properly, it is able to help to organize information into points clearly and concisely. A good presentation must be short and simple but do not cut down the essence of material. For creating a good presentation, the teachers should have enough knowledge about the guidelines of creating good PowerPoint Presentation. By having enough knowledge, it will lead the teachers to avoid some errors that probably appear during projecting the presentation. Therefore, the use of color, font size, and layout should be quite different for a live presentation.

There are four opinions list the guidelines of creating PowerPoint Presentation for teaching, here are the details of each expert:

a. Teaching Support Service (2005) describes general guidelines as follows.

    1. Include an introduction, body, and conclusion

    2. Avoid information overload; limit presentation to a few key ideas

    3. Focus attention by revealing only the points you are speaking to

    4. Presentation should be an outline, not a transcript; use points as prompt

    5. Two lines max per bullet; six bullets max per slide

    6. Use visuals and other media to complement and reinforce text.

b. Munir (2010:145) writes some guidelines about the use of color, animation, and also the content of presentation. They are explained below:

    1. Include only key points in PowerPoint. Teachers should not put all information in the slide show but only the outline of the main information to avoid wordy presentation.

    2. Use interesting color. Teachers should add some colors on slide to make it more interesting to be watched. However, teachers have to consider the

contrast between the color of the text and background. Choosing wrong color combination will make the text is difficult to be read.

3. Use animations as teachers need. Teachers may add some animations on slide to make it more alive for gaining students' attention to the lesson. It should be added as many as teachers needed. Many unnecessary animations given will disturb students' visualization to absorb the lesson, even they will get confused.

c. IAS (International AIDS Society) (2006) also lists some basic guidelines to make an effective PowerPoint Presentation. They are described below:

1. Slide Layout

The first step to make a good PowerPoint Presentation is selecting appropriate slide layout. The slides should be simple and uncluttered (picture A). Teachers should consider the background on the slides. It is better for avoiding many backgrounds to elaborate with the information (Picture B).

A. RIGHT   B. WRONG

Figure 2.1 The Appropriate Slide Layout

2. Color

Choosing the wrong colors will be serious problem in displaying a presentation. Inappropriate color arrangement between text and background will make the presentation virtually unreadable. A dark background with light text is recommended (picture A). It is better for teachers to avoid white