THE EFFECT OF USING POWERPOINT ANIMATION ON THE VOCABULARY ACHIEVEMENT OF THE FOURTH GRADE STUDENTSAT SD MUHAMMADIYAH 1 JEMBER IN THE 2011/2012 ACADEMIC YEAR

THESIS

By:

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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THESIS

Composed to Fulfill One of the Requirements to Obtain the S-1 Degree
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Dedication

This thesis is honorably dedicated to:

1. My beloved parents, Sadeli and Latifah
2. My beloved wife, Silviyah
3. My beloved son, Ahmad Hisyam Washilul Arham
4. My beloved sisters, Ana Masyithoh and Robi'atul Adawiyah.

Motto

"Always be generous with your encouraging words, the words will inspire others to be
the best they can be."
(Catherine Pulsifer)

"You can say almost nothing without vocabularies and
without vocabularies nothing can be conveyed"
(Thornbury)

"The words you need and more words you need"
(Rudzka)

Acknowledgment

First of all, praise be to Allah SWT for the blessing and mercy so that I can accomplish this thesis.

Second, I would like to express my deepest appreciation and sincerest thank to the following people.

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3. The Examination Committee.
4. The Dean of Faculty of Teacher Training and Education, Jember University.
5. The Chairperson of Language and Arts Department.
6. The Chairperson of English Language Program.
7. The Principal and Vice Principal of SD Muhammadiyah 1 Jember, the English Teacher and the fourth grade students who helped me obtain the data.

I expect that this thesis will be useful not only for me but also for the readers. I would welcome any constructive comments and criticisms to improve this thesis.

Jember, September 2012

The Writer

TABLE OF CONTENTS

I. INTRODUCTION

II. REVIEW OF RELATED LITERATURE

III. RESEARCH METHOD

IV. RESEARCH RESULTS AND DISCUSSION

V. CONCLUSION AND SUGGESTIONS

THE LIST OF TABLES

Page

THE LIST OF APPENDICES

Page

SUMMARY

The Effect of Using PowerPoint Animation on the Vocabulary Achievement of the Fourth Grade Students at SD Muhammdiyah 1 Jember in the 2011/2012 Academic Year; M. Khotib Firdaus; 0602104011190; 2012; English Language Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

The importance of vocabulary in learning English cannot be neglected. Students need to enlarge their vocabulary in order to comprehend and absorb the information from the English materials. Lacking vocabulary will make the students difficult understanding it. Therefore, the students have to improve their vocabulary to master the four language skills; listening, speaking, reading, and writing.

Nowadays, we cannot deny that multimedia is very useful in language learning, for instance; PowerPoint animation. PowerPoint is one of Microsoft Office programs that become popular in today's teaching and learning. In this research, PowerPoint animation was used as the alternative media in teaching vocabulary to investigate whether or not there was a significant effect of using PowerPoint animation on the vocabulary achievement of the fourth grade students at SD Muhammadiyah 1 Jember in the 2011/2012 academic year.

The population of this research was the fourth grade students that were determined by cluster random sampling to choose the class that become experimental group and control group. From the analysis of the students' homogeneity test scores by using ANOVA formula, the variance (F_o) was 3,74 while the f-table (F_t) in the 5% of significance level was 3.09 (appendix L). The result showed that the variance was higher than that of the t-table ($F_o > F_t = 3,74 > 3,09$). It means that the ability of the fourth grade students was heterogeneous and there was a significant mean difference among the whole fourth grade students' ability. Therefore, two classes from the population that had the closest mean difference were chosen, that was IV A class which has mean scores 75,45 and IV B class which has mean scores 76,27. Then, it was decided that IV A class as the experimental group and IV B class as the control group. The experimental group (IV A class) which consisted of 37 students was taught by using PowerPoint animation and the control group (IV B class) which consisted of 36 students was taught by using printed pictures.

The primary data of this research were collected from the students' scores of the vocabulary test (post test), while the supporting data were gained through interview and documentation. The primary data (post test) were analyzed by using t-test formula. From the analysis of post test, the vocabulary achievement of t-test was 2.11, while the t-table in the 5% significant level was 1,99 and the degree of freedom was 71. The result showed that the t-test was higher than that of the t-table (2.11 > 1.99). It means that the null hypothesis (H_o) which says that there was no significant effect of using

PowerPoint animation on the vocabulary achievement of the fourth grade students at SD Muhammadiyah 1 Jember in the 2011/2012 academic year was rejected. On the contrary, the alternative Hypothesis (H_a) which says that there was a significant effect of using PowerPoint animation on the vocabulary achievement of the fourth grade students at SD Muhammadiyah 1 Jember in the 2011/2012 academic year was accepted. Therefore, it was proved that there was a significant effect of using PowerPoint animation on the vocabulary achievement. Based on the result above, it was recommended that the English teacher use PowerPoint animation as the alternative media to teach vocabulary.