

TEACHING VOCABULARY BY USING POWERPOINT SLIDE SHOW PICTURES

Siskawati Tini, Clarry Sada, Sumarni

English Language Education Study Program, FKIP, UNTAN, Pontianak
Email: tee_ny_gisella_aza@yahoo.com

Abstract: The aim of this research was to solve the problem in learning English by using PowerPoint Slide Show Pictures media at the third grade elementary students of Pelita Harapan Pontianak, West Kalimantan. This study used Classroom Action Research (CAR) through 3 cycles. The participants in this study were the third grade students which consist of 38 people. The technique of data collection in this research is observation, field note and achievement test by asking students to write vocabulary based on the pictures displayed. The research finding of using PowerPoint Slide Show Pictures is the decrease number of students who get low score under Minimum Standard Completeness (KKM) of 60% in the first cycle to 5% in the last cycle. This result is categorized as moderate. It means that the students who got better score were increasing. The students also could write the words of English vocabulary with the correct spelling, they could pronounce correctly, they also could understand the meaning of words and got a lot of new English vocabulary, certainly they were really enjoyed in learning process by using PowerPoint Slide Show Pictures.

Key Words: Vocabulary, PowerPoint Slide Show Picture

Abstrak: Penelitian ini bertujuan untuk mengatasi masalah dalam mempelajari bahasa Inggris melalui penggunaan media PowerPoint Slide Show Pictures pada siswa kelas III sekolah dasar Pelita Harapan Pontianak, Kalimantan Barat. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) dengan melalui 3 siklus. Adapun partisipan dalam penelitian ini adalah siswa kelas III yang berjumlah 38 orang. Teknik pengumpulan data siswa menggunakan lembar observasi, catatan lapangan dan tes kemampuan yaitu meminta siswa menulis kosakata sesuai dengan gambar yang telah disajikan. Hasil penelitian penggunaan media PowerPoint Slide Show adalah berkurangnya jumlah siswa yang mendapat nilai rendah dibawah Standar Ketuntasan Minimum (KKM) dari 60% pada siklus pertama menjadi 5% pada siklus terakhir. Hasil ini masuk dalam kategori moderate. Ini berarti bahwa ada peningkatan jumlah siswa yang mendapat nilai tinggi. Siswa juga dapat menulis kosakata bahasa Inggris dengan ejaan yang benar, mereka dapat melafalkan secara tepat, mereka juga dapat mengerti arti dari kata-kata dan banyak mendapatkan kosakata baru dalam bahasa Inggris,

dan tentunya mereka sangat menikmati dalam proses pembelajaran dengan menggunakan PowerPoint Slide Show Pictures.

Kata Kunci:Kosakata, Slide Show Pictures

English is taught from elementary school and made it as a local content subject. Elementary school age students are expected to start in six years. They are categorized as children or young learner.

For young learner, English is still regarded as a difficult lesson to learn. In this case, the teachers who teach elementary school students may have difficulty in finding the right way to teach. A teacher should be able to create a teaching method to help student easily understood and memorize the English vocabulary.

Second language learners have many difficulties to overcome. For example, students are difficult to write and pronounce words. They must learn to think and respond in a new language without using his mother tongue. For example, the word book in English pronunciation is / buk / not / bok / or in an English written is “book” not “buk”. For the non-native learners of English especially children, this will be an enormous task, because for them this is their first experience in learning English.

English is also taught in Elementary school of Pelita Harapan, which is located on Komyos Sudarso Street Rambutan hall way II. In this school, the teachers still use traditional ways of teaching vocabulary. In teaching and learning process, the teacher reads a word and writes it on the board. After that, the teacher translates the word. English textbooks are available also only provide images with a less attractive appearance that is colorless picture. And it makes the students feel bored and less interested in learning English vocabulary is taught. In fact, there are some students who say do not like learning English because they do not know the meaning of word in English vocabulary. The writer considered this as a problem to be solved because of the limitations of the media is one of the reasons why the elementary students of Pelita Harapan difficult to learn English, especially in memorizing vocabulary.

Learning vocabulary needs to memorize the new words that we have, as we know children or young learner learn language by learning vocabulary through memory (memorizing). The writer as a teacher finds that the students are difficult to remember the meaning of words and sometimes they can mention the word but incorrect in writing.

Based on the nature of the children, they like interesting things in the audio and visual. Therefore, teaching vocabulary should use suitable media for the children. Farwaniya (2009) viewed that the children or young learner are full of imagination. They can build a better understanding of new words if supported with the help of audio and visual. Therefore, we need a media that can help them learn to understand new vocabulary in English. In addition, the media can also make them feel happy in learning.

One of the instructional media chosen by the writer is PowerPoint slide show picture regarding the content. The writer assumes that the use of PowerPoint

slide show picture in teaching English vocabulary may be changing bad condition in the classroom into the interesting things using PowerPoint slide show picture. The media is very interesting because students can see the objects in the form of animated images are accompanied by text and sound help how to read it. Here, the writer combines the noun with verb.

Based on the explanation above, it is interesting to use the media of PowerPoint slide show pictures to teach English vocabulary to improve the students' achievement in learning English vocabulary.

METHOD

This research used Classroom Action Research which was adopted from Cohen, Manion and Morrison (2000: 226). Where, plan is a teaching learning activity to overcome the problem found in previous teaching learning process. Action is the researcher conducted the result in the classroom where the problem found. Observing in every meeting where the researcher and collaborator observe the students learning activity, motivation, and interaction. The last was reflecting, in this stage, after the procedures above are done, the researcher got some important feedback.

In conducting this classroom action research, the writer and the other teacher collaborated in investigating the problem that faced by students. In this research, the writer is a teacher. The writer acts as teacher that observed the treatment together with the other teacher as collaborator. The writer applied the media that used in teaching vocabulary.

The participants of the research are those who have problem in English vocabulary that were the third grade elementary students of Pelita Harapan Pontianak which consist of 38 students.

The data were collected by observation checklist table, field note and achievement test. This data would show how effective the use of PowerPoint Slide Show to improve students' achievement in English vocabulary.

Action research is usually conducted in a certain cycle. The cycles are divided into big and small cycle. Big cycle in this research is three weeks in which the writer applies this technique in the teaching learning process. Small cycle consists of a week (three meetings which lasted in about sixty minutes). In each small cycle, the writer used PowerPoint slide show picture in increase students' achievement in learning vocabulary.

In planning, the writer prepared the teaching material about part of body, media in teaching learning process and everything that needed in process of research. The preparations included lesson plans and the instruments in collecting the data. Lesson plan guided the writer as a teacher during the teaching learning process. Its contents are the aspect of students' level, semester, standard and basic competence, indicator (s), and type of text, theme, skill focus, and time allocation. These are the guidelines for teachers to formulate the learning objectives, materials, classroom activities with clear teaching stages and assessment. The researcher prepared observation checklist table, field note and achievement test as instruments in collecting the data.

In acting, the teacher presented the material. The teacher applied the technique in teaching vocabulary by using PowerPoint slide show pictures. This was done in three cycles or small cycles.

In observing, the writer and other teacher as the collaborator observed the class when the teaching learning process occurs. To collect the data, the collaborator filled field note and observation checklist table in order to gathering data from the activity in teaching vocabulary by using PowerPoint slide show pictures.

In reflecting, the writer as a teacher and the other teacher as a collaborator discussed about the condition in classroom. The writer discussed with the collaborator the result of the observation about the students' behavior, teacher's ability in teaching vocabulary and the media were used in teaching learning process. It gave the writer important information how the teacher will present the material in next action or cycle. Reflecting is one way of getting feedback of the teaching process. From this activity, the writer and the collaborator expected to find out the benefit or the strengths and the weaknesses of the process. After knowing the weakness, the writer and the collaborator then decided what action would be treated in the next cycle.

FINDING AND DISCUSSION

Finding

Based on the result of score of test achievements of students, it found in the last meeting was:

$$M = \frac{\sum X}{S} = 3035 : 38 = 80$$

According to J.B. Heaton (1988: 96), the score above was on the average to good or moderate level. It means that the PowerPoint Slide Show Picture is one of suitable media for learning English vocabulary. Especially was for the students of SD Pelita Harapan.

This research was conducted in three cycles. The collaborator observed what is happening in the classroom in order to obtain objective data. She recorded the condition of the classroom during the teaching learning process occurred by filling the observation checklist table and field note. The writer as a teacher applied PowerPoint slide show pictures as media in teaching vocabulary. The writer asked the students to do the tasks based on the PowerPoint slide show pictures given. Then, she computed the individual students' score in obtaining the mean score.

The planning in first cycle, the writer as a teacher prepared everything that was needed for teaching learning process, such as lesson plan, observation checklist table and field note. She also prepared teaching media PowerPoint slide show pictures, projector and laptop.

The acting stage in first cycle was done in a meeting on Wednesday February 22nd, 2012. The meeting lasted for 70 minutes. The topic of the meeting was part of body. There were three students absent. The teacher began the teaching

learning process by greeting the students and checking the students' attendance. After that, she gave the students brainstorming by showing them picture about part of body. Then, the teacher asked them some questions related to picture. For example, do you know what the picture is?. It was done as the motivating strategy in teaching learning process.

In whilst-activity, the teacher showed the students PowerPoint slide show pictures about part of body from the laptop and projector. After that, she asked the students to watch and to listen carefully the material of PowerPoint slide show pictures about part of body. Then, the students were asked to repeat the pronunciation of vocabulary based on the material slide by slide. The teacher noticed and revised the students' pronunciation. And then, she read aloud the pronunciation of the English vocabularies and the students must follow and repeat the teacher's pronunciation. The teacher also gave the opportunity to some of students to read vocabularies in front of the class. The next step was that the teacher explained the pictures more detail and how to make a simple sentence based on the pictures. The teacher explained how to connect the vocabularies of part of body with with verb. For example, she washes her face. The students were given assessment in written test by the teacher individually for measuring the students' understanding in vocabulary about part of body. In this last phase, the students were given two kinds of assignments. First, the students had to rewrite and arrange the letter into correct words appropriate with the pictures given. The second task, the students asked to complete the sentences with the correct answer based on the pictures. In the last whilst activity, the teacher asked the students about their difficulty in vocabulary and gave the students confirmation about the lesson that had been studied by them. In closing activity, the teacher and the students concluded the lesson together. Teacher advised the students to learn the lesson at their home.

In the observing, the writer and the collaborator discussed about the meeting. The writer and the collaborator checked the students' answer and gave score. The result of the students' mean score in the first cycle was unsatisfactory. The students' score could not reach the standard score of KKM (Kriteria Ketuntasan Minimum) of English subject of third grade students in this school. The standard score of KKM in this school should be seventy (70) points that is categorized average to good (B). The following was the score of the individual student in the first cycle can be seen in the appendix.

The result of students' mean score was categorized C. This was qualified into average. Based on the indicator succes, this result still failed. While correcting students, answer sheet, both the writer and the collaborator found many words spelling mistakes.

In the reflecting, both the writer as a teacher and the collaborator reflected what had been done in this cycle. They discussed what had been happened in teaching learning process.

Based on the result, it was found that the first cycle was not satisfying and the writer conducted the second cycle in order to get the better score to accomplish the goal of the media PowerPoint slide show picture applied, which was to decrease the number of the students who got the score under 70 and

increase the number of students who get the highest score by implementing the same method of teaching and but different materials.

The result of students' mean score in first cycle was 56.85 which is categorized poor. The writer and the collaborator got a lot inputs and information from the first cycle. They decided to conduct the next cycle.

Based on the problem in the first cycle, in the second cycle the writer had to give more explanation how to write the spelling and pronounce the words correctly and also memorize it. The teacher had to give motivation to the students that they had to be self-confident that they could listen, write, pronounce and memorize the words from PowerPoint slide show pictures which were given by the teacher.

The acting in the second cycle, the writer who acted as a teacher gave the same technique that was used PowerPoint slide show pictures as a media in teaching learning process but with different theme or topic. In the first cycle, the writer used Part of Body theme. But in this cycle, the writer used Things in The Classroom theme.

The teacher showed the students PowerPoint slide show pictures about things in the classroom from the laptop and projector. After that, she asked the students to watch and to listen carefully the material of PowerPoint slide show pictures about things in the classroom. Then, the students were asked to repeat the pronunciation of vocabulary based on the material. The teacher noticed and revised the students' pronunciation. And then, she read aloud the pronunciation of the English vocabularies and the students must follow and repeat the teacher's pronunciation. The teacher also gave the opportunity to some of students to read vocabularies in front of the class. The next step was that the teacher explained the pictures more detail and how to make a simple sentence based on the pictures. The teacher explained how to connect the vocabularies of things in the classroom with verb. The students were given assessment in written test by the teacher individually for measuring the students' understanding in vocabulary about things in the classroom. In this last phase, the students were given two kinds of assignments. First, the students had to write the letter to complete the words into correct words appropriate with the pictures given. The second task, the students asked to complete the sentences with the correct answer based on the pictures. In the last whilst activity, the teacher asked the students about their difficulty in vocabulary and gave the students confirmation about the lesson that had been studied by them. In closing activity, the teacher and the students concluded the lesson together. Teacher advised the students to learn the lesson at their home.

In the reflecting, both the writer and the collaborator discuss about the meeting. The writer and the collaborator checked the students' answer and gave score. However, the result was still unsatisfying moreover there were some students who did not finish their answer.

Based on the result, the writer found out the students who got the lowest score decreased from 15 students in the first cycle to 0 in the second cycle. In this stage, even though the teaching learning process was better than the first cycle but it still could not reach standar score (KKM) in this school that should be seventy (70) points. As the result, the writer conducted the third cycle in order to get the

better score and to reach the standar score, which was to more students who get the highest score by implementing the same method of teaching but different materials even though there was increase in the score of the students.

The planning in the third cycle, the writer as the teacher prepared everything that was needed for teaching learning process, such as the lesson plan, teaching media, observation checklist table and form of field note while applying the technique. Based on the problem in the second cycle, the result of students' mean score was 75.13 which is categorized average to good. The writer and the collaborator got a lot inputs and information from the second cycle. They decided to conduct the next cycle.

In acting activity, the writer who acted as a teacher gave the same technique again that was used PowerPoint slide show pictures as a media in teaching learning process but with different theme or topic. In the second cycle, the writer used Things in The Classroom theme. But in this cycle, the writer used Animals theme.

The teacher showed the students PowerPoint slide show pictures about animals from the laptop and projector. After that, she asked the students to watch and to listen carefully the material of PowerPoint slide show pictures about animals from the laptop. Then, the students were asked to repeat the pronunciation of vocabulary based on the material. The teacher noticed and revised the students' pronunciation. And then, she read aloud the pronunciation of the English vocabularies and the students must follow and repeat the teacher's pronunciation. The teacher also gave the opportunity to some of students to read vocabularies in front of the class. The next step was that the teacher explained the pictures more detail and how to make a simple sentence based on the pictures. The teacher explained how to connect the vocabularies of things in the classroom with verb. The students were given assessment in written test by the teacher individually for measuring the students' understanding in vocabulary about things in the classroom. In this last phase, the students were given two kinds of assignments. First, the students had to write the letter to complete the words into correct words appropriate with the pictures given. The second task, the students asked to complete the sentences with the correct answer based on the pictures. In the last whilst activity, the teacher asked the students about their difficulty in vocabulary and gave the students confirmation about the lesson that had been studied by them. In closing activity, the teacher and the students concluded the lesson together. Teacher advised the students to learn the lesson at their home.

In the reflecting, both the writer and the collaborator discuss about the meeting. The writer and the collaborator checked the students' answer and gave score. Based on the result, this cycle explains that the method was done successfully to increase the students' vocabulary by using PowerPoint slide show pictures. The students means' score was improved and could reach the standar score. In learning process, they can see the picture of objects that mentioned in English vocabulary, knowing how to write and how to mention it. They also enjoy in learning English vocabulary. More importantly, the shortcomings happened in

the first cycle and the second cycle had been able to be minimized in the third cycle. It meant that in this cycle had been successful.

Discussions

The finding above showed the use of PowerPoint Slide Show was one of suitable media in teaching English vocabulary. In the first cycle (the first cycle was done on January 22nd, 2012), the result of individual score of students showed the fact that from 35 students were present in first meeting averagely 43% students (15 students) whose scores were under 50 – 59 which was categorized poor, 11% students (4 students) whose scores were 50 – 59 which was categorized poor to average, 6% (2 students) whose scores were 60 – 69 which was categorized average to good, 6% (2 students) whose scores were 70 – 79 which was categorized average to good, 20% (7 students) whose score were 80 -89 which was categorized good to excellent, and 14% (5 students) whose scores were 90 – 100 which was categorized good to excellent. Then, the sum of students' score was divided by the number of the students to obtain the mean score. It was 56.85 and this was qualified as poor to average. It means that, the result of students' mean score in first cycle was not satisfying. Based on the students' individual score, the writer and the collaborator found some of the students' score could not reach the standard score of KKM (Kriteria Ketuntasan Minimum). Then, the writer and collaborator decided to continue the action in the next cycle to get the better score.

The whole process of cycle 2 showed the students' improvement in learning English vocabulary. Some students could write the words with correct spelling based on the material of PowerPoint slide show pictures. In the second cycle, the result of individual score of students showed the fact that from 38 students who present in second meeting averagely 0% students (0 students) whose scores were under 50 – 59 was categorized as poor, 0% students (0 students) whose scores were 50 – 59 was categorized as poor to average, 40% students (15 students) whose scores were 60 – 69 was categorized as average to good, 24% students (9 students) whose scores were 70 – 79 was categorized as average to good, 18% students (7 students) whose scores were 80 – 89 was categorized as good to excellent, and 18% students (7 students) whose scores were 90 – 100 was also categorized as good to excellent. The result of the students' mean score was 75.13. It indicated that the students had improvement in learning English vocabulary. The result of students' mean score in second cycle was better than in first cycle. But, some of students still were not fulfilled the standard score that was required. Most students still made errors in writing and spelling the words.

In the third cycle, after stage in two cycle students showed their significant progress in the result of their assessment. The result of individual students' score showed that from 38 students about 10 students or 26% students whose score were 90 – 100 were qualified as good to excellent, 9 students or 24% students whose score were 80 – 89 were also qualified as good to excellent, 17 students or 45% students whose score were 70 – 79 were qualified average to good, 2 students or 5% students whose score were 60 – 69 were qualified as average to good. The result of students' mean score was 80. It indicated that the students'

achievement in learning English vocabulary improved. In conclusion, from the result of analysis the research finding of the Classroom Action Research was satisfactory. The students could write the words of English vocabulary with the correct spelling, they also could pronounce correctly, and certainly they were very enjoyed in learning vocabulary by using PowerPoint slide show pictures.

CONCLUSION AND SUGGESTION

Conclusion

The conclusions of discussion results are, the using PowerPoint slide show pictures in teaching vocabulary can improve the students' English vocabulary. As the result, the students can be more motivated and interested in increasing their ability in learning vocabulary. It was shown by students' development from every cycle done by the writer. In the first cycle there were 21 students or 60% from 35 students who got the score under 70. In the second cycle, there was increase in the students' score , where there were 15 students or 40% from 38 students who got the score under 70. And in the third cycle, there was only 2 students or 5% from 38 students who got the score under 70. It means that the students who got better score were increasing.

Suggestion

Referring the result of the research, the writer would like to give some constructive suggestions: (1) It is suggested to the English teacher to use PowerPoint slide show pictures as a media in increasing students' vocabulary in their teaching and learning process. The students could write the words of English vocabulary with the correct spelling, they also could pronounce correctly, and certainly they were very enjoyed in learning vocabulary by using this media. (2) The teacher should encourage the students by using colorful and interesting pictures like PowerPoint slide show pictures or other interesting materials that can encourage the students' motivation in learning English. (3) The teacher can find the various of media, materials or topic to make the teaching and learning interesting and fun.

BIBLIOGRAPHY

Cohen, L., Manion, Lawrence and Morrison, Keith. 2000. *Research Methods in Education*. London: Routledge Falmer.

Farwaniya. 2009. Characteristic of Young Learners. (Online), viewed 9 November 2010, (Available on <http://farwaniya03.tripod.com/id6.html>).

Heaton, J.B. 1988. *Writing English Language Tests*. New Edition. Longman.