

**THE EFFECT OF USING POWER POINT ANIMATION TOWARD
STUDENTS' VOCABULARY
(A STUDY AT THE FOURTH GRADE OF SD N 22 KOTA BENGKULU)**

FERA ZASRIANITA

Abstract: Penelitian ini bertujuan untuk melihat pengaruh dari media Power Point Animation dalam pengajaran bahasa Inggris khususnya vocabulary. Penelitian ini menggunakan metode experiment yang terdiri dua grup: grup pertama sebagai kelas experiment dan grup kedua sebagai kelas control. Populasi dari penelitian adalah siswa kelas empat SD N 22 Kota Bengkulu tahun ajaran 2012/2013 yang berjumlah 51 orang siswa yang terbagi dalam 3 kelas yaitu kelas IVA, IVB dan IVC. Untuk menentukan kelas samples, peneliti melakukan uji homogenitas dan normalitas dari tiga kelas populasi. Setelah itu peneliti menentukan dua kelas yang akan dijadikan kelas sampel (experiment dan control), dimana kelas IV A sebagai kelas control, IV B kelas experiment. Perlakuan yang diberikan pada kelas experiment dan control adalah sebanyak sembilan kali pertemuan. Materi yang diberikan adalah materi yang berdasarkan apa yang ada pada kurikulum ktsp (2006) yaitu shape, preposition dan occupation/profession. Sebelum peneliti memberikan perlakuan di kelas sampel, peneliti memberikan pre-test kepada kelas sampel. Sedangkan Instrumen yang digunakan adalah tes pilihan ganda yang berjumlah 40 butir soal. Untuk melihat kelayakan soal, peneliti melakukan test uji coba di kelas yang berbeda (try-out class), dan peneliti menemukan 20 butir soal yang dibuang. Begitu juga untuk posttest. Untuk menganalisa data peneliti menggunakan rumus Dari Gay dan Airasian yang menunjukkan adanya peningkatan nilai setelah perlakuan diberikan. Dengan pengujian statistik didapat bahwa adanya perbedaan dengan nilai rata-rata pada kelas experiment 76,47 dan kelas control 63,82 serta t_{tabel} 2,04 dan $t_{calculated}$ 3,19. Ini berarti adanya pengaruh yang significant terhadap Power Point Animation sebagai media dalam peningkatan kemampuan siswa dalam vocabulary.

Key word: *The effect, power point animation media and vocabulary*

A. INTRODUCTION

Vocabulary is an important aspect in learning a language. It influences the four skills, for example: in listening, vocabulary influences someone to understand in class lectures, speeches and

discussion. Then, in speaking, the words that have been chosen affect how he or she understands, how well the impression he or she makes, and how people reacts when he or she speaks. It is supported by Richard and Rodgers (2001: 255) vocabulary is one of the most important aspects in foreign language learning, because one of the aims of teaching is to enable the students to master the vocabulary.

Based on the Competence standard in Curriculum (2010:11) of Elementary School class fourth, which said:

“memahami instruksi dan ungkapan sangat sederhana dalam konteks kehidupan sehari-hari yang melibatkan kosa kata tentang: bentuk (shape), kata depan (preposition), pekerjaan (occupations)”.

Concerning to the statement above, the students should comprehend some vocabularies, such as shape, prepositions and occupations in class fourth. The students should comprehend the vocabularies before move to the other material or the others skills. It is clear that vocabulary as a basic to study English as a foreign Language.

Based on the researcher observation at SDN 22 Kota Bengkulu, the researcher found some problems that impede by the students in learning English vocabulary. There were several factors why the students get difficulties in learning English Vocabulary. Firstly, the students cannot recognize the meaning of the words easily. The second factor is the parents did not give motivation to their children to study at home. The third factor is the media which is used by the teacher in teaching vocabulary is not interesting for the students. The teacher uses media Picture Dictionary in teaching English Vocabulary. Then, the teacher still use memorization strategy to remembers the words. This is make the students be passive, because the meaning of

new words which is being learnt by the students are available. They have to memorize words and its meaning.

However, the students have some difficulties in memorizing the new vocabularies. So, the new words that have learnt by them are soon forgotten. These ways were not interesting and made students unmotivated in learning vocabulary

Related to the problems above, as a facilitator, the teacher should develop a good teaching media in teaching vocabulary to make the students have good vocabularies. Then, the teacher has to find appropriate media that can be applied in order to make learning vocabulary more interesting and motivating to the students. The teacher should choose an appropriate media in order to attract students to learn.

B. REVIEW OF THE RELATED LITERATURE

1. DEFINITION OF POWER POINT

According to Murphy-Judy (1997:21) Power Point as a computer programme media is usually used to present a work sheet. Work sheet is a even though a computer programmed that is greatly useful by the teacher to teach the students in classroom. It seems the slide presentation that usually used to put the ideas. Fisher (2003:1) Power Point is a type media of presentation software. Presentation software that allows one to show color text and image with simple animation and sound, and one of many types in presentation software. So, power point is one of the type presentation software that can be presented with animation and sounds. By using animation and sound the slide presentation will be interest and engaging the motivation.

2. DEFINITION OF ANIMATION

According to Michael (2000:2) animation is feature in power point provides a list of effects that users can apply to objects such as pictures, text, and others graphics to animate them during slide show. The users can add the music, video, animation and sound to create a certain mood or different sound effects to reinforce key points. They will further capture the audiences' attention and reinforce the message. The students do not only see the pictures while studying with animation, but also challenge with the cognitive task of having mentally animate the content matter.

Akbar (2003:93) states that animation is the events that happened in the slide, it function is to give the situation more be active in slide presentation. It is a media that make the slide presentation more interesting. By using animation the teacher can attract the students in teaching, because the function of this media is to make the students active and interest in learning

3. PROCEDURE OF POWER POINT ANIMATION

Bagwell (2008:134) states that some procedures which can be used in teaching vocabulary by using power point animations, they are:

1. The teacher used a power point slide show, a laptop computer to teach and review the vocabulary. Here, before the teacher come to the classroom, the teacher will prepares the media and material at home.
2. Used a picture to reinforce the material. The teacher will show the picture to brainstorm the students to reinforce the material. Shows slide displayed a Vocabulary word. The slide

- show that is presented by the teacher will input the vocabulary word that has been created by the teacher using power point animation.
3. Give definition of the words. The teacher will give definition of the words directly to the students after the teacher ask them before.
 4. Use of the word in a sentence. The teacher uses the words in a sentence to make the students easy to remember the words.
 5. Then the teacher explains to the students about figure of the words. In here, the teacher will figure the meaning of word, like "she is a teacher".
 6. Each stage (word, definition and sentence) can be used by the students in learning. In here, the students not only get the theory, but also they can practice with use the words in sentences. Here, the teacher and the students try to pronounce the word together.

C. DATA AND RESEARCH METHOD

This research was classified into an experimental research. The researcher used experimental research as a way to get information about the effect of using Power Point Animation toward students' vocabulary. Gay and Airasian (2000:36) say that experimental research is a type of research that can test hypothesis to establish cause-effect relationship. The design of this research was Quasi Experimental Research. It involved two groups: an experimental group and control group. One group was chose as experimental group that has been treated by using Power Point Animation media. Another group was control group that has been treated by using Picture Dictionary.

D. FINDING

Based on the data analysis, the researcher found some findings as follow:

The researcher found that t-test (3,19) was bigger than t-table (2,04) at the degree of freedom (32) and the level significance (0,05). It can be concluded that there was positive effect of using using Power Point Animation toward students vocabulary.

E. CONCLUSIONS

The purpose of this research was to find out the significance of Power Point Animation toward students, to find out whether Power Point Animation media. Besides that, this research was expected to give contribution to improve students' vocabulary. The researcher collected the data from students' final semester test. First, the researcher asked the score to the teacher. Then, the researchers analyze normality and homogeneity of the test to choose experimental class and control class. After that, the researcher decide which class was for experimental class and which class for control class, Furthermore, the researcher gave the treatments to experimental class by using Power Point Animation. Meanwhile, the researcher taught the control class by applying Picture Dictionary media, which commonly used by the English teacher before. After that, the researcher gave pretest, but before giving pretest, the researcher gave try-out to another class to get validity and reliability of the test. The class was IV C. The try-out consisted of 40 items in the multiple choice. Next, the researcher gave treatment and posttest to sample classes. But, before the researcher gave posttest, the

researcher gave try-out to another class to get validity and reliability of the test with different test items in pretest.

The result of the test was analyzed by using Gay and Airasian and Sudjana statistical formula. The researcher found that t-test was 3,19. It was bigger than t-table at the degree of freedom 32 and the level of significance 0,05. It can be concluded that there was a positive effect of Power Point Animation toward students Vocabulary

Penulis : Fera Zasrianita, M.Pd. (Dosen TBI Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri Bengkulu)

REFERENCES

Akbar, Ali S.T. 2005. *Membuat Presentasi Dengan Power Point 2003 (Untuk Pemula)*. Bandung: M2S Bandung.

Bagwell, J. Brenda. 2008. *On Power Point*. Ann Arbor: ProQuest LLC

Fisher, Don L 2003 *Using Power Point ESL Teaching*: Test Journal 9.4. Retrieved on Wednesday, 20 Marches 2010.

<http://www.iteslj.org/ptt>.

Gay, L R and Peter, Airasian. 2000. *Educational Research Competences for Analysis and Application*. New Jersey: Prentice-Hall Company.

Michael. F. Ruffini. 2000. *Definition Of Power Point*. Retrieved On January, 19, 2010.

Murphy-Judy.1997. *KA Literacy for foreign Language Learners in the Information Ags*: Calico Monograph series 4. 13 April 2010

Richards, Jack and Rodgers, Theodore S. 2001. *Approaches and Method in Language Teaching*. Cambridge: Cambridge University Press