STUDENTS' PERCEPTION OF POWERPOINT USE IN VOCABULARY MASTERY

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Abstract

This research aims to find out students' perception of PowerPoint use in vocabulary mastery at SMPN 17 Makassar especially for ninth-grade students. This research employed a qualitative research design to investigate students' perception of PowerPoint use in vocabulary mastery. The data was collected through interviews and documentation. The results showed that students' perceptions of the use of PowerPoint applications in their learning English activities are positive. Students perceived that PowerPoint uses benefited them in several ways through engaging their attention, creating an interactive learning atmosphere, sustaining word retention, and increasing students' practicing time.

Keywords — *Students' Perception, PowerPoint use, Vocabulary Mastery.*

INTRODUCTION

English is becoming more and more dominant around the world and becoming the language of instruction in universities and research institutions as a means of learning and scientific research. it is also the language of international business, diplomacy, and the profession. Moreover, it is the language of modern interaction in everyday life. For example, it is used for communication between nations around the world. David (2019) found it to be a language primarily used in tourism, travel, science, and technology. This important role of English has contributed greatly to English education as a foreign language movement.

It is well known that learning a language requires mastering four language skills: listening, speaking, reading, and writing. Also, three elements must be mastered. They are vocabulary, pronunciation, and structure.

As everyone in the world knows, the first thing to do when learning a language and a foreign

language, including English, is to know and learn vocabulary. Vocabulary is defined as units of letters intended to become words formed by groups or user communities. Vocabulary can be defined as words taught in a foreign language. However, teaching and learning vocabulary is not that easy because a word contains three elements that have to be mastered, such as intonation, pronunciation, and stress.

Learning a new language traditionally is not very comfortable for today's technology-dependent students, which has changed the classroom environment. According to Ybarra & Green (2003), the process of learning a new language can be tedious and painful for students, so a lot of language support is needed and their use is essential for language acquisition.

Knight, Paroutis, & Heracleous (2018) uttered that PowerPoint has been widely adopted as an effective presentational tool for delivering course content and facilitating student learning and particularly in language teaching and learning. This visual teaching tool is therefore an innovative and complementary way to facilitate the learning of language skills, including vocabulary. However, it is still rarely used by teachers.

PowerPoint is highly recommended to use in teaching vocabulary. It will ease students to remember the words fast and can get their full attention. The use of PowerPoint will give them a beautiful and unique memory in learning vocabulary and might make them addicted to learning. However, the use of PowerPoint in teaching English is still minor. Therefore, the researchers conducted research entitled "Students' perception of PowerPoint use in vocabulary mastery at SMPN 17 Makassar" to know students' perception of the use of PowerPoint.

LITERATURE REVIEW

1. Definition of Perception

Robbins and Judge (2013) found that cognition is the process by which individuals organize and interpret sensory input to give meaning to their environment. Furthermore, Fieldman (1999) states that perception is a constructive process that seeks to construct meaningful situations beyond the presented stimuli. Other experts say that perception is the process of organizing and interpreting incoming sensory data and developing it into a perception of the environment and self. Morgan (1987) stated that perception refers to how work sounds, feels, tastes, and smells. In other words, perception can be defined as what a person experience.

2. Definition of Vocabulary

Vocabulary is one of the most important parts of English that has to be mastered. When it comes to language teaching, vocabulary is everything because vocabulary is an integral part of a learners' language proficiency. Having a lot of vocabulary enabled students to improve their English skills in the areas of listening, reading, speaking, and writing. According to Nation & Newton (1997), vocabulary is knowledge about words and their meanings. Cameron (2001) defines vocabulary as one area of linguistic knowledge that plays a major role in leaners' language acquisition. Vocabulary is a basic component of communication. Yunita (2006) stated that vocabulary is very important in a language. When someone learns a language, he learns the words of the language. Horn (1998) defined vocabulary as 1) All the words that a person knew or used. 2) All the words in a particular language. 3) The words that people were using when they spoke. 4) A list of words with meaning especially in a book for learning a foreign language. Vocabulary was a collection of words that could be used by a person in a profession to express his or her mind. It means that vocabulary was the total number of words that someone owns in expressing a language in communication. Vocabulary is all the words that a person knew or used. Vocabulary is the words that have meaning when heard or seen by an individual himself to communicate with others. Vocabulary is not just a set of individual language learners in the form of vocabulary and the ability to access knowledge for communication.

3. PowerPoint and Vocabulary Instruction

Several studies have shown that PowerPoint and vocabulary teaching and learning are closely interrelated (Alkash & Al-Dersi, 2013; Farahnia & Khodi, 2017; Ta, 2012; Ta & Trinh, 2015). These authors indicate that the use of PowerPoint contributes to learners' vocabulary achievement and positive attitudes towards this presentational tool. A study by Ta and Trinh (2012) reported on the impact of PowerPoint on teaching vocabulary in English classes in a Vietnamese secondary school showed that learners' vocabulary retention was enhanced and their attitudes towards the use of PowerPoint in teaching and learning vocabulary were positive. Moreover, their study indicated that PowerPoint was substantially beneficial in promoting learners' motivation, engagement and participation when learning English. Alkash and Al-Dersi (2013) carried out their research to explore the benefits PowerPoint could provide for both the EFL teacher and learners in Sebha and the actual use of PowerPoint in the Libyan EFL classrooms of the University of Sebha. 111 EFL students of the Department of English Language

and Translation Studies of the University of Sebha participated and were interviewed to collect the data for this study. The results revealed that PPT use could enrich the text information and make the presentation more organized and flexible. Moreover, it could also assist in sustaining learners' attention for successful learning. A study by Mulyana (2018) investigated whether the PPT program could improve 12th-grade students' vocabulary mastery at an Indonesian school. The results showed that students improved their vocabulary through this visual instruction. These above-mentioned studies suggest that despite the positive impact of PPT use in English language learning and vocabulary lessons, little research has been conducted about faculty perceptions of this presentational instruction at the tertiary level. This paper, therefore, adds to the literature on PPT use in vocabulary teaching.

METHODS

1. Research Design

The type of research used by the researchers is qualitative research to contently describe and to gain a richly detailed understanding of students' perception of the PowerPoint used in vocabulary mastery. Sugiyono (2008) stated that descriptive qualitative research is research to determine the result of the independent variable, either one or more variables without making comparisons or linking to other variables. According to Furchan (2004), the characteristics of descriptive research are: 1) Descriptive research tends to describe the phenomenon is, by predicting it strictly, regularly, objectively, and accurately. 2) There is no given or controlled treatment and hypothesis test.

2. Source of Data

Data sources are collected in the form of descriptive words. There are two types of data source retrieval, namely primary data and secondary data. The primary data is the type of data source that requires interaction with research subjects and requires in-depth attention from researchers, such as interview, observation, survey, experimental questionnaire, and others. While secondary data is the type of data that does not require interaction with research subjects, such as a book, research journal, article, blogs, and others.

3. Research Participants

Research participants are subjects in an experiment or trial who agree to voluntarily participate in a research or a study. Ten English students in the ninth-grade of SMPN 17 Makassar were the participant in this research. The researchers interviewed them about their

perception of PowerPoint use in Vocabulary Mastery. The researchers carried out documentation by recording and taking pictures.

4. Research Instrument

a. Interview

An interview is a purposeful conversation, usually between two people, but sometimes more than one, conducted by one person to gather information from the other. The researchers used this instrument for ninth-grade students in Junior High School to find out students' perception of PowerPoint use in Vocabulary Mastery. Therefore, the interviews were conducted with ten students in the ninth grade. The researchers take one student in each class.

b. Documentation

Bogdan (1998) said that document refers to materials such as photographs, videos, films, memos, letters, diaries, clinical case records, and memorabilia of all sorts that can be used as supplemental information. The researchers used official documents in this research and the results were collected completely with some photos during the interview.

5. Data Collection

a. Initial/Pre-Field

At this stage, the researchers first conduct several stages of preparation. Activities at this stage include preparing a research design, observing the target school, namely SMPN 27 Makassar, selecting informants, and preparing instruments for research.

b. Implementation/Field

At this stage, the researchers explored and collected data from interviews and documentation to make a data analysis regarding students' perception of PowerPoint use in vocabulary mastery. Then, the data is compiled.

c. Final Stage/Processing Data

In the final stage of this study, the researchers carried out several activities, namely reducing the data obtained, displaying the data, analyzing, drawing conclusions and verification, increasing the validity, and narrating the results of the data that had been obtained and collected.

6. Data Analysis

a. Interview

An interview is a dialogue between two or more people that takes place between the resource person and the interviewer (Sugiyono, 2018) Interviews are conducted with students in class. Students were interviewed for data on students' perception of PowerPoint use in vocabulary mastery.

b. Documentation

Documentation involves obtaining data directly from the research location, such as relevant publications, laws, activity reports, pictures, video documentaries, and research-related data (Sugiyono, 2018). Photographs of students, while interviewed, were taken as part of the investigation.

RESULTS

Based on the data obtained from the interview, the researchers found that all students completely support the use of PowerPoint especially in teaching vocabulary. It was found that all the students who become participants in this research agreed with the use of PowerPoint. They perceived PowerPoint as a positive way to learn vocabulary. They also believed that PowerPoint could engage their attention in learning vocabulary and that its lively and comprehensive illustrations such as pictures, videos, and animations got them involved. Yet, several students believe that the use of PowerPoint increases the gap between students and teachers.

Analysis from the interview data indicates that all twenty interviewed students as the participant of this research shared the same view that PowerPoint was useful in vocabulary lessons. Its usefulness involves engaging learners' attention, creating active and comfortable learning environments, assisting learners in understanding and remembering effectively, and increasing learners' practicing time.

1. Engaging Learners' Attention

All of the students revealed that PowerPoint could engage their attention and help them concentrate on learning vocabulary through interesting images, videos and sounds. This view is illustrated in the following comments from two students (Dzarwan dan Fania):

Extract 1:

Dzarwan:" …the material is usually displayed with various of pictures such as cartoon or other beautiful pictures. Ee and also there is animation teacher put in PowerPoint."

Extract 2:

Dzarwan:" ee because of the material looks interesting that make students, including me, to be focus."

Extract 3:

Fania:" … the use of PowerPoint will ease between students and teachers in conveying the lesson ee students also will be focus to pay attention because of the various beautiful slide. Besides of the explanation of the lesson in PowerPoint, it is also making students become more active in the class."

Based on the extract above, it can be seen that the use of PowerPoint significantly supports the process of the teaching-learning process, especially in teaching vocabulary. The use of PowerPoint could help them to understand the materials and memorize the material easily.

2. Creating Active and Comfortable Learning Environment

Two students (Almyra and Aulia) agreed that the PowerPoint-based vocabulary lessons could create active and comfortable learning environment. The interviewees expressed:

Extract 3:

Almyra:" … in my opinion, learning to use PowerPoint is very fun and interesting so that it makes the students more enthusiastic about learning."

Extract 4:

Aulia:" … because with the PowerPoint display, it will stimulate students to be more active to read and focus on the material."

Based on the extract above, it can be concluded that using PowerPoint in the teaching-learning process can create active and comfortable learning environment. The students were easy to catch the vocabulary and also, and they could learn happily.

3. Assisting Learners in Understanding and Remembering Effectively

Ten participating students believed that using PowerPoint in vocabulary lessons could aid them in understanding and remembering words quickly and effectively. The examples of the two students' views are presented below.

Extract 5:

Aulia:" … yeah I think… in my opinion PowerPoint makes the lesson more interesting and effective because first, students will be more enthusiastic following the lesson. Second, students don't need to take note too much."

Extract 6:

Arima:" … in my opinion, using PowerPoint is actually effective because it makes the students interested in the lesson and reading too because of the templates used. It also makes the students understand the material eehhh also the material is concise and clear."

Based on the extract above, shows that students easily remembered new vocabulary by using PowerPoint in teaching vocabulary. It assisted them to understand and remember new vocabulary.

4. Increasing Students' Practicing Time

Two participants (Siti Aryandah and Rahim) responded that teachers' talking time was decreased and students' practicing time was increased in vocabulary classrooms using PowerPoint. They stated:

Extract 7:

Rahim:" … yes, because if using the old lesson, students will be bored and they will not pay attention to the material given by the teacher. The existence of this PowerPoint makes students understand the lesson very well because it only contains the very important lesson so that the material become concise and clear and also using 3D pictures. We can also have more time to asking our questions by using PowerPoint."

Extract 8:

Siti Aryandah:" … ee I think PowerPoint can make good communication between students and teachers because teacher can create a fun learning. We have much time to share with our teacher so that we can understand the material clearly."

DISCUSSIONS

The findings of the research reveal that students perceived the usefulness of PowerPoint in vocabulary instruction although there were some challenges for this practice. Analysis of the

interview data indicates that PowerPoint was a better ICT tool compared to traditional instruction such as blackboards. This finding is consistent with Al-Kash and Al-Dersi (2013). They contend that PowerPoint is useful for attracting and sustaining learners' attention. A possible explanation for this claim is that this type of visual instruction was effective in getting learners focused on main points, communicating ideas and having fun. Moreover, these findings reinforce a study by Dang (2009) who confirms that PowerPoint could make lessons more interesting and heighten learners' interests.

Participating students perceived PowerPoint as a useful device to combine text, images, and videos, thereby assisting learners in remembering vocabulary quickly. Students' vocabulary retention is increased when teachers deliver this visual tool. Participating students identified that through PowerPoint use, teachers' talking time was reduced whereas students had more time to practice vocabulary. These findings confirm the literature on how PowerPoint as a multimedia tool can be integrated into classroom learning.

CONCLUSIONS

The findings from this research reveal students' perception of PowerPoint use in vocabulary mastery. Students perceived that PowerPoint uses benefited them in several ways through engaging their attention, creating an interactive learning atmosphere, sustaining word retention, and increasing students' talking time. Based on the interview, most of the respondents said that the use of PowerPoint certainly contributes better to their English learning. This is based on several reasons such as students using PowerPoint when they are presenting the material or learning by using PowerPoint because of the effectiveness of using media devices that only use Laptops and LCDs yet contain interesting pictures, videos, and sounds.

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