

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher provides a description of the study by introducing the background of the study, limitation, statement of the problem, purpose of the study, and the significance of the study.

### **A. Background of the Study**

English has an important role in learning languages for students. In Indonesia, students study English as a foreign language from Kindergartens, Elementary Schools, Junior High Schools, High Schools, and Universities. English is the one of National Examination (UN) subject which tested to pass Junior High and High School. However, in learning English students are more likely to be passive. When the teacher asks questions in English many students are difficult to answer it. Students feel unconfident and disinterested to speak. This is caused by the lack of vocabulary known by students.

In learning a foreign language, vocabulary is an aspect that must be mastered. According to Antoniosyola and Ariana (2013) "The role of vocabulary in language is as one of the important pillars towards understanding". Vocabulary becomes a bridge in understanding foreign languages so lack of vocabulary impacts on students' understanding of the words in the text. In Kristinas journal, Wessels (2011) states "if students do not understand the meaning of words in the text, they will have difficulty understanding the contents". From these statements it can be concluded that vocabulary knowledge has an important role for students' academic success

The seventh grades students of SMPN 3 Waru Sidoarjo had same problem in their lack of vocabulary. This was revealed when learning English. They did not understand the material when teacher explained by using English. They asked teacher to use Indonesian when teacher explained the material. The teacher uses

English when teaching English lessons aimed to familiarize students with English. In another way, this could disturb the interaction between teacher and student while the lack of interaction between teacher and student could effect on students' interest in learning English. Students would feel bored and lazy and become passive talking English. Every teacher expected that their students to be active in learning English. Therefore, the teacher must be able to assist students in development vocabulary. To motivate students in learning new vocabulary, the teacher has to try various ways to motivated student in learning new vocabulary.

There are many ways to communicate interesting vocabulary learning. Starting from games, cards, and other media. The one of the media that can make students interested in vocabulary is through multimedia learning. Multimedia learning is learning that uses various media such as text, photos, videos, etc. that are interconnected to achieve the learning objectives achieved, Sanjaya (2012: 219). These media can be designed to be one in Microsoft Power Point.

Microsoft PowerPoint is presentation software developed by Microsoft. Power Point is one example of a technology that can be applied in teaching vocabulary. Based on Mozhgan Akhlaghi & Gholamreza Zaereian (2015) stated that one of the media that students are interested in learning English uses PowerPoint presentations. Power Point has many advantages such as being used in class for initial teaching, for student projects, for practice and drilling, for games, for reviews, and for tests, Ommen (2012). Power Point presentation (PPT) can be a media that make students interested in learning vocabulary, as well as providing a new atmosphere in learning English. Radanov (2008), states that "Power Point can be a form of presentation software that allows one to show colored text and images with easy animation and sound". Power Point presentation (PPT) will also appeal to students in various learning styles. The teacher can combine audio and animation in Power Point presentations (PPT) as a support to

introduce new vocabulary that is introduced. Students can find out new vocabulary and how to pronounce it. Power Point presentations (PPT) also have benefits for students in paying attention to lessons. In addition, according to Steele & Johnson (2007) that using a large PowerPoint screen allows all students (in front and back of the class) to examine what is being introduced or learned.

Based on the problem and pay close attention to the research that the use of PowerPoint presentations as learning media relating to expand English vocabulary has been done, the researcher intends to do a re-study toward Junior High School students in a study entitled “ The Effect of Using Power Point (PPT) Media on Students’ Vocabulary Achievement in Seventh Grade SMPN 3 Waru Sidoarjo”

## **B. Limitation of The Study**

In this study, researcher focus on teaching- learning vocabulary by using media Power Point on students’ vocabulary achievement. The limitation of the study is about using Power Point (PPT) media on teaching vocabulary about cardinal and ordinal number, days, month on Junior High School.

## **C. Statement of The Problem**

Based on the background of the study, the research focus on effect using PPT media on students’ vocabulary achievement, the problem “Is there any effect using Power Point (PPT) media on students’ vocabulary achievement at SMPN 3 Waru Sidoarjo?”

## **D. Purpose of The Study**

In this study, researcher has a purpose to know there is any effect using PPT media on students’ vocabulary achievement at SMPN 3 Waru Sidoarjo.

## **E. Significant of The Study**

The significance of the studies are:

1. For the teacher
  - a. PPT media can help teachers to expand students' new vocabulary.
  - b. This research can be given to teachers as a variation in teaching English.
2. For the student
  - a. The students can enjoy English lessons.
  - b. Students can learn English with a new atmosphere.
  - c. With PPT media, students can learn and add new English vocabulary.