

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher is going to discuss the review of related literature that consists of Microsoft PowerPoint (definition of Microsoft PowerPoint and advantages of Microsoft PowerPoint), vocabulary (definition of vocabulary, types of vocabulary, teaching vocabulary, and type of teaching learning activity), reflection (Microsoft PowerPoint as teaching media to improve the student's competence in mastering English vocabulary), and Review of Previous Studies.

A. Microsoft PowerPoint

1. Definition of Microsoft PowerPoint

Media is anything that can be used to deliver messages from the sender to the receiver so that it can stimulate the thoughts, feelings, concerns and interests as well as students' attention in such a way that learning occurs.⁶

Microsoft Power Point is an application that is widely used to prepare an effective presentation, professional, and also easy. Microsoft

⁶ *ibid.* p.7

Power Point will help an idea become more attractive and clear when it is presented as Microsoft Power Point slides will assist in the creation, presentation outline, presentations of electronics, dynamic slide shows, including an interesting clip art, all of which were easily displayed on the monitor screen computer. It means, Microsoft PowerPoint is an application that gives inspiration for the user to create presentation using dynamic slide show with interesting clip art or animation on the monitor screen computer.

According to Heni A. Puspita in her book “Having Fun with Microsoft PowerPoint 2007”⁷, Microsoft PowerPoint is a Microsoft Office program that is used to create or design a presentation to the public interest. With Microsoft PowerPoint, the user can create a presentation of a topic of discussion that can be made as beauty as possible and be designed to attract public attention.

(Microsoft PowerPoint 2007 adalah salah satu program Microsoft Office yang di gunakan untuk membuat atau mendesain suatu presentasi guna kepentingan publik. Dengan Microsoft PowerPoint, kamu dapat membuat presentasi dari suatu topik pembahasan yang dapat dibuat dan didesain secantik mungkin untuk menarik perhatian publik).

⁷ Heni A Puspita. 2009. *Having Fun with Microsoft PowerPoint 2007*. Tangerang: Skripta.
p.3

It means, Microsoft PowerPoint is a computer program produced by Microsoft Office used to make the public become interested in the presentation. The user of Microsoft PowerPoint can create a presentation with beautiful design to attract the public attention because Microsoft PowerPoint has many funny applications like clip art, animation and sound that can attract public attention.

The teacher can use Microsoft PowerPoint as a teaching media to improve the students' competence in mastering English vocabulary. With Microsoft PowerPoint, the teacher gets the students' interest. So, the teaching learning process is successful. The teacher can help the students to improve the competence in mastering English vocabulary through the use of Microsoft PowerPoint as teaching media.

2. The Advantages of Using Microsoft PowerPoint

Using Microsoft PowerPoint as a teaching media is attractive and easy to use. There are some advantages of using Microsoft PowerPoint:⁸

- 1) It can easily input images
- 2) Templates are built in for different appearances

⁸ [http://wiki.answers.com/Q/What are the advantages and disadvantages of PowerPoint.](http://wiki.answers.com/Q/What_are_the_advantages_and_disadvantages_of_PowerPoint) Publish on March 2012.

- 3) It can add notes pages
- 4) It can easily add media and recordings
- 5) It is more exciting than a simple word document or hand written presentation
- 6) Master slides make presentations consistent

Visual media like PowerPoint can help the teacher to get the students' attention in class. Media can be used to support one or more of the instructional activities.⁹

With Microsoft PowerPoint, teachers can mix and match creations with the material that will be given to the students. Teacher can combine the material with their activity in the classroom.

B. Vocabulary

1. Definition of Vocabulary

Vocabulary is a total number of words which (with rules for combining them) makes up a language.¹⁰

⁹ As quoted in Choirul Mu'minin. "Using PowerPoint for Teaching Reading at Second Grade of MTs Hassanudin Tebel Gedangan Sidoarjo". (State Institute of Islamic Studies Sunan Ampel Surabaya: unpublished thesis, 2011). p.35

¹⁰ As Hornby. 1897. *Oxford Advanced Learner's Dictionary*. London: Oxford University Press. p.959

In learning English as a foreign language, vocabulary is the most important factor which should be mastered by the students. The more vocabulary mastered by the students, the better performance of all aspects in language learning.

Vocabulary is very important in language learning process especially in learning English as a foreign language. Therefore, teaching learning activities should be emphasized on the students' vocabulary to improve student's competence in vocabulary.

2. Types of Vocabulary

In language learning, students must learn how to use the word correctly. Vocabulary has many main roles in learning second language. A vocabulary item, sometimes called a lexical item, can be:¹¹

- 1) A single word, for example; cat, table
- 2) Two or three words that go together to make one meaning, for example; a noun a like *washing machine* or a phrasal verb like *pass out* or *come up with*
- 3) A multi-word phrase or chunk of language like *as a matter of fact*, *never mind*, *by the way*.

¹¹ Jill Hadfield, Charles Hadfield. 2008. *Introduction to Teaching English*. New York: Oxford University Press. p.45

In other word, students must know the types of vocabulary. They fall into one of eight different word classes:¹²

- 1) Nouns : word that refers to a person, a place or a thing. For example; *bits, pieces, record, player*
- 2) Pronouns : word used instead of a noun. For example; *I, them*
- 3) Verbs : word or a phrase that expresses an action. For example; *like, looking, doing, to look*
- 4) Adjectives : word that describes a noun. For example; *old, second-hand, new*
- 5) Adverb : word that adds information to a verb. For example; *up, quickly*
- 6) Prepositions : word used before a noun or pronoun to show place, position, time or method. For example; *for, like*
- 7) Conjunction : word which connect the word. For example; *and, or, but*
- 8) Determiner : a word which is used before a noun to show which particular example of the noun you are referring to

¹² Scott Thornbury. 2002. *How to Teach Vocabulary*. England: Longman. p.3

in the phrases '*my first boyfriend*' and '*that strange woman*', the words '*my*' and '*that*' are determiners.¹³

3. Teaching Vocabulary

Teaching vocabulary is not easy to teach. The teacher must be creative. Teaching vocabulary is not only giving the new words to the students, but also elaborates the new words that are given to the students. Teaching vocabulary is concerned with the technique used in presenting a new word. The teacher has to use the appropriate technique in teaching vocabulary. If the teachers do not use the most suitable technique, teaching learning process will be unsuccessful.

Teaching and learning process will be effective when there are several elements that support each other. The elements are students, teachers, curriculum, method, and environment. These components are the objectives that take a part in contributing to the activity. It means, the components are stages used in teaching vocabulary. Those components are the objectives to be attained, students and teachers, instructional materials, the method of teaching, and evaluation.¹⁴

¹³ Cambridge Advanced Learner's Dictionary, third edition.

¹⁴ Tjokrosujoso. 1996. *Metode Pengajaran Bahasa*. Jakarta: Gramedia. p.93

The teacher can use the component to be guide the teacher to teach, especially in teaching vocabulary. The component will be useful to manage the class. So with the use of component, the teacher can teach vocabulary well. The teaching learning process is success.

There are six steps how to teach vocabulary well, as below: ¹⁵

- 1) Choose a list of words to focus on that's an integral part of the students' exiting curriculum. Include words that students find in their everyday lives.
- 2) Motivate students by creating rewards, games, puzzles and other fun activities.
- 3) Model proper use of vocabulary words. Have fun with your own vocabulary and students will want to have fun with theirs.
- 4) The teacher must create a word wall where students write new and interesting vocabulary words.
- 5) Test the students' vocabulary.
- 6) Revisit old vocabulary words often, bring them up, casually in class and on quizzes.

¹⁵ As quoted in Mamluatul Jazilah "The Use of Wise Word in Teaching Vocabulary in The First Year Students of MAN Tambak Beras Jombang". (State Institute of Islamic Studies Sunan Ampel Surabaya: unpublished thesis, 2010). p.18

4. Type of Teaching Learning Activity

Every teacher has a different type in teaching learning activity. The teacher can use media as a teaching instrument and manage the class to make teaching learning activity success. To manage the class, the teacher can use a media in the classroom. Media can be used to support the learning and teaching activity in the class. Media can help the teacher to get the students attention.

Although it is not always immediately apparent, everything we do in the classroom is underpinned by beliefs about the nature of language, the nature of the learning process and the nature of the teaching act.¹⁶ It means that usually the students cannot capture the contents of the lesson if the teaching learning process does not involve the actual situation. So, the teacher must manage the class to make the nature of the learning process.

One of the key of the effective learning is the use of teaching methods properly. To implement the teaching method specifically,

¹⁶ David Nunan. 2004. *Task-based Language Teaching*. New York: Cambridge University Press. p.6

teacher should know the techniques of the teaching. Lewis proposes five techniques of teaching vocabulary:¹⁷

- 1) Demonstrations
- 2) Use the real thing
- 3) Draw/sketch
- 4) Use the blackboard to scales or grams
- 5) Synonyms and antonyms

It means, if teacher wants to make the teaching learning process successful, the teacher must know the teaching techniques before. The teacher can use the Lewis's techniques to manage the class appropriately. The teacher does not use all of five techniques, but the teacher can choose one of them.

There is a vast amount of research into how learners learn best and how teachers might best teach. The next section presents some key principles that the teacher can follow to help students learn vocabulary more effectively:¹⁸

- 1) Focus on vocabulary

¹⁷ Michael Lewis, Jimmie Hill. 1992. *Practical Techniques for Language Teaching*. London: language teaching publication. p.102

¹⁸ Jeanne McCarten. 2007. *Teaching Vocabulary*. New York: Cambridge University Press. p.19

- 2) Offer variety
- 3) Repeat and recycle
- 4) Provide opportunities to organize vocabulary
- 5) Make vocabulary learning personal
- 6) The teacher not teach vocabulary overdo
- 7) Use strategic vocabulary in class

In other words, the teacher must know some key principles of teaching so that the teacher can attract students' attention during the teaching learning process and the teacher can give students good techniques about the content of the lesson.

C. Microsoft PowerPoint as a teaching media to improve the student's competence in mastering English vocabulary

Being a teacher requires a creative mind, a good attitude, and an innovative method. Vocabulary has an important role in teaching English. Vocabulary is list of words with their meaning.¹⁹ As a method of teaching, learning vocabulary can be interpreted as the way the teaching learning process is done by using certain situations to understand the concepts,

¹⁹ As Hornby. 1897. *Oxford Advanced Learner's Dictionary*. London: Oxford University Press. p.495

principles or specific skills. It means; in teaching learning process, the teacher can combine the material with student's activity or new source. By using the simulation of situation, the teacher gets students attention, students understanding and student skill. So, the teacher can manage the class well and teaching learning process will be successful.

In this research, the researcher hopefully can help the students to improve their English vocabulary. So, they are able to be active in describing their ideas in writing English vocabulary.

Using Microsoft PowerPoint as a teaching media in teaching learning process will make students become interested in learning vocabulary. Teachers can mix and match creations with the material that will be given to students. Using Microsoft PowerPoint will allow teachers to create and manage a creative in a fun teaching learning process so that students are easily attracted. Students are easier to memorize vocabulary and it will be helpful for their writing. So, the teaching learning process is successful. The teacher can help the students to improve the competence in mastering English vocabulary through the use of Microsoft PowerPoint as teaching media.

D. Review of Previous Studies

In the research, it is necessary to enclose reviews of previous studies to avoid replication. Some similar studies have been conducted to find out the effectiveness of using media in teaching vocabulary. There are ten previous studies about the use of teaching media in teaching English.

The first previous study is written by Choirul Mu'minin entitled "Using PowerPoint for Teaching Reading at Second Grade of MTs Hassanudin Tebel Gedangan Sidoarjo".²⁰ In his research, he uses an action research design. It takes two cycles in order to find out the most effective technique to use PowerPoint, but he does not show the media which can improve the students' competence.

Another research is written by Nur Khasan entitled "The Use of PowerPoint Program as Media for Teaching English Vocabulary in Elementary School (A Case of Fourth Grade Students of SDN Patemon 01, Semarang in the Academic Year of 2009/2010)".²¹ In his research, he uses oral and written test. He focuses in the oral and written vocabulary mastery. He uses Classroom Action Research (CAR). The researcher thinks the media

²⁰ Choirul Mu'minin "Using PowerPoint for Teaching Reading at Second Grade of MTs Hassanudin Tebel Gedangan Sidoarjo" (State Institute of Islamic Studies Sunan Ampel Surabaya: unpublished thesis, 2011).

²¹ Nur Khasan "The Use of Power Point Program as Media for Teaching English Vocabulary in Elementary School (A Case of Fourth Grade Students of SDN Patemon 01, Semarang in the Academic Year of 2009/2010)". (University of Semarang: unpublished thesis, 2010)

is not suitable for the students in the primary schools. Teacher not only adjusts the media with the material, but also adjusts the content, so that it can attract students' attention and mood.

The third research is written by Siti Nur Faizah entitled “Using Puzzles to Improve the Seventh Year Student’s Vocabulary at MTs Nurul Islam Surabaya”.²² In her research, she concludes that puzzles can improve student’s vocabulary mastery. She uses t-test to analyze the data and she find that it can improve the student’s vocabulary, but in her test, she uses the same questions, so that students could use the same answers in the previous question.

The fourth research is written by Mamluatul Jazilah entitled “The Use of Wise Word in Teaching Vocabulary in The First Year Students of MAN Tambak Beras Jombang”.²³ In her research, she uses descriptive qualitative method. She observes the process of teaching learning using wise word in class, but she does not show how to match the media with the material that will be used to teach because the researcher believes that readers need it.

²² Siti Nur Faizah “Using Puzzles to Improve the Seventh Year Student’s Vocabulary at MTs Nurul Islam Surabaya”. (State Institute of Islamic Studies Sunan Ampel Surabaya: unpublished thesis, 2010)

²³ Mamluatul Jazilah “The Use of Wise Word in Teaching Vocabulary in The First Year Students of MAN Tambak Beras Jombang”. (State Institute of Islamic Studies Sunan Ampel Surabaya: unpublished thesis, 2010)

The fifth research is written by Imroatul Chamidah entitled “The Use of Online Games in Teaching English Vocabulary at SMP Muhammadiyah 18 Surabaya”.²⁴ In her research, she focuses on the students’ responses toward the learning strategy. She concludes that more than 50% students are enthusiastic when playing online games in learning vocabulary. The difficulties that come up in the teaching and learning process are grouping students (classroom management), planning cancellation, internet connection, classroom organization, the availability of technology and the acceptance of technology.

The sixth research is written by Eli Wahyuni entitled “Using Vocabulary Grouping Technique to Enrich Students’ Vocabulary Mastery at The First Grade of SMP Muhammadiyah 03 Waru Sidoarjo”.²⁵ In her researcher, she uses descriptive design to obtain the data. She focuses on the implementation of vocabulary grouping to enrich student’s vocabulary mastery and how the student’s responses to this technique. The student is very enthusiastic and motivated by this technique used by the researcher although of students felt bored and unexcited.

²⁴ Imroatul Chamidah. “The Use of Online Games in Teaching English Vocabulary at SMP Muhammadiyah 18 Surabaya”. (State Institute of Islamic Studies Sunan Ampel Surabaya: unpublished thesis, 2010)

²⁵ Eli Wahyuni “Using Vocabulary Grouping Technique to Enrich Students’ Vocabulary Mastery at The First Grade of SMP Muhammadiyah 03 Waru Sidoarjo”. (State Institute of Islamic Studies Sunan Ampel Surabaya: unpublished thesis, 2011)

The seventh research is written by Elis Nur Barriroh entitled “Using Flashcard to Improve Student Vocabulary Competence at Seventh Grade Students of SMP Kemala Bhayangkari I Surabaya”.²⁶ In her research, she uses classroom action research. She focuses on the teaching learning process using flashcard media to improve student vocabulary competence. For the result, she shows that the students could reach the standard, but she does not show how to get the result and how the media can improve the students’ competence. Flashcard has similar applied of the media with Microsoft PowerPoint, there are; easy to put the material into the media, has pictorial contents, and simple media. Microsoft PowerPoint is more interested than flashcard because if flashcard is used for a prolonged period, it becomes boring for the students. From the similarities and differences between flashcard and Microsoft PowerPoint, the researcher used that study “Using Flashcard to Improve Student Vocabulary Competence at Seventh Grade Students of SMP Kemala Bhayangkari I Surabaya” to compare with this thesis.

The eighth research is written by Zahrotul Ilmiyah entitled “Improving Vocabulary Mastery through Reading Folktales to The Eight

²⁶ Elis Nur Barriroh “Using Flashcard to Improve Student Vocabulary Competence at Seventh Grade Students of SMP Kemala Bhayangkari I Surabaya”. (State Institute of Islamic Studies Sunan Ampel Surabaya: unpublished thesis, 2010)

Grade Students of SMP Negeri 2 Sedayu”.²⁷ In her research, she uses collaboration classroom action research. This research emphasizes on the process of teaching learning English. It is focuses on describing the use of reading folktales stories as material to teach vocabulary, but she does not show how to match the media with material that will be used to teach because the researcher believes that readers need it.

The ninth research is written by Fatkhul Hidayati entitled “The Effect of Using Pictures on Learner’s Vocabulary Mastery at Seven Grade of MTs Babussalam Mojoagung Jombang”.²⁸ In her research, she concludes that picture can improve the learner’s vocabulary mastery, but the researcher thinks the media is not suitable for Junior High School students or MTs because the student will feel like a student in the elementary school, so they will be demotivated.

And the last research is written by Muhammad Taufiq entitled “Using Digital Crossword as a Media to Teach English Vocabulary to the

²⁷ Zahrotul Ilmiyah. “Improving Vocabulary Mastery Through Reading Folktales to The Eight Grade Students of SMP Negri 2 Sedayu”. (State Institute of Islamic Studies Sunan Ampel Surabaya: unpublished thesis, 2010)

²⁸ Fatkhul Hidayati. “The Effect of Using Pictures on Learner’s Vocabulary Mastery at Seven Grade of MTs Babussalam Mojoagung Jombang”. (State Institute of Islamic Studies Sunan Ampel Surabaya: unpublished thesis, 2009)

Eight Grade of SMP IPIEMS Surabaya”.²⁹ In his research, he uses classroom action research. He focuses on the process of learning activities by using digital crossword to teach English vocabulary, but the researcher thinks that the media is not suitable with the students who lack of motivation to learn English, because Digital Crossword is a sliding scale of game for beginner who lack of motivation. It means, if the teacher wants to improve the students’ skill that lack of motivation. It would be better if the teacher uses easy game for them.

Overall, the researcher’s thesis is different from the ten researches above. The researcher focuses on the effect of using Microsoft PowerPoint as a teaching media in mastering English vocabulary. The researcher uses pre-experimental research with one group pretest-posttest design and to find out the result, the researcher uses “t-test” formula.

²⁹ Muhammad Taufiq “Using Digital Crossword as a Media to Teach English Vocabulary to the Eight Grade of SMP IPIEMS Surabaya”. (State Institute of Islamic Studies Sunan Ampel Surabaya: unpublished thesis, 2011)