



DESIGNING POCAB USING POWERPOINT AS A MEDIUM FOR TEACHING ADJECTIVES TO THE 7TH GRADE STUDENTS

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ABSTRACT

This paper aims to describe the result of the project of creating the POCAB (PowerPoint Vocabulary) game as a medium for teaching English adjective vocabulary. The main objective of the research was to create vocabulary exercises to assist the students in learning descriptive adjective vocabulary. The research method was development research involving four phases of the ADDIE (Analyze, Design, Develop, Implement, and Evaluation). The hyperlink features and slide animation from the Microsoft PowerPoint application were combined to create an attractive game in this research. This product was implemented for eleven students of 7th-grade students at SMP Sentosa Pemangkat, West Kalimantan. The research findings show that the POCAB game is applicable as a medium to teach vocabulary materials related to descriptive adjective vocabulary. It is proven by the high percentage of recommendations from both the teacher and students. This means the product is categorized as "very good." From the research result, it can be concluded that the POCAB game is applicable as a medium to teach descriptive adjective vocabulary and is categorized as an excellent product.

Keywords: development research, POCAB game, media, descriptive adjective vocabulary

INTRODUCTION

Vocabulary plays a vital role in learning a foreign language, in this case English language. As an essential element for learning to speak, listen, read and write, vocabulary needs to be learned well. Without enough vocabulary, the learners cannot validly deliver or express their feelings or thoughts in written and oral form as stated by Wilkins in Thornbury (2002, p. 13) "Without grammar, very little can be conveyed. Winkin's statement shows that vocabulary is essential in learning the English language. It means someone with good grammar will still be useless if he or she lacks vocabulary. Therefore, teachers ideally should use effective vocabulary teaching techniques that can enhance students' learning.

There were a lot of techniques to make the teaching-learning vocabulary process exciting and enjoyable, one of which is by using games. Wright, Betteridge, and Buckby (2006) classified that game means an activity that is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. According to Derakhshan and Khatir (2015), using games in teaching-learning vocabulary is advantageous and effective as learners can learn with fun. Therefore, vocabulary games could bring real-world context into the classroom and enhance students' frequency of using English in a flexible communicative way.

Furthermore, according to Jusuf (2016), gamification is a learning strategy that incorporates elements of games or video games to increase students' motivation to learn

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while also increasing their enjoyment and sense of involvement in the process. In addition, this medium could be used to capture something that attracts the students and inspire them to study again. Gamification must include points, badges, levels, leaderboards, challenges, rewards, onboarding, and engagement loops. However, the teacher should pay more attention to choosing what kind of games and the level of the vocabulary that suit the students.

According to Nguyen (2021), students could efficiently practice the target language by employing games. Furthermore, Nguyen (2021) mentioned that games have advantages and effectiveness in learning vocabulary. Firstly, games can bring relaxation and fun for students and help them learn and retain new words easily, which means students can be more interested in learning vocabulary. Secondly, games usually involve friendly competition, and it keeps them interested. In other words, games create the motivation for learners to get involved actively in the learning process. Lastly, games create meaningful contexts for language practice. For example, the more the learners' practice, the more they can use the words and achieve higher results.

Another way of teaching that can enhance student vocabulary learning is using multimedia. According to Zaim (2016), multimedia is a type of media that combines text, graphics, images, photographs, audio, video, and animation into a single piece of work. Similarly, Gunawardhana (2016) defined multimedia as numerous media elements such as texts, graphics, animations, video, and sound combined into one whole subject, which produces fruitful outcomes for its end-user. In the educational field, multimedia can be defined as a combination of media such as text, sound, animation, and video to make it easier for both students and teachers in the teaching-learning process. With the combination of media, teaching and learning activities can be fun and enjoyable. Therefore, multimedia can be advantageous for teaching and learning. Rahmi (2014) asserts that there are some advantages of using Multimedia in the teaching-learning process. First, multimedia increases the learners' motivation. Second, it can minimize learners' boredom. Third, multimedia can make the learners easy to understand the instructional material. The last benefit is that multimedia potentially makes the teaching-learning process more systematic. Based on the statement above, the researcher believed that using multimedia could be helpful for students to learn vocabulary.

In this technological era, using multimedia is one of the keys to success in achieving goals in the teaching and learning process. It could create an excellent educational environment for both teachers and students. In addition, teachers can employ multimedia technologies to make language sessions more colorful and engaging (Pun 2013). Based on one of the researchers' analysis, the English teacher in the school claims that using multimedia in the learning process promotes enthusiastic responses from students, and they become more interested in learning.

PowerPoint is an application created by Microsoft to allow its users to create slides with many features to show information. Nowadays, PowerPoint is popular in the teaching and learning process. It is easy to use and also can combine text, pictures, and sounds to make the lessons more accessible to be delivered. There were some good reasons for using PowerPoint in teaching and learning. According to Hashemi (2012), some of the advantages of PowerPoint include enriching the teaching and learning experience and providing supportive features to support its users in creating materials such as hyperlinks. It is also possible to combine various media such as pictures, text, or sounds in PowerPoint. Additionally, PowerPoint came with an electronic file format that could be easily distributed, edited, or modified.

Several studies related to using multimedia and games have addresses the use of them to increase students' vocabulary. For example, De Leon et al. (2013) research indicated that students' vocabulary knowledge for their reading skills increased when they were taught using multimedia. Their research, which focused on using Microsoft PowerPoint as a medium to present the existing materials, showed that students learn vocabulary better. In a similar vein, research conducted by Permadi (2013) that focused on

developing supplementary English vocabulary games for the seventh-grade students of SMP Negeri 2, Singaraja showed that the English supplementary games are recommended to be applied as supplementary material for students in order to increase their vocabulary. Considering the benefits of those two previous studies' results, the researchers decided to do a similar study on developing vocabulary games by using the Microsoft PowerPoint application, with additional hyperlink features and slide animation to make the teaching media more attractive, more engaging and inviting to the students when they learn descriptive adjectives vocabulary. With these supportive features like hyperlink and slide animation, can help the researchers to create the materials in POCAB easily by linking the shapes, text, or pictures to make the POCAB works.

In the context of the current research, using multimedia in teaching adjective vocabulary is needed to build students' interest in learning. In the case of students at SMPS Sentosa Pemangkat, it was found that the students were lack of vocabulary and interest. From interviewing one of the English teachers in that school, it was found that the students felt challenged to speak out some words in English especially adjectives vocabulary, when they were asked by the teacher to speak up. For example, when the teacher asked student A to describe the shape of the volleyball, student A could not answer the question because student A did not know the name of the shapes in English. Besides, the students were lack of interest in learning the materials because the teacher still used traditional media in teaching adjectives vocabulary, which only used books. The idea of designing POCAB came from assisting the teaching-learning process and making it more attractive to the students. The researchers considered using multimedia as it is believed that using multimedia in teaching can promote students' engagement and interest in their vocabulary learning.

The researcher chose the 7th grade of SMP Sentosa Pemangkat as a research site because the students in this level encountered problems in learning adjectives. Moreover, adjective vocabulary is one of the materials in the syllabus of the Curriculum 2013. In addressing the problems encountered by the students, it is essential to create teaching media that are suitable for the teaching-learning process, yet it is not difficult to create. This paper reports a project of creating multimedia using PowerPoint, which is named POCAB (PowerPoint Vocabulary). It was easy to create, and it uses a multi-platform application, and allows the designers to use multimedia (pictures, animation). The materials in this product could be customized by the teachers or even the parents. Likewise, the product could be operated on a laptop or a phone.

The POCAB was created based on one of the researcher's observations in the classroom in the preliminary study and an interview with the English teacher of 7th grade of SMP Sentosa Pemangkat. POCAB is a medium designed using a Microsoft PowerPoint application focused on adjectives vocabulary exercises in a game form. POCAB is a combined name from PowerPoint and vocabulary. This product was created by using hyperlink features from the Microsoft PowerPoint application. According to Moon et al in Almunawaroh (2022) stated that animations and presentations mainly serve as a tool that facilitate the learners, so the researcher edited the product by using some features available in the Microsoft PowerPoint application, such as transitions, animations, and effects for the slides. This product consisted of 10 multiple-choice questions in each game, so the total was 30 questions. This product could be launched on devices with Microsoft PowerPoint applications, such as laptops and phones.

With POCAB, the researcher hopes that this product will help both teachers and students in the teaching-learning process. The researcher provided the product for a teacher, an English vocabulary game that can help the teacher teach vocabulary lessons, primarily descriptive adjectives. In addition, the researcher provided the user manual to design their vocabulary exercises for the product. The researcher combined pictures, animations, and games to create the product. For students, they are expected to be able to learn and enjoy the exercises as in the POCAB. This product included games such as Fill

in the Gaps, Synonym or Antonym, and Find the Meaning. Moreover, this product could be launched on devices with Microsoft PowerPoint applications, such as laptops and phones.

METHODS

Based on the research problem, the researchers employed development research as the research method. Richey and Klein (2005) explain that development research is one of the various research approaches that focus on instructional product design, development, and evaluation. Since the current research aimed to develop POCAB, development research is deemed a suitable design for the current study. In this research, the researcher used one of the instructional design models ADDIE by Branch (2009), which consisted of five phases; analyzing, designing, developing, evaluating, and implementing. According to Aldoobie (2015), this model is an approach that helps instructional designers, any content developer, or even teachers to create an efficient, effective teaching design by applying the processes of the ADDIE model to any instructional product. However, in this research, the researchers only stopped at the fourth stage of ADDIE. The researchers did not include the evaluation due to the limited time and capability of the researchers. The phases in conducting the product were as follows: Analyzing phase, Designing phase, Developing phase, and Implementing phase.

This research was conducted online at SMP Sentosa Pemangkat of the 7th grade students in the academic year of 2020/2021 due to the government's regulation of the COVID-19 virus. The participant for this research was an English teacher of SMP Sentosa Pemangkat, the respondent in the interview to provide the information needed.

The researchers conducted a structured interview to know the teacher's needs in the analyzing phase. This interview consisted of 10 open-ended questions to get the teacher and students' information related to the learning problems encountered by the students. In the designing phase, the researcher used YouTube, books, articles, and the internet as references to help the researcher design the media or product. In the implementation stage, a questionnaire was distributed to collect data related to teachers' and students' perceptions toward the POCAB product. The researchers used an assessment rubric to gain the validator's feedback, opinions, and suggestions in expert validation.

In collecting the interview data, one of the researchers recorded the interview. The interview focused on determining the condition of the students in the teaching-learning process and was done at the beginning of the study. Additionally, the researchers distributed a questionnaire to obtain the data related to the implementation of the production. After the teacher and the students use the POCAB product, the researchers distributed a questionnaire to the students and the teacher. In addition, the researchers provided a validator with an assessment rubric to determine the product's practicality. This approach was used to determine if the teaching media can promote vocabulary learning.

The obtained data from the interview and questionnaire and the assessment rubric were then analyzed qualitatively. According to Miles and Huberman (1994), qualitative data analysis has three significant components. They are data reduction, data display, and conclusion drawing/verification. According to Miles (1994), data reduction refers to selecting, focusing, simplifying, abstracting, and transforming the data in written up field notes or transcripts. At the beginning of this stage, the researchers acquired the relevant ideas and information collected from the structured interview. The data was summarized and sorted through coding (labeling) and memoing. The researcher incorporated the labels and memos from coding and memoing into the display data. The aim of reducing and displaying the data itself is to assist the researcher in verifying the conclusion.

Additionally, expert validation in this research was used to improve the quality of the product. The researchers used an assessment rubric to gain feedback, opinions, and suggestions from the expert. The researchers included the use of Likert scales in order to

measure the expert's feedback or opinions. In analyzing the result of the assessment rubric, the researcher used a rating scale adapted from Walker (as cited in Nugraha, 2015) with the formula as follows.

$$P = \frac{\text{result score}}{\text{amount of point} \times \text{amount of categories}} \times 100$$

P = Percentage

Then the result is measured by table 1.

Table 1. The Level of the Expert's Perceived Products Quality

| Percentage (%) | Interpretation |
|----------------|----------------|
| 0-25 | Bad (revise) |
| 26-50 | Poor (revise) |
| 51-75 | Good |
| 76-100 | Very good |

(Taken from Walker as cited in Nugraha, 2015)

FINDINGS AND DISCUSSION

Soon after the POCAB product was ready to be used, one of the researchers asked the teacher to create a group on WhatsApp that consisted of 11 students. Then, the researcher explained the product to the teacher before the product was distributed to the students. Moreover, the researcher explained to the teacher how to use the product and provided the user manual. Finally, the teacher distributed the product to the students to be implemented as a medium to teach adjective vocabulary and explain how the product should be applied.

The product was distributed to the students via a WhatsApp group sent by the teacher. Then, the teacher asked the students to play the game first before teaching them. After the students played the game, the teacher taught the students by explaining all the possible answers to the students by giving them an example in another sentence. Likewise, the teacher explained the meaning of each possible answer to the students. After the online class session ended, the researchers asked the teacher to distribute a questionnaire consisting of 5 questions to be answered based on their experiences after playing the game. The researchers then analyzed this questionnaire to know if the product was applicable or not to be given to the students as a medium.

After that, one of the researchers distributed the assessment rubric of 9 points related to the POCAB to the teacher as a validator for the product. This assessment rubric was used to improve the quality of the product in the following research. On the other hand, the researchers were interested in learning more about POCAB as a media that can help teachers in teaching adjective vocabulary.

The researchers calculated the tendency of the feedback of the experts on the product. Because of the researchers' limitations, the researchers preferred internal evaluation. The validators were selected based on their educational backgrounds and teaching experiences in this research. Furthermore, the researchers performed an internal evaluation phase after implementing the product on 11 junior high school students. The validators that validated this product were Ms. Sui Fa, one of the English teachers with

experience teaching in SMP Sentosa Pemangkat, and 11 students of SMP Sentosa Pemangkat.

After collecting the data from both teachers and students, the data was calculated by using a method adapted from Walker (as cited in Nugraha, 2015) with the formula as follows:

$$P1 = \frac{\text{Result Score}}{\text{Amount of point} \times \text{Amount of categories}} = 100$$

$$P1 = \frac{43}{5 \times 9} = 100$$

$$P1 = 95\%$$

Where P1: The Percentage of Teacher's Recommendation

$$P2 = \frac{\text{Result Score}}{\text{Amount of point} \times \text{Amount of categories}} = 100$$

$$P2 = \frac{14}{3 \times 5} = 100$$

$$P2 = 93\%$$

Where P2: The Percentage of Students' Recommendations

The percentage score on the assessment questionnaires from the teacher was 95 percent, and from the students was 93 percent, both of which were considered "very good." It was possible to assume that the product had been adequately developed based on the responses provided by the teacher and students. Furthermore, there was no need to revise the product because its quality met the researcher's expectations.

As found in this research, the students became more excited while learning the materials about descriptive adjectives vocabulary. The students got excited to answer all the questions in the game in the learning session because the learning session became more active than the previous learning session without the POCAB game as a medium. This is in line with what Rahmi (2014) argues that the usage of multimedia in learning English is highly beneficial. The teacher and students were helped by using Multimedia to achieve the learning goals. In addition, the findings support previous research by Pun (2013) that claim that the use of multimedia possibly enhances students' learning in the English classroom. It was proven that the students got more active and excited when the teacher used POCAB as the media of teaching in the learning session.

Based on observations made during the implementation phase, the researchers found that using the POCAB game as a medium in teaching English, especially descriptive adjectives vocabulary, increased students' excitement and activeness. The class became more active and enthusiastic than in the previous learning session without using the POCAB game as the teaching medium. The POCAB game was a suitable medium for teaching English. However, it consumed much time to create the media. Creating a POCAB game was not complicated, but it took patience and time because it should be created manually by choosing the pictures and linking every button on the game one by one. Although the making of the POCAB game took much time, after the whole game was already created, the teacher could then change the materials easily as they only needed to change word by word. The teacher did not necessarily choose the pictures to be the background and did not necessarily link every button on the game.

CONCLUSION

The traditional way of teaching, such as using books only without any media, possibly causes a lack of students' interest in learning English. This problem was solved by using the POCAB game as a medium in teaching English, in this case, descriptive adjective vocabulary. It was proven by the enthusiasm level of the students while learning descriptive adjective vocabulary using the POCAB game as the media. The colorful and compact design of the POCAB game tends to attract the students' interest and enthusiasm in learning English. The POCAB game is applicable as a medium to teach English, mainly descriptive adjective vocabulary to the students. It was proven by the recommendation percentage of the product rated by the teacher and students. It was 95% recommendation from the teacher and 93% recommendation from the students. This means the product was categorized as "very good."

The researchers suggest that the teacher uses the POCAB game to teach vocabulary and other material because the POCAB game is easy to use and design. For example, by adding some audio and videos to the game, the teacher can teach the speaking skill to the students. This is because the POCAB has been proven to help teach English, especially teaching descriptive adjective vocabulary. As a teaching media, the POCAB has helped the teacher gain students' interest in the learning process. The researchers also suggest that the teacher use the POCAB game because it is easy to use and design any materials taught to the students. Since the POCAB game is PowerPoint application-based, it is free to get the PowerPoint application on any platform or device. The researchers suggest that the teacher ask the students to download the PowerPoint application on their device first, which can be downloaded from Play Store, App Store, and the official website, before distributing the product to the students and teaching English using the game the media. In the future, other researchers could evaluate the POCAB as a vocabulary learning media.

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