CHAPTER I
INTRODUCTION

In this chapter, the researcher presents background of the study, formulation of research problem. It also followed by the purpose of the research, formulation of hypothesis, the significance of the research, scope and limitation for this research, and definition of key terms.

A. Background of Study

Vocabulary is one of the skills needed to learn English. Vocabulary is a basic skill that students must master. Vocabulary is a very valuable and important tool for communication and knowledge acquisition. Students with a richer vocabulary will find it easier to have conversations, understand what is being said, and share knowledge with others, including classmates, friends, teachers, and perhaps foreigners.

Vocabulary plays a crucial role in understanding English. According to Jung (Mofareh A, 2015), the utilization and development of vocabulary as a major component in the process of learning a new language has been recognized by researchers and students. Vocabulary definition is an important element in learning a foreign language. Without mastering an adequate vocabulary, learning a language can become very difficult. Vocabulary limitations hinder learners' ability to communicate effectively with others. By mastering a lot of vocabulary, students will find it easier to read, speak, listen and

write. The more vocabulary they know, the more likely they are to achieve good results in English exams.

Vocabulary acquisition is an important component of language learning, and educators are constantly looking for effective teaching methods to improve students' vocabulary acquisition. One technology-based approach that has received significant attention in recent years is the use of PowerPoint presentations in the language classroom.

Vocabulary acquisition is a fundamental aspect of language learning and can be considered a form of visual learning. When students are introduced to new vocabulary, they need to not only understand the meaning and pronunciation of the terms, but also associate them with visual cues and representations. The process of learning new vocabulary often involves making connections between the written form of a word, the spoken form, and the corresponding visual or conceptual representation. The use of media as a multimodal approach to vocabulary teaching is suitable for integrating visual elements in vocabulary learning.

PowerPoint-based audio-visual learning media can be used as a tool to help teachers deliver learning materials so that they are easily understood by students (Zulfadewina, 2020). PowerPoint is a simple program but is often used to present learning materials visually (Sakiah & Effendi, 2021). PowerPoint is one of the popular tools used in learning because it allows users to present information visually using text, images, video, sound, and animation (Pate & Posey, 2016).

PowerPoint can be used as an easy learning. Both teachers and students can easily create and operate PowerPoint because it does not require special skills. PowerPoint is specifically designed to display multimedia that is attractive, easy to create, and easy to use (Berk, 2011). The existence of various menu options in PowerPoint provides the possibility and supports the development of interactive multimedia. Thus, using PowerPoint as a learning will increase students' vocabulary.

Based on the background, in this study researcher chooses the title **"The Correlation between PowerPoint Score as Visual Media and Student's Vocabulary Definition Ability"** as a reference to find out the correlation between using PowerPoint as visual learning and student's vocabulary definition. The research uses a quantitative method it is mean that the numeric data must be done in the thesis.

The information, skills and abilities that each student should have and be able to demonstrate after completing a learning experience or series of learning experiences are known as learning outcomes. According to Stephen Adam from him E-Journal he states that learning outcomes are declaration of what a learner is anticipated to understand, know or be able to do by the end of a learning period (Adam, 2006).

B.   Formulation of Research Problem

Based on the background description above, the formulation of the research problem that has been made by the researcher in this study is directly described into the following questions: The research problem

formulated is "Is there a significant Correlation between PowerPoint Score as Visual Media and Student's Vocabulary Definition Ability of The Eight Graders at MTs. Sunan Kalijogo?"

C.   Purpose of the Research

The purpose of this study is to find answers to the formulation of the aforementioned problem. So, based on the above formulation problem, the purpose of the study is, "to Find a Significant Correlation between PowerPoint Score as Visual Media and Student's Vocabulary Definition Ability of The Eight Graders at MTs. Sunan Kalijogo"

D.   Formulation of Hypothesis

Based on the research problems and the research question, in this study there are two research hypothesis is about H0 (Null Hypothesis) and Ha (Alternative Hypothesis) as follows:

1. H0 = There is negative correlation between PowerPoint Score as Visual Media and Student's Vocabulary Definition Ability of The Eight Graders at MTs. Sunan Kalijogo.

2. Ha = There is a positive correlation between PowerPoint Score as Visual Media and Student's Vocabulary Definition Ability of The Eight Graders at MTs. Sunan Kalijogo.

E.   Scope and Limitation for this Research

This research focuses on correlational research to find the correlation between PowerPoint Score as Visual Media and Student's Vocabulary

Definition Ability of The Eight Graders at MTs. Sunan Kalijogo, academic year 2024/2025.

F.   Significance of the Study

With this research, it is expected to provide the following suggestions:

1. For teachers, this research can be used to help teachers find effective ways to help improve students' English language skills in vocabulary traanslation through the score of PowerPoint media.

2. For students, by conducting this research, this research can then be used as motivation for students to learn vocabulary by using PowerPoint as a for learning vocabulary.

3. For future researchers, this research is expected to be a reference for further researchers who want to submit a research context related to students' vocabulary definition or education in general.

G.   Definition of Key Terms

To avoid misunderstanding, confusion, or ambiguity regarding the concept of this research topic, the researcher will explain and define important terms used in this research.

1. PowerPoint

PowerPoint is an application program for designing application slides. Currently, the design results can be displayed in various forms of communication media. (Osman, 2011).

2. Visual Learning

    Visual learning is the process of processing and storing information through sight, through pictures, diagrams, videos, or other demonstrations. (Jamal Raiyn. 2016).

3. Vocabulary Definition

    Vocabulary definition is not just about memorizing words; it's about understanding their meanings, usage, and nuances in different contexts, which is essential for effective communication and language comprehension. (Nagy, 2007).