

CHAPTER I

INTRODUCTION

The writer discussed the background of this research in this chapter. It is followed by research question, research purpose, research significance, research scope and terminology.

A. Research Background

Vocabulary is basic to develop English skills: reading, listening, writing, and speaking. It is a tool used to express ideas to others. According to Lessard-Clouston (2021), students cannot express their own idea or understand others without sufficient vocabulary. It means that communication is difficult to do without mastering vocabulary. Moreover, mastering vocabulary helps the students to convey their intention easily.

Looking at the importance of English, junior high school students are required to master English vocabulary. Based on the *Kurikulum* 2013 used in SMP Negeri 4 Sintang, the seventh-grade students are expected to describe people, animals, and things. Referring to the syllabus, the students have to be able to ask for and provide information related to the qualities of people, animals and things based on the context of use. It is related to the use of adjectives and verbs as language features of descriptive text. Therefore, the students have to enrich their vocabulary to fulfil the requirement.

A short interview with an English teacher of SMP Negeri 4 Sintang showed that students have problems learning English. Most the seventh-grade students

who have no prior knowledge of English assume it is a challenging subject. They start to learn English when they begin their junior high school. Besides lacking vocabulary, they are also less enthusiastic, less motivated, bored, and monotony during the learning process. It happens because the English teacher rarely uses multimedia in the teaching-learning process. The English teacher tends to use a textbook (LKS) as teaching media. It has covered the context of the syllabus, but it is less attractive because it is colorless. Moreover, the teaching-learning process is ineffective due to the COVID-19 pandemic. On that matter, the main point of this research is developing interactive multimedia which is expected to help the English teacher fix the problems.

Interactive multimedia can be another choice to help the English teacher in teaching-learning process. According to Deliyannis (2012), interactive multimedia refers to multiple media used to support expressing and communicating content whose effects and feedback on each other through interaction. It means that interactive multimedia allow the English teacher and students to control. Interactive multimedia can be developed using Microsoft PowerPoint. It is a software which is common and simple to be operated. It has also become a frequent presentation and teaching tool in the educational field. This software generally is used to create attractive slides with text, images, audio, and videos. Moreover, it also provides interactivity.

Using PowerPoint to develop interactive multimedia is not something new. There are three previous studies related to this research. First, Asmarani (2016) did developing interactive vocabulary learning multimedia by using Microsoft

PowerPoint. It was done for the seventh-grade students of SMP N 15 Yogyakarta. It showed that the students were enthusiastic about using the interactive multimedia. Second, Verawati, Luardini, and Asi (2020) also used PowerPoint to develop English multimedia-based teaching media. It has been done for 10th-grade students of SMA Negeri 1 Kuala Pembuang in academic year 2018/2019. The result of the research showed that multimedia is appropriate for teaching writing descriptive text. Last, Amal, Ikhsanudin, and Bunau (2021) used PowerPoint to develop interactive listening multimedia for 10th-grade students of SMA Muhammadiyah 1 Pontianak in academic year 2019/2020. The result of the research showed that interactive listening multimedia is appropriate to support the book used by the school.

This research is similar in terms of using Microsoft PowerPoint as an authoring tool. However, it is also different from the previous studies because it is about vocabulary (adjectives and verbs) and conducted for the seventh-grade students. This research is about developing interactive multimedia to support teaching vocabulary (adjectives and verbs) for the seventh-grade students of SMP Negeri 4 Sintang. Interactive multimedia in this research means that the students can interact with the teaching media as well as interact with the English teacher and other students. Besides as teaching media, it is also as teaching materials. It is because the interactive multimedia includes teaching materials within it. Moreover, the spotlight of this research is not only the interactive multimedia itself, but also it is balanced with the linguistic aspects. It is as a means to an end, a way to improve vocabulary acquisition.

The writer believes that developing this interactive multimedia can help the English teacher in teaching and help the students being more interested and engaged in learning. It is due to colorful backgrounds, attractive pictures, audio of pronunciation, a video of learning materials, and feedbacks of doing exercises. They are expected to have more opportunities for vocabulary mastery. The vocabulary includes meaning, spelling, pronunciation, and the context of use. It adapts *Kurikulum 2013*, the syllabus, and materials of the “Bahasa Inggris for the Grade VII” textbook (*LKS*) published by *Intan Pariwara*. The material focuses on vocabulary (adjectives and verbs), particularly expressions to ask for and provide information related to the qualities of people, animals, and things based on the context of use. The vocabulary is relevant and based on the syllabus of the seventh-grade. In other words, the syllabus is used as a guideline to ensure that standard and basic competencies are achieved. The design of this interactive multimedia follows the model of teaching used by the English teacher in which the scientific approach.

The writer used the ADDIE model proposed by Branch (2009) as the guidelines to develop the product. There are 5 phases: analyzing, designing, developing, implementing, and evaluating. However, this research only follows three stages: analyze, design, and develop.

B. Research Question

Based on the background above, the research question of this research is as follows:

“How is the design of interactive multimedia to support teaching vocabulary on the seventh-grade students of SMP Negeri 4 Sintang?”

C. Research Purpose

Based on the problem above, the purpose of this research is as follows:

“To design interactive multimedia to support teaching vocabulary on the seventh-grade students of SMP Negeri 4 Sintang”

D. Research Significance

There are significant points from this research:

1. For Students

Interactive multimedia can help the students be motivated and engage during teaching- learning process, and encourage them to master vocabulary.

2. For English Teachers

Interactive multimedia can be used to give more variation of teaching media and create fun atmosphere during teaching-learning process.

3. For Other Researchers

This research can inspire and be a reference for the other researchers to develop interactive multimedia using Microsoft PowerPoint.

E. Research Scope

The scope of this research focuses on developing interactive multimedia to support teaching vocabulary. It is developed particularly for teaching vocabulary to ask for and provide information related to the qualities of people, animals, and things. It is as a part of the use of adjectives and verbs as language features of descriptive text.

F. Terminology

Some terms should be defined to avoid misunderstanding.

1. Interactive multimedia is a package of multiple media appearing as computer software and allowing users to control it.
2. Vocabulary is units or words combined to form phrases or sentences to communicate to others.