

THESIS

**OPTIMIZING THE USE OF MICROSOFT POWER POINT
TO IMPROVE STUDENTS' VOCABULARY MASTERY
(An Action Research at the Eighth Grade Students of
Santo Yosep Junior High School Kupang
in the Academic Year 2013-2014)**



ROSA AMY RUMIYANTI

**THE FACULTY OF TRAINING AND EDUCATIONAL SCIENCES FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
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**Presented in Partial Fulfilment of the Requirements for
the Sarjana Pendidikan Degree in English Language Education**

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Maria Goreti Diahata, S.Pd

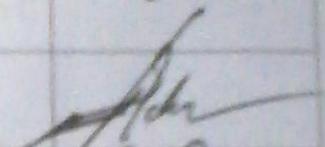
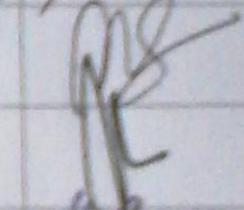
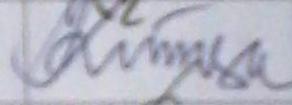
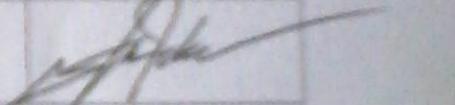
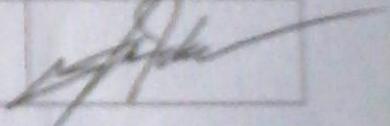
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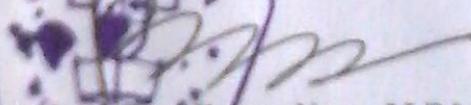
This Thesis was defended on 28 November 2014

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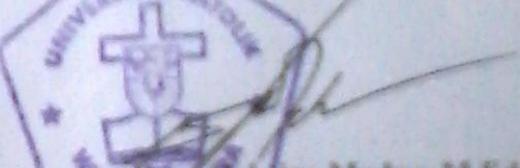
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ACKNOWLEDGEMENT

The writer would like to thank the Lord on the first place that only because of His indescribable greatness that the writer could finish her thesis writing and continue moving forward to be a better teacher.

The writer also realizes that she received tremendous help and support from many people regarding both her study in college and during the process of writing this thesis. Therefore the writer would like to thank the following.

1. The Dean of Teacher Training and Educational Science Faculty of Widya Mandira Catholic University Kupang, Drs. Alfons Bunga Naen, M. Pd. who had granted the permission for the writer to do the research.
2. Drs. Aleksius Madar, M. Ed. as the Head of English Education Study Program who had granted the permission and as the academic advisor also as advisor I and examiner III to provide time to examine this thesis and provide valuable criticism and suggestion to make this writing.
3. Maria Djehatu, S. Pd, as the advisor II who had provided her time to guide, help, and motivate the writer from the very beginning of proposal composing until the thesis writing.
4. Dr. Kletus Erom, M. Hum as the examiner II who provides time to examine this thesis and share valuable suggestion to make this writing.
5. Drs. Thomas Ola Dosinaeng, MA as the examiner I to provide time to examine this thesis and share valuable suggestion to make this writing.
6. All the lecturers at the English Education Study Program for their everlasting support and guidance during her study as student in the Widya Mandira Catholic University.
7. Romo Sintus Efi, Pr, S.Fil as the principal of SMPK Santo Yoseph Kupang for giving the opportunity for the writer to do the PPL and research at the school under his authority.
8. Fransiskus Raro as the observer who provided advice, correction and suggestion for the writer during the research.

9. Charles Gultom and Jack Jr for always being the biggest inspiration and an example of how an educator should be.
10. Her dearest students at SMPK Santo Yoseph Kupang especially grade VIII and IX for their spirit, cooperation, and positive attitude.
11. Her parents Rodericus Ranto Harsono and Lidwina Suminah (The Late), her siblings Medy Suryanto, Robert Rudiyanto, Yohana Susi Rustiyanti, Restu, Koko with her beautiful family, and my dearest sister Merry Nurwidaryanti (Late): She would never make it this far without them.
12. Her “G” family : Gaudensia Gale, Graciana Gande, Benediktus Gaya, Gaspar Gapa, Greti Goba, and Germana Geva.
13. Her beloved husband papa “G” Gerard Gaga and her kids Gendhis and Guido for their support, ideas, and different perspective that enrich this writing.
14. Her friends who had helped and supported her during her study in college: Charles de foucould and friends.
15. All of her fellow students of 2010 cohort in English Education Study Program and also for those who cannot be mentioned one by one here but their contribution are equally important.

Finally the writer is well aware that this writing is far from perfection thus any comments, criticism, and suggestion will be well appreciated.

Kupang, November 2014

Writer

MOTTO

Live with purpose
Think with clarity
Act wisely

(By Rosa Sabina Gaga)

Dedication

This thesis is dedicated to:

- Her beloved husband : Gerard Gaga
- Her beloved daughter : Graciela Gendis Gaga
- Her beloved son : Guido Gabriel Gentza Gaga
- Her Parents: (†)Rodericus Ranto Harsono &
(†)Lidwina
- Her sibling : Medy, Rudi, Susy
- And her beloved sister (†) : Merry Endang
Nurwidaryanti

The people that gave her a reason to smile and
live with purpose

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Abstract

This Classroom Action Research entitled "Optimizing the Use of Microsoft Power Point to Improve Students' Vocabulary Mastery (An Action Research at The Eighth Grade Students of Santo Yoseph Junior High School Kupang in The Academic Year 2013-2014)" is done to answer the question whether the use of the power point media could improve students' vocabulary mastery effectively or not. Besides that, it is also done to know what the vocabulary level mastery the target students have. The research was done in few months during the first semester of 2014, with subjects of research are 24 students of grade VIII/A.

It is interested to study about the use of Power Point media in English learning. Besides the media in nowadays gets more popular to use in presentation especially for teacher in running their classes, the researcher was also interested to take to topic since she found most students at grade VIII/A of the research school looked inactive in English classes, while their mastery on English vocabulary was too low. During her observation, she found that the methods used by the students' English teachers were too monotonous and lack innovative of methods and media. The researcher guessed if there was any trouble in teacher's part, i.e., the inappropriate methods or media used during the lessons. After getting the real observation she found that her previous guesses were not wrong. She then continued to take a classroom action research using the power point media for the target subjects.

After learned few references talking about how to optimize the power point in improving English vocabulary, the researcher then come to implement to classroom action. It was planned to do in two cycles which each of it would be done in 4 steps namely planning, action, observation and reflecting, which each of it consist of 2 meetings. However, in the end, she did one cycle only. She cancelled her second cycle after learning the result of the first cycle. What did happen in that single cycle? After having the first meeting, the researcher found that the subjects got good grade on post-test. It increased well enough, better than the pre-test. While, at the end of the second meeting, it was known that after performed an optimal power point, the students got great improvement. It is indicated by their result of test, which average 59.17 in pre-test then increased to 80.94 in post-test.

The result showed that by optimizing the use of Microsoft Power Point in English learning classes, the students could get great improvement in their vocabulary mastery. By the result, the questions of research as stated in problem of statements are now answered. This research could give the proof that power point media is one kind meaningful media for vocabulary classes in whole.