

<https://jurnal.fkip.unismuh.ac.id/index.php/jcie>

PERCEPTIONS OF ENGLISH TEACHERS' IN INTERACTIVE
COMPUTER-BASED MEDIA TO ASSIST VOCABULARY
ACHIEVEMENT OF MILLENNIAL STUDENTS

Nur Faindah¹, Nur Qalbi², Awalia Azis³

^{1,2,3}Universitas Muhammadiyah Makassar, Indonesia
105351105618@unismuhmakassar.ac.id

Article Info

Abstract

Received: January 17, 2023

Revised: February 29, 2023

Accepted: March 25, 2023

Published: December 28, 2023

Keywords: Interactive Computer-Based Media, Vocabulary, Perception.

This study aims to find out the perceptions of English teachers regarding the use of computer-based interactive media to improve students' vocabulary achievement. The method used in this research was qualitative method in the type of descriptive research. This research used an observation checklist and interview as instruments to collect the data. The subject in this research were English teachers who taught in high school with 2 English teachers. This research used purposive sampling technique. Based on the results of the study, the teacher's perception of interactive computer-based media gave positive answers, the use of interactive computer-based media can really help teachers in the learning process. The teacher is greatly helped by the existence of computer-based media because it can help explain the material displayed. Showing videos, PowerPoint, or songs can train students to acquire new or difficult vocabulary. Students can learn and improve their vocabulary by practicing and practicing it in their daily lives. The effectiveness of computer-based media can help all elements of students' soft skills, in the form of increasing vocabulary, reading, writing, and listening. Using the media makes students feel motivated and not bored during the learning process.

This is an open access article under the CC BY-SA license.



How to cite: Faindah, N. ., Azis, A. ., & Qalbi, N. . (2023). Perceptions Of English Teachers' In Interactive Computer-Based Media To Assist Vocabulary Achievement Of Millennial Students. Journal of Computer Interaction in Education, 6(2), 61-69. <https://doi.org/10.56983/jcie.v6i2.532>

INTRODUCTION

Learning is a process in which teachers and students interact to achieve learning objectives. The teaching and learning process involves the teacher assisting students in acquiring knowledge and attitudes. The definition of learning according to the provisions of the Republic of Indonesia Law No. 20 of 2003 concerning the National to the provisions system is qualified education personnel as teachers, lecturers, counselors, tutors Widyaiswara. Tutors, instructors, facilitators, and names that match their specificity, and participate in organizing education.

The importance of English in the era of 4.0 and the Asean Economic Community (AEC) means that it is very important to learn in order to speak and understand it well. In the opinion

of Widiyanto & Sulastri, n.d (2015.) states the importance of mastering international languages to master the development of the world market, especially in labor competition. English becomes important as the language used in international communication.

English is the most important language to learn because it is an international language. English in Indonesia is generally taught as a foreign language. The term foreign language in the field of language teaching is different from the second language. A foreign language is a language that is not used as a means of communication in a particular country where it is taught. While the second language is a language that is not the main language but is one of the languages used in general in a country. The definition of vocabulary is clearly stated by Hatch and Brown (2001, as quoted in Putri, et al., 2019), vocabulary is a list or collection of word for a particular language or a collection of words that each language speaker may use. In learning a language, vocabulary has an important role, because it is impossible to learn a language without learning its vocabulary. In other words, learning a language means learning vocabulary and vocabulary is also the first step to mastering language skills.

So far, students are very familiar with the English learning materials offered by English teachers in various ways, styles, and techniques of application in the classroom with time in general and many times with specific programs. But the question it, do all these program packages meet the needs of language skills them or just a regular schedule that English students and teachers have to follow? To be able to develop the world effectively, mastery of English is very important. Therefore, the need to be able to speak English is a key factor in the mastery of science in today's world.

Teachers need to develop knowledge about how students can best use a variety of approaches, not just based on traditional learning methods. Kunchayono, (2017)states that "the process of globalization continues to run in accordance with the accordance with science and technology. Interactive multimedia-based learning media is multimedia designed so that its appearance meets interactivity to its users (Munir, 2012). Interactive media creates a two-way relationship between users, where users are teachers and students who interact directly in the classroom

Because it can help clarify complex information, media has a significant impact on learning. Through specific word or sentences, the media can represent what the teacher is unable to say (Hidayatullah, 2016:83) . This can be accomplished by presenting more interesting content or by employing appealing visuals. Given this, it is clear that learning media that can assist students in remaining focused on the learning process is required

Based on the explanation above and supported by several previous opinions, the researcher can conclude that learning vocabulary is very important because in learning a language we must learn vocabulary first. So that we can interact well with others. If you want to make the class atmosphere not boring, we can use media. One of the media that can be used such computer-based interactive in which there are several kinds of media that can be used such as power points, animated video, and others. Based on the description above, the researcher wants to conduct research on.

LITERATURE REVIEW

A. Previous Related Findings

The first research from Mulyanah (2018) with the title *Using PowerPoint Program in Improving Students Vocabulary Mastery*. How well are the 12th graders at SMA Al-Husna in Tangerang City, Indonesia, developing their vocabulary the academic year 2014–2015. By gathering data from the pretest and post-test, it may be determined that the study's findings support the premise that says The null theory is disproved. This indicates that there is a sizable difference in how pupils are taught language. Using the PowerPoint application, class mastery and vocabulary teaching will be better and more effective. more successful than teaching grade 12 student's vocabulary without the use of a PowerPoint program SMA Al-Husna For the academic year 2014–2015, Tangerang City.

The second research, from. Abd Rahman et al (2021) with the title *the influence of digital folktales on the students' English vocabulary mastery of SMP Negeri 9 Buru*. The purpose of this study was to find out whether exposure to digital folklore increased students' vocabulary knowledge in seventh grade at SMP Negeri 9 Buru. To calculate the mean and standard deviation between the pre-test and post-test, descriptive statistics were used to examine the data collected for this study. Before and after receiving treatment, students' vocabulary knowledge was compared using the paired sample T-test in SPSS version 20. The mean scores of pre-test and post-test were significantly difference. Changed both before and after therapy, mastery. As a result, it can be said that using digital SMP Negeri 9 Buru seventh graders learn more to increase vocabulary thanks to folklore.

The third research, from Bawawa, (2020)with the title *Teaching English Vocabulary Using Songs to Developing Students' Vocabulary Mastery*. The goal of this study is to determine whether or not songs may help second-grade students at SMP Negeri 3 Marauke improve their vocabulary knowledge and whether or not songs can increase their motivation in doing so. We can infer from this that employing songs in English class VIII at SMP Negeri 3 Marauke can increase students' vocabulary mastery and increase in learning utilizing songs to learn English vocabulary is preferable to not using songs. It might, however, that the findings of the survey make it clear that the majority of students believed that using songs to teach them could help them become more interested in what they were learning.

B. Some Partinent Idea

1. The Concept of Interactive Computer-Based Media

According N. Simbolon et al., (2021) media is one of the factors that supports the success of the learning process at school because it can assist in the process of delivering information from teacher to students or vice versa. Creative use of media can expedite and increase the efficiency of learning so that the learning objectives can be achieved.

The definition of “media” varies among the experts. Gagne in Hiedayat and Sulistyowati (2010) stated that the media are the various types of components in a students environment that

can stimulate them to learn. Meanwhile, the association for National Education in America defines media in the scope of education as everything that can be manipulated, heard, discussed, seen, or read along with the instruments used for this activity (Kristanto, 2010). Therefore, the media can be defined as something that can be used to convey messages and can stimulate thought and feelings in students so that they are motivated to learn.

Syahroni & Nurfitriyanti, (2017) Interactive computer-based media is the development of learning media is often referred to as learning multimedia. Multimedia can contain more material concepts, can involve two or more objects (audio, text, visual, and so on), and can package material to be effective, interactive, interesting, and fun. Education and learning media have a very close relationship. The learning process will not run smoothly without the right learning media. Use interactive computer-based media is a learning system that produces meaning by linking academic content to its technological context.

Rachmadtullah et al., (2019) Interactive multimedia is a type of media that has user-operable controller tools so that viewers may decide what they want to do next. A multimedia tool can be used to produce presentations that are dynamic and interactive that integrate text, animation, video image, graphics and audio. Typically, multimedia consist of three components: graphics, text and sound. A multimedia project combines at least two input or output formats, and the data it contains may be in the form of video, animation, audio, graphics, image, or text.

2. The Concept of Vocabulary

A vocabulary is a collection of word known to a person or other entity or a portion of a language. Vocabulary is defined as the set of all words that the person understands or all words that the person is likely to use to construct new sentences.

Vocabulary is one of the most important things in conveying meaning. Nation in Alqahtani (2015) defines it as the ability to understand, comprehend, and fully comprehend a word when it is encountered in a specific context, rather than simply speculating about its meaning (Nation.2009; Deham, 2021) vocabulary development occurs in both spoken in both spoken and written contexts. Given the natural opportunities for double use and repetition of word, as well as easier vocabulary. In the case of written contexts, vocabulary mastery entails using more sophisticated language, especially as students progress through the grades (Harmon, 2018)

According Asyiah, (2017) The role of vocabulary in learning a foreign language is inevitable. Rich vocabulary will totally help students mastering English and its four major skills which cover listening, speaking, reading, and writing. This importance is proven by Tnanh Huyen & Thi Thu Nga in Rouhani & Purgharib (2013) in (Hulwatun et al., 2022) who define vocabulary as a language element that link the four language skills including listening, speaking, reading, and writing in learning a foreign language.

a. Elements of Vocabulary

A vocabulary element (word) is one that is used to construct a phrase or sentence. Schall, as cited in Hermawati (2015), divides vocabulary into three types:

- 1) Active vocabulary, which refers to word that are commonly used in speaking.
- 2) Reserve vocabulary, which refers to words we know but rarely use in everyday conversation. We use them when writing letters and looking up synonyms.

- 3) Passive vocabulary, which refers to word we recognize but are unsure of their meaning. Is never used in either speech or writing. We only recognize them because we've seen them before.

b. Type of Vocabulary

Type of Vocabulary Folse (2008, p.12) suggested that there are five types of vocabulary, namely single word, set phrase, phrasal verb and idiom.

- 1) Single word a single word is the most used word. As a result, every learner must be familiar with a large number of single words. A conversation requires approximately 2,000 single words, a text required 3,000 single words, and entering the academic world requires 10,000 single word. Room, house, guitar, and so on are examples of single word.
- 2) Set phrase a set phrase is a group of words that includes more than one word. On the other hand, bottom line, and all of a sudden, for example.
- 3) Variable phrases possessive adjectives, personal pronouns, and word order are some of the variations of variable phrases
- 4) A phrasal verb is a verb that is made up of two or three words. The meaning of the phrasal verb is nearly identical to that of the phrasal set, but there is a distinction between them. The first word in the phrasal verb functions as a verb, while the second and third words function as particles. For example, "take" serves as a basic word that is then combined with "off, in out, and so on" the phrase "take off, take in, take out and so on" was created. Although phrasal verbs are frequently used in everyday conversations, they are one of the most difficult types for learners to understand.
- 5) Idiom every language has an idiom to express an idea. When the meaning of the words differs from the meaning of the entire phrase, the set of words is considered an idiom. For example, "see eye to eye" refers to when two or more people agree on something, "jump to conclusions" refers to when someone makes a decision without considering all of the facts, and so on.

c. Part of Speech the Vocabulary

Thornbury (in Rahmat, 2019) gives information about the part of speech are as follows:

1) Noun

A noun belongs to a class of words that can be used as a subject or object. Designates a thing, individual, or location. Such as mountain, beach, Indonesia, Malaysia, friend, teacher, police, table, window, etc.

2) Verb

A verb refers to word that describe actions. Each sentences must contain a verb since the verb is the primary component of the phrase. A verbs distinction is typically dependent on its tense (past, present, future). Lexical verbs and auxiliary verbs are the two subclasses of verbs.

3) Adjective

An adjective is a term that describes something or provides further details. Pronoun or noun. An adjective explains a noun from as color, number, or size.

4) Adverb

An adverb is a word that adds details to a sentences verb, adjective, or noun (time, frequency, etc). adverb can be categorized into four different categories: time, place, manner, frequency, and degree.

5) A preposition

Prepositions are words that indicate how one word relates to another. An additional word in a sentence. The relationships concern location. Time, causes, way or number. For example, along, above, on, at, into, over, across, in after, before, like, behind, below, besides, until, upon, without.

6) Conjunction

Words that link word or other sets of words are said to be in conjunction. They are coordinating conjunction and subordinating conjunction.

7) Pronoun

Pronoun can take the place of nouns and other pronouns. You employ terms like to shorten and simplify your phrases, use, he, which, none, and you.

3. The Concept of Perception

According to Herman (in Education et al., 2022), perception is a process where we actively pick, order, and interpret information in order to understand and interact with the world. It is not just a mere passive registration of sensory input.

Konent Jayaningrat claims (in Kadariah, 2016; p. 5) that perception is the entire process of the conscious human mind utilizing the external environment. Consequently, the impression can be summed up. Understanding the significance or stimuli is the process of perception. The brain process stimuli derived from the perception or object, events, or relationships between symptoms. Cognition begins with perception.

According Su'adah, (2015) perception is the process of gathering sensory data in order to recognize and interpret it. To offer a comprehensive perspective and comprehensive of the environment. Past, present, and last future are the three different ways that time orientation is seen. A person's ability to recognize information by comparing it to previously retained memories is known as perception. Perception is the set of processes by which an individual becomes aware of and interprets information about the environment perception refers to the way we try to understand to world around us we gather information through our five sense organ. According term the perception use to express of the experience of an object or something event experienced. Perception is our experiences of the information content this representation we can compare them with previous experience and how the way you notice or understand something using one of your senses.

METHODS

This research used a qualitative descriptive design to describe the English teacher's perception on the use of interactive computer-based media to develop millennial students' vocabulary achievement. This research aimed to determine the types of use interactive computer-based media in the classroom in students' vocabulary achievement. After getting the results from the teacher interview, features that are suitable for use in improving vocabulary will be found.

Instrument

This research used observation and interview to obtain data on the perception of English teachers on the use of interactive computer-based media to assist millennial students' vocabulary achievement

a. Observation

The observation of this research used an observation checklist. Researcher observed what types of media or computer features were displayed in front of the class in the learning process to increase students' vocabulary of noun and adverb. The auxiliary media that used in this observation was a camera to document what was done in class in order to strengthen the data obtained

b. Interview

The researcher used semi-structure interview conducted by asking questions to teachers who teach at SMA 9 Makassar about how the use of interactive computer-based media on students' vocabulary achievement of nouns and adverbs. The question would branch according to the answer given by the teacher to get more detailed information. An audio recording would be used during the interview so that the data obtained could help researchers collect more detailed data.

Data Analysis

Data analysis is one of the processes in which search and systematically organize interview transcripts, field notes, and other materials that have been collected to increase the understanding obtained and make it possible to present what you already have. And what other people found. So, the researcher would analyze the data after the data from the interview are collected.

RESULT AND DISCUSSION

The main objective of this study was to determine teachers' perceptions of interactive computer-based media at SMA 9 Makassar to improve students' English vocabulary, the

researcher then developed research question about the type of media that the teacher used to teach in increasing students' vocabulary and how the teacher's perception of using the media

a. Media that is often used in class

The type of media used by the teacher to teach English is determined by the researcher's observation list. there are five learning media and three tools used in displaying the media: power point learning media, videos, music, pictures, animated videos with the help of tools, namely speakers, laptops, LCD projectors

b. Motivating students in learning vocabulary

The teacher argues that the presence of media used in the learning process makes students interested in learning. This can increase their motivation to continue learning.

c. Using interactive computer-based media can help students to be active in class

The use of media makes students more interested in paying attention to learning. Students will be active from the start of learning until the end of learning because in the final session the teacher gives a quiz about the material given today

d. The effectiveness of using computer-based media in learning.

Effectiveness and reasons for using computer-based media in learning English, especially to increase students' vocabulary. The reason teachers use these media can assist teachers in providing relevant information to students. Using the media can also provide effectiveness in the learning process because the media can also provide interest in student learning. Teacher also feel helped by the use of media in the classroom. Teachers easily get relevant examples that can be show to students in the form of videos, songs, or animation.

CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that the use of interactive computer-based media in increasing the vocabulary of students at SMA 9 Makassar. From the results of observation and interview with teachers, it can be concluded that the media used in class such as LCD projector, laptop and speaker are very helpful in the learning process, besides that the learning media used such as showing videos, power point, and song can increase students motivation in learning vocabulary. English words. Students can be interested in learning and not fell bored in the learning process. Showing videos, power point, or song can train students to acquire new or difficult vocabulary. Students can learn and improve their vocabulary by practicing and practicing it in their daily lives. Answer from teacher interviews also gave positive results regarding the use of computer-based media, such as effectiveness in use in the classroom. The teacher feel very helped by the presence of computer-based media in the classroom because it can help the teacher explain the material displayed. Teachers no longer use books and blackboards to explain the material. With effectiveness of computer-based media, it can help all elements of students' soft skill, in the form of increasing vocabulary, reading, writing, and listening.

REFERENCE

- Abd Rahman, Umanailo, M. C. B., Bin-Tahir, S. Z., Saumur, A. S., Ibnu, S., Iskandar, A. M., & Hastuti, H. B. P. (2021). The influence of digital folktales on the students' English vocabulary mastery of SMP Negeri 9 buru. *Proceedings of the International Conference on Industrial Engineering and Operations Management*, 5180–5187.
- ALQAHTANI, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III(3), 21–34. <https://doi.org/10.20472/te.2015.3.3.002>
- Asyiah, D. N. (2017). the Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery. *Jurnal Bahasa Lingua Scientia*, 9(2), 293–318. <https://doi.org/10.21274/lis.2017.9.2.293-318>
- Bawawa, M. (2020). Teaching English Vocabulary Using Songs To Developing Students' Vocabulary Mastery. *Kajian Linguistik*, 8(1), 1–12. <https://doi.org/10.35796/kaling.8.1.2020.29099>
- Kuncahyono, K. (2017). Analisis Penerapan Media Berbasis Komputer Pada Pembelajaran Tematik Terpadu Di Sekolah Dasar. *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar (JP2SD)*, 5(2), 773. <https://doi.org/10.22219/jp2sd.vol5.no2.773-780>
- Mulyanah, E. Y. (2018). Using PowerPoint Program in Improving Students' Vocabulary Mastery. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 7(1), 25–31. <https://doi.org/10.31000/globish.v6i2.662>
- N. Simbolon, I.K. Suartama, & L.P.P. Mahadewi. (2021). Pengembangan Media Pembelajaran Interaktif Mata Pelajaran Prakarya Untuk Siswa Smp Kelas Viii. *Jurnal Teknologi Pembelajaran Indonesia*, 11(1), 40–50. https://doi.org/10.23887/jurnal_tp.v11i1.634
- Rachmadtullah, R., Zulela, M. S., & Syarif Sumantri, M. (2019). Computer-based interactive multimedia: A study on the effectiveness of integrative thematic learning in elementary schools. *Journal of Physics: Conference Series*, 1175(1). <https://doi.org/10.1088/1742-6596/1175/1/012028>
- Rahmat, A. (2019). Enriching the Students Vocabulary Mastery in Speaking through Engage, Study, Activate Method. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(1), 92. <https://doi.org/10.31002/metathesis.v3i1.1237>
- Su'adah. (2015). *Thesis Lecturers' and Students' Perceptions About the Use of Tell in English Learning Process in Bosowa Indah Yuliana Muhtar English Language Studies Postgraduate Program Faculty of Cultural Sciences*.
- Syahroni, & Nurfitriyanti, M. (2017). Pengembangan Media Pembelajaran Interaktif Berbasis Komputer. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 3(1), 10–21.