CHAPTER I
INTRODUCTION

This study is about process of English teaching vocabulary by using Hot Potato software for students of SMP Muhammadiyah 1 Kartasura. In this chapter, the study will be divided into six parts, namely background of the study, limitation of the study, research questions, objectives of the study, and benefits of the study and research paper organization.

1.1 Background of the Study

The obligation ability to comprehend English becomes very necessary in Indonesia since nowadays English has been seen commonly spread in public places even government departments. As a foreign language in Indonesia, English goes to the second language and seriously learned by many Indonesian people to build a good relationship among countries in this globalization era (Andriantini, 2015). English has become a course that should be taught obligate in Indonesia. Generally, students have being acquainting the English course since they are in kindergarten. The level of English is being taught one step by step. It means students face basic of English materials earlier and then in level higher. The basic of English materials consists; introducing of nouns such as animal, people, things, or adjective seems like color and adverb about time.

Some of the English skills that consist of listening, speaking, reading, and writing is components that should be mastered by students to learn it. Students can receive these skills from school and practicing as an assignment by the teacher. Actually, the center point for mastering English skill is vocabulary. According to Krashen and Terrel (1983) vocabulary is the basic knowledge for beginners in learning English and knowing English. Therefore, vocabulary is an important role in learning English to convey the meaning of four those skills. According to Huyen and Nga (2003) in learning a foreign language, vocabulary plays an important role. It is a unifier of components of the four skills overall. Moreover, vocabulary beats grammar as the top principal in learning English. According to Thornbury (2002:13), "Without grammar very little can be expressed, without vocabulary nothing can be expressed". It means that vocabulary is more importance than grammar, therefore vocabulary as a

bridge to communicate and express meaning each other. Vocabulary has to be taught as early as possible. Basically, students have recognized vocabulary since kindergarten. It is good as necessary English learning because at this level, student does not find many complicated of difficulties in learning English yet.

This research is based on what is the result of the researcher during an internship in SMP Muhammadiyah 1 Kartasura, a training to be a professional teacher in the seventh semester. The researcher found several problems with the student in vocabulary learning. Furthermore, some students are showed confused when the teacher said about the meaning of a word. In one moment, the researcher did teaching practice in a class, some students give their attention to materials. But they couldn't understand the materials and listening only. However, there are several problems faced by students in mastering vocabulary. Firstly, the limit of vocabulary knowledge. Since they're a kid or on the kindergarten level, students have no requirement dealing with how many words should be mastered by students. Although it is still on a basic level, students have to collect their memories about vocabulary as much as possible. According to Schmitt (2000), it is supposed that the first 2000 words in the English language are prerequisite to comprehension, and the academic word level is the level for vocabulary that needs to be learned.

Secondly, the students do not know about the meaning of the words of the target language from the source language. As Harmer (2001) states the last problematic issue of vocabulary, it would be the same, is the meaning. Students have expressed to convey the meaning of words in Bahasa, but they don't know the vocabulary it. And, the memories of someone have a limit to keeping. The brain is like a cupboard that has rooms to save things. Furthermore, when the rooms are full of things and there is no space, the only way is deleting something. From this case, it is also a problem to master vocabulary. Therefore, a teacher should select words for student requisite. According to Webster (2000) said that criteria for selecting words for teaching should accord to their greatest value to learners, which are frequency and need. This brings the idea to improve the vocabulary size of students.

Vocabulary mastery to the student can be done by many methods. The most important is students feeling enjoy during learning vocabulary. In order to make

students enjoy learning the target language, teachers should be creative to use a method in the class. According to Venon (2006) in Widayati (2009), when the class is fun it will make children want to come to class and will not be bored. Teachers should provide teaching aids to make class fun. Therefore, choosing suitable teaching aids as media in the class is an obligation to the teacher during the learning process. According to Kosim (2013), some teaching aids can be helpful to increase the students' vocabulary mastery in recognizing the words such as using picture series, cartoon pictures, comic books, songs, flashcards, and many more. This statement means the use of media in English language teaching is very useful for both the teachers and also the students.

One of the media that can be implemented in vocabulary learning is Hot Potato. Hot Potato software brings the variations toolbars that can be applied based on teachers desire. The Hot Potatoes software suite includes five applications that can create exercises for the World Wide Web. The applications are JCloze, JCross, JMatch, JMix, and JQuiz (Wikipedia, 2018). Hot Potato as media teaching aids can be solution vocabulary mastery to students. Teachers do not only provide questions about vocabulary through spoken or questioner paper but making questions through software. This is one of a new method of vocabulary mastery. The researcher has big hope for this software, in order to improve vocabulary to students especially students who study in SMP Muhammadiyah 1 Kartasura.

Based on the phenomena above, this study is conducted. This study entitled THE USE OF HOT POTATO SOFTWARE IN TEACHING VOCABULARY OF EIGHT GRADE STUDENTS OF SMP MUHAMMADIYAH 1 KARTASURA.

1.2 Scope of the Study

Based on the background of the study above, the scope of the study is limited to the Hot Potato media which is applied by English teacher in teaching vocabulary in order to as appropriate solution to be taught for students in junior high school for improving their vocabularies. The study was conducted in SMP Muhammadiyah 1 Kartasura especially on students of grade eight. This school is a regular school inside Muhammadiyah institution. It is located at Achmad Yani Street number 160, Kartasura, Kartasura, Sukoharjo. Phone: (0271) 780857.

1.3 Research Question

The study formulates the research questions as follows:

a) How is the implementation in the teaching-learning process of using Hot Potato software as a medium in teaching vocabulary at SMP Muhammadiyah 1 Kartasura?

- What are the objectives of teaching vocabulary by using Hot Potato software?

- What are the materials of teaching vocabulary by using Hot Potato software?

- How is the procedure of teaching vocabulary by using Hot Potato software?

b) What are the problems faced by the teacher in using Hot Potato software as a medium in teaching vocabulary at SMP Muhammadiyah 1 Kartasura?

c) What are the responses of students in using Hot Potato software as a medium in teaching vocabulary at SMP Muhammadiyah 1 Kartasura?

1.4 Objectives of the Study

This objective is specified into some subsidiary objectives as follows:

a) To describe the implementation in the teaching-learning process of using Hot Potato software as a medium in teaching vocabulary at SMP Muhammadiyah 1 Kartasura;

- To describe the materials of teaching vocabulary by using Hot Potato software,

- To describe the materials of teaching vocabulary by using Hot Potato software,

- To describe the procedure of teaching vocabulary by using Hot Potato software.

b) To describe the problems of the teacher in using Hot Potato software as a medium in teaching vocabulary at SMP Muhammadiyah 1 Kartasura;

c) To describe the responses of students in using Hot Potato software as a medium in teaching vocabulary at SMP Muhammadiyah 1 Kartasura.

1.5 Benefits of Study

Based on the objective of the study above, this study was supposed to give several benefits to all sides. As the researcher created this study, the benefits are as the following:

1. Theoretical Benefit

   a) The result of this study can contribute to the development of English teaching vocabulary.

   b) The result of this study can be used as the new reference for those who want to conduct a research on the process of teaching vocabulary.

2. Practical Benefit

   a) Teachers

   The result of this research hopefully can provide a variety of teaching methods for teachers to choose appropriate media used to teach vocabulary.

   b) Students

   New method, new experience, by having fun class which is run by the English teachers, students fully enjoy their learning process then they will be able to improve their vocabulary.

   c) For the next researchers

   The procedure and also the outcomes of this research can hopefully provide other researchers to do further research concerning similar themes such as using other media to increase students' motivation in mastering English vocabulary.