

**THE USE OF HOT POTATO SOFTWARE IN TEACHING
VOCABULARY TO EIGHT GRADE STUDENTS OF SMP
MUHAMMADIYAH 1 KARTASURA**



**Submitted as Partial Fulfillment of the Requirements for Getting Bachelor
Degree of Education in English Department**

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THE USE OF HOT POTATO SOFTWARE IN TEACHING VOCABULARY TO EIGHT GRADE STUDENTS OF SMP MUHAMMADIYAH 1 KARTASURA

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan (1) implementasi media Hot Potato dalam proses belajar mengajar vocabulary di SMP Muhammadiyah 1 Kartasura, (2) masalah yang dihadapi guru selama proses belajar mengajar vocabulary menggunakan media Hot Potato, dan (3) respon siswa selama proses belajar mengajar vocabulary menggunakan media Hot Potato di SMP Muhammadiyah 1 Kartasura. Tipe penelitian ini adalah kualitatif yang mana metode yang digunakan untuk mengumpulkan data adalah observasi, wawancara, dan analisis dokumen. Teknik analisis data yang digunakan adalah kualitatif deskripsi. Peneliti menggunakan subject para siswa dari SMP Muhammadiyah 1 Kartasura. Sebagai sampel, peneliti mengambil data dari 30 siswa dan 3 siswa dengan acak. Data diambil dengan cara observasi di kelas sekaligus penyebaran lembar questionnaire kepada siswa kelas VIIIC dari SMP Muhammadiyah 1 Kartasura dan juga wawancara dengan guru Bahasa Inggris. Setelah data diambil, peneliti mendeskripsikan hasil temuan. Pembelajaran menggunakan media Hot Potato berlangsung selama dua pertemuan. Media sangat cocok dalam pembuatan soal dari materi-materi vocabulary yang diajarkan. Beberapa hasilnya adalah media Hot Potato memberikan dampak positif dalam pembelajaran vocabulary. Media Hot Potato membantu siswa untuk lebih memahami materi dengan soal-soal yang dibuat oleh program tersebut. Media Hot Potato membuat siswa menjadi kreatif dan lebih mudah dalam menjawab soal-soal dari materi pembelajaran. Sehingga proses pembelajaran lebih menyenangkan, para siswa juga dapat memperkaya vocabulary mereka.

Kata Kunci: pembelajaran Bahasa Inggris, media Hot Potato, vocabulary

Abstract

This research paper aims to describe (1) the implementation in teaching learning process of using Hot Potato software as medium in teaching vocabulary, (2) the problems of teacher in using Hot Potato software as medium in teaching vocabulary, and (3) the responses of students in using Hot Potato software as medium in teaching vocabulary at SMP Muhammadiyah 1 Kartasura. The type of research is qualitative which the methods to collect the data are observation, interview, and document analysis. The technique for analyzing data used in this research is descriptive qualitative. The research was done to the second year students of SMP Muhammadiyah 1 Kartasura. Like the sample, the author took data from 30 students and 3 students randomly. The data were collected from the observation and spread questionnaire inside the classroom to students and also interview with the English teacher. After the data were collected, the author describing them. Teaching-learning using Hot Potato was conducted in two

meetings. The media is appropriate to create a question from vocabulary materials that have been taught. There is some result, Hot Potato software gives positive impact in teaching-learning vocabulary. The Hot Potato software helps student more understand to comprehend the material which is made by the program. Hot Potato makes students more creative and answering questions from material easier. Therefore, the teaching learning process is more fun, students are able to improve their vocabulary.

Keywords: English learning, Hot Potato media, vocabulary

1. INTRODUCTION

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).

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 the 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.

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.

Realizing the phenomena especially in terms of teaching English vocabulary for students of SMP Muhammadiyah 1 Kartasura, the researcher is interested to analyse of using Hot Potato software to master English, especially in vocabulary. The aims of this research are (1) to describe the implementation in the

teaching-learning process (2) to describe the problems of the teacher and (3) to describe the responses of students in using Hot Potato software as a medium in teaching vocabulary at SMP Muhammadiyah 1 Kartasura.

2. METHOD

This research used descriptive qualitative research. According to Creswell (1994) in Prabowo (2018), qualitative research is an inquiry process of understanding social or human trouble, then data is based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. In descriptive qualitative research, the statistic was not very important in exploring the data. Thus, kinds of data which related calculation and enumeration were not be required in this research type.

The subject of this research is limited to the teacher and the second year students of SMP Muhammadiyah 1 Kartasura in 2019/2020 academic year. Meanwhile, the object of this research is the result of using Hot Potato software in teaching vocabulary at the second year at SMP Muhammadiyah 1 Kartasura in 2019/2020 academic year. The data of this research are all informations of activities of the students and an English teacher which researcher takes from field note of the observation. There are three sources of the data, that are event, informant, and document. The researcher is using instruments of collecting data namely; (1) Observation, (2) Interview and (3) Document Analysis. Furthermore, the data that have been analyzed by using descriptive qualitative divided into nine stages. There are (1) Material determination, (2) Analysis of the Circumstances of Origin, (3) The material formal characterization, (4) Determination of the direction of the analysis, (5) The basic of theory differentiation of questions to be answered, (6) Selection of the analytical techniques, (7) Definition of the unit of analysis, (8) Analysis the material, (9) Interpretation.

3. FINDINGS AND DISCUSSION

3.1 The Implementation in Teaching Learning Process of Using Hot Potato

3.1.1 The Objectives of Teaching vocabulary

Based on the syllabus of SMP Muhammadiyah 1 Kartasura, the objectives of teaching vocabulary are able to identify the social function, words pattern, and language features of present and past tense and to make students comprehend about recount text which is related with vocabulary. The teacher explains that the key to English learning is vocabulary. Whatever the materials which are taught is concerned with vocabulary.

Based on the syllabus of the teaching-learning process, there are some objectives of the materials as follow:

- a. Identifying the social function of past tense.
- b. Identifying pattern words of past tense.
- c. Identifying the social function of recount text.

3.1.2 Teaching Material

Normally, the material of the teaching-learning process is based on syllables. English teacher of SMP Muhammadiyah 1 Kartasura also teaches the material from syllables for English courses. Eventually, the teacher should develop the material to be taught for students.

...”Kalo materi yang kita gunakan berdasarkan silabus. Nantinya juga akan ada pengembangan materi. Minggu depan itu nanti present sama past. Kalo present itu condong ke aktifitas harian. Misalkan kebiasaan ayahnya, kakaknya, atau ibunya ngapain aja seharian, kan itu pake present. Terus kegiatan dia seperti hobi, itukan juga present tense. Nanti kan dibuatkan paragraf, terus nanti dibolong-bolong, sama past tense juga. Yaa kayak pengalaman. Semacam recount text, nanti di buku paket ada.” (The Teacher)

[The material which used is based on syllables. Eventually, there is developing the material. Next week, it is about present and past tense. If present supposed to daily activity. For example, father’s daily activity or his mom. The activities are like hobby that is also present tense. Later, making paragraph, then put on empty box, also past tense. It is like recount text, the material is on the book.] (Teacher Translation)

[Adopted from interview on Tuesday, February 19th2019].

The teacher told about the material used through Hot Potato and being observed by the author are present, past tense and recount text. The material of past tense is supposed to be used to express daily activity. The kind of form text is recount text. Therefore, the use of verb 2 is a pattern of words as a frame of the paragraph.

3.1.3 The Procedure in Teaching Learning Process of Using Hot Potato Software

On Wednesday, February 27th, 2019, the author got the opportunity to observe in the class. The author and teacher entered the class together at 10.40 A.M. The teacher told the students that the author would observe the teaching-learning process. The teacher gave the time for the author to operate the media Hot Potato. The laptop's author was connected with Projector and LCD. This activity for showing the questions from Hot Potato to students. Before the questions were displayed, the teacher made 3 groups which consisted of about 10 students.

The program media which was used for that meeting was J Quiz. It consisted of multiple choice questions. The author had already made the questions before the meeting. The author made 3 quizzes for 3 groups. Every quiz there were 10 questions to be answered. When the questions of the quiz were shown, the students were given time to discuss and then answer. The author as the operator would click the answer by students on the laptop. The students had already understood the system absolutely. If the feedback was correct, it means the answer was correct and if the feedback was incorrect, it means the answer was incorrect.

In the end, the scores were totaled by the group as the assignment score of the meeting. Afterward, to end the meeting the teacher greeted the students.

On Thursday, February 28th, 2019, the author got the other opportunity to observe in the class. The author and teacher entered the class together at 07.30 A.M. after Dhuha Pray. The teacher gave the time for the author to operate the media Hot Potato. The laptop's author was connected with Projector and LCD. This activity for showing the questions from Hot Potato to students.

The program media which was used for that meeting was J Cloze. It consisted of short-answer quiz questions by definitions or gap sentences. It was related to recounting text. The author had already made the questions before the meeting. The author made 6 recount text for 6 group. Every group was given the paper to write the answer. The students should discuss and open the dictionary fast, because of limit time.

The program J Cloze provided facilitate “clue” on the box. When the students were doing the assignment and found the difficulties, they could ask the author as the operator for showing the “clue” of the essay. But, all of the groups only had two chances to open “clue”. The “clue” would be shown on the LCD Projector.

Afterward, the papers were collected and the score would be checked together. The answers from every essay were shown on LCD Projector, so all of the members would know the correct answer. In the end, the scores were totaled by the group as the assignment score of the meeting.

Based on observation from two meeting, the author makes conclusion of procedure using Hot Potato software in class. The teacher chooses the material which is suitable for the program Hot Potato. The data has already known based on an interview the author and teacher before the day enters the class. J Quiz program gets first to turn on Wednesday, February 27th, 2019, because of suitable with the material about guessing the verb. Meanwhile J Cloze program gets the second turn on Thursday, February 28th, 2019, because of suitable with the material about recount text. Every student of VIII C did the quiz Hot Potato software by group, it consists of 3 groups for J Quiz and 6 groups for J Cloze. In the end of each meeting, the overall score of Hot Potato quiz is used for the score of the assignment.

3.2 The Problems Faced by Teacher in Using Hot Potato Software

3.2.1 The Result of Using Hot Potato by Teacher

Based on the observation and interview, the author found that Hot Potato bring a positive impact in teaching learning English, especially for vocabulary. The Hot

Potato software brings new techniques for making questions with display more futuristic, so students are more comprehensible on the materials.

The English teacher of SMP Muhammadiyah 1 Kartasura said that Hot Potato is helping students find the new motivation in learning. Furthermore, students are more interested to learn English and they are able to measure their comprehension in the quiz of Hot Potato. It is shown below.

The Author : ..., "Apakah media Hot Potato membantu dalam pelajaran Bahasa Inggris bu?" (The Author)
[Is Hot Potato media help in process of English Learning mom?]

(Author Translation)

[Adopted from interview on Saturday, March 02nd 2019].

The Teacher : "Iya pasti karena media-media yang baru itu akan membantu, agar para anak-anak itu tidak monoton, tidak bosan dengan paper based, kemudian selalu mengerjakan LKS, mengerjakan buku paket....," (The Teacher)

[Yes sure, because the new media will help students find new method, doesn't paper based always such as doing in LKS or book]

(Teacher Translation)

[Adopted from interview on Saturday, March 02nd 2019].

Hot Potato software also became a new challenge for students. In the program of Hot Potato, the answer from the questions could be watched directly. So, students are able to know their score together. It also dares the student's knowledge. It is shown below.

..., "Media seperti itu sangat menarik untuk anak-anak dan tertantang bagi mereka apalagi hasilnya langsung diketahui, maka dari itu menariknya bagi anak-anak. Mereka langsung tau hasilnya setelah mengerjakan soal, hasil sudah tau nilai mereka berapa, itu yang disenenangi anak-anak seperti itu....," (The Teacher)

[The media like that is interested for students and challenging, because of the score will be known directly. Therefore, the students felt interest. They know the scores directly after doing the assignment, the scores is shown, this is what students like]

(Teacher Translation)

[Adopted from interview on Saturday, March 02nd 2019].

Then, Hot Potato software is suitable for vocabulary. In learning, English vocabulary is the key to comprehend the language. According to Celce and Murcia (2001) stated that vocabulary learning is central to language skill, pertinence it for the first, second, or foreign language. The Hot Potato software helps students to enrich their vocabulary. It is shown below.

The Author : ..., “dalam pelajaran Bahasa Inggris khususnya dalam konteks vocabulary apakah sangat menunjang?”(The Author)

[in English learning especially vocabulary, is it support?]

(Author Translation)

[Adopted from interview on Saturday, March 02nd 2019].

The Teacher : ..., “Kalo pertanyaannya cenderung ke menanyakan vocab itu pasti menambah vocab. Tetapi kalo pertanyaannya di dalam aplikasi itu menanyakan informasi-informasi ya otomatis ya kan itu kalo kita mencari informasi kan kita harus mencari vocabnya, itu juga menambah vocabnya. Kunci dari bisa Bahasa Inggris itu kan banyak vocab.” (The Teacher)

[If the questions are about asking vocabulary it will. But, if the questions about asking the informations, yes if we need to find the informations we should find the vocabulary, it will also improve vocabulary.]

(Teacher Translation)

[Adopted from interview on Saturday, March 02nd 2019].

The Hot Potato software also matches with theory technique of teaching vocabulary by Brewster, Ellis, and Girard (1992) in Alqahtani (2015). The Technique vocabulary of Hot Potato is used “Objects Delivering” by the material through media, visual aids, and demonstration. This method is able to help learners in remembering vocabulary better because our memory for objects and pictures is very focused to catch it. So visual technique is understandable. The Hot Potato is able to use in teaching-learning on other courses. It is shown below.

The Author : ...”apakah media Hot Potato tersebut sangat cocok digunakan dalam pembelajaran selain mata pelajaran Bahasa Inggris bu?”(The Author)

[Is Hot Potato media suitable to be used in learning beside English course mom?]

(Author Translation)

[Adopted from interview on Saturday, March 02nd 2019].

The Teacher : “*Selain Bahasa Inggris, bisa...,*” (The Teacher)
[The others course, yes it will]
(Teacher Translation)
[Adopted from interview on Saturday, March 02nd 2019].

The Author : ...,” *Berarti kesimpulannya media Hot Potato sangat cocok ya bu untuk pembelajaran Bahasa Inggris?*” (The Author)
[So the conclusion is Hot Potato media is very suitable for English learning mom?]
(Author Translation)
[Adopted from interview on Saturday, March 02nd 2019].

The Teacher : “*Cocok banget.*” (The Teacher)
[Very matching]
(Teacher Translation)
[Adopted from interview on Saturday, March 02nd 2019].

The author makes the conclusion of Hot Potato software in the teaching-learning process by the teacher. Hot Potato brings benefits to the environment inside the class, as follow:

- a. Making learning process is more interested,
- b. As the new challenge of students,
- c. Hot Potato is very suitable with materials of vocabulary,
- d. Hot Potato is not media for English only, but all of courses

3.2.2 The Problems of Using Hot Potato Faced by Teacher

Based on the observation and interview, the author found the problems of using Hot Potato in the learning process by the teacher. Although the benefits are more than a disadvantage, Hot Potato also has problems using it.

Hot Potato has a program that the answer can be shown directly by the operator. The laptop which is connected with the LCD Projector displays the worksheet of Hot Potato. It means the answer is able to be watched by students. If the answer is wrong, some students felt shy and blame themselves. It will decrease the confidant of students. It is shown below.

“...,tapi nilai negatifnya itu kadang-kadang anak minder terusan.” (The Teacher)

[but, the negative point is sometimes the students felt unconfident]
(Teacher Translation)
[Adopted from interview on Saturday, March 02nd 2019].

When the author observed inside the class, the quiz of Hot Potato was finished by the group system. Each group had given the limit time to answer the questions on the screen. Sometimes, when the question was difficult by the group, it will take time longer. Although the teacher emphasized the students to answer, they still discussed it. So, the problem is about the time limit. It is shown below.

“...,Dalam mapel Bahasa Inggris juga agak terkendala waktu juga sih mas...” (The Teacher)
[In English also faces time limit problem]
(Teacher Translation)
[Adopted from interview on Saturday, March 02nd 2019].

From explanation above, the author makes some conclusion of the problems using Hot Potato software by the teacher. The problems faced by the teacher were found based on observation inside the class. Actually, the problems were not on the teacher during using the Hot Potato media. The teacher thought the problems of using Hot Potato media in teaching vocabulary implicates student's condition. This is a line on the current study Septiani (2012), she found the problems faced by students from the condition of the students during the teaching and learning process.

Firstly, some students felt shy and blame their self, because of Hot Potato has to program that the answer can be shown directly by the operator on screen. It will decrease the confidant of students.

Secondly, the problem is about time. Sometimes, when the question was difficult by the group, it will take time longer. Although the teacher emphasized the students to answer, they still discussed it. So, the problem is about the time limit.

3.3 The Responses of Students in Using Hot Potato Software

Based on the interview with some students, the author found some good responses about the learning process using Hot Potato. Students have high motivation and

more active to do the assignment. They also felt understood the materials. The students improve the skill of their vocabulary and tenses. Overall, the implementation of Hot Potato software in the teaching-learning process especially for vocabulary were going well. The students are enjoyed and want to Hot Potato being applied in the class. The result one of the interview is shown below.

R : The Researcher/Author

S1 : First Students

R : “Dari Dayinta dulu. Tadi kan udah ngerasain pembelajaran dengan media Hot Potato kan yang ditampilin di layar itu?”

[From Dayinta first. You did the learning process by using Hot Potato Media, is’n it?]

S1 : “iya.”

[Yes]

R : “Nah itu kira-kira bantu proses pembelajaran enggak khususnya vocabulary?”

[Is it help learning process especially Vocabulary?]

S1 : “Membantu.”

[Very helping]

R : “Membantu. La kok bisa membantu, maksudnya kenapa bisa membantu?”

[What do you mean?]

S1 : “Hmm”

R : “Bikin gampang apa gimana?”

[Is it make easier?]

S1 : “Mempermudah dalam kegiatan belajar mengajar, lebih mengenak, vocab jadi gampang masuk mas.”

[It make learning process easier, more fun, and enrich vocabulary]

R : “Terus soal-soal yang dibuat itu sudah cocok belum sama materinya?”

[About the questions, is it match?]

S1 : “Cocok”

[Yes it is]

R : “Ada kekurangannya enggak ?”

[Is there negative]

S1 : “Ada, terlalu menggantungkan pada aplikasi prakteknya jadi kurang yoi.”

[Yes, if too dependence on media, the action is decrease]

R : “Terus kira-kira medianya itu perlu enggak sih digunain guru-guru selain Bahasa Inggris?”

[Then, is the media should be used by others teacher?]

S1 : “Hot Potato?”

R : “Hot Potato.”

S1 : “Ya perlu tapi jangan tergantung bergantung.”

[Yes, but in controll of using]

R : ...,oke terimakasih ya Dayinta.

[Oke thanks Dayinta] (The Author and Students)

(The Author and Students Translation)

[Adopted from interview on Thursday, February 28th 2019].

The informant called Dayinta told her statement about Hot Potato software. She enjoyed answering the interview with the author. Hot Potato is good media, because of making class conditions more fun. She also said that Hot Potato helped her to improve vocabulary. Furthermore, the informant told the questions are suitable with the program J Cloze and J Quiz. She also suggested that Hot Potato should be used by other teachers. But, she argued that the learning process shouldn't depend on media always. In conclusion, Hot Potato is going well for the learning process.

Based on the interview and document analysis with some students, the author analyses the conclusion of the student's response to Hot Potato in the learning process. Almost overall students as the informant argue Hot Potato is suitable for the English learning process, especially vocabulary. The conclusion based on the interview and document analysis students's responses can be formulated as follow:

- a. Hot Potato is good media, because of making class condition more fun and helping in learning process.
- b. Hot Potato makes English learning process especially vocabulary easier, because of there are answers directly.
- c. Hot Potato helps students to improve vocabulary.
- d. The questions of Hot Potato is suitable with the program. The questions are easy to learn.
- e. Hot Potato is recommended to be used for all teachers.

4. CONCLUSION

Based on the analysis of this research of interviews, document review, and observation, the study author can draw some conclusions about the use of Hot

Potato software in teaching vocabulary. Teaching vocabulary has a purpose to identify the social function, words pattern, and language features of present and past tense and to make students comprehend about recount text which is related to vocabulary.

The result of using Hot Potato software in teaching vocabulary can help the students more understand about the question, where it's related to the materials of vocabulary. Furthermore, the teacher is more helped to create an assignment as the material final test. Hot Potato also making the learning process is more interested and fun. Therefore, Hot Potato is recommend to be used for all teachers.

Based on the interview and document analysis with some students, the author analyses the conclusion of the student's response to Hot Potato in the learning process. Hot Potato is good media, because of making class condition more fun and helping in learning process. Additionally, Hot Potato makes English learning process especially vocabulary easier, because of there are answers directly. Hot Potato helps students to improve vocabulary. The questions of Hot Potato is suitable with the program, therefore the questions are easy to learn. So, Hot Potato is recommended to be used for all courses.

Based on the result of the discussion, it can be concluded that Hot Potato media is an appropriate media for teaching vocabulary because the English materials overall can be made in attractive questions by Hot Potato and lead to more understands for students.

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