DESIGNING VOCABULARY GAMES BY USING HOT POTATOES AS SUPPLEMENTARY MATERIAL FOR TEACHING ENGLISH VOCABULARY IN JUNIOR HIGH SCHOOL

(A Development Research at Seventh Grade Students of SMPN 2 Pontianak in Academic Year 2022/2023)

A THESIS

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TEACHER TRAINING AND EDUCATION FACULTY

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Submitted to fulfill one of the requirements for achieving a bachelor's degree in the English Language Education Study Program, Language and Arts Education Department, Teacher Training and Education Faculty, Tanjungpura University Pontianak

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Pontianak, 20 November 2023
The writer

Aulia Istiqomah

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ABSTRACT

Istiqomah, Aulia. (2023 Designing Vocabulary Games By Using Hot Potatoes As Supplementary Material For Teaching English Vocabulary In Junior High School (A Development Research At Seventh Grade Students of SMPN 2 Pontianak in Academic Year 2022/2023)

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This study aims to develop vocabulary game named Word World, an electronic game that can be used for teaching and learning vocabulary. This research was conducted with a focus on how the product was developed. The research methodology used was development research by applying the development concept of David Jolly and Rod Bolitho (2011). The stages used in this research include, Identification, Exploration, Contextual realisation, Pedagogical realisation, and Physical production. The participants in this study were 20 students of VII class at SMP N 2 Pontianak and 1 teacher. This research used observation, open-ended questionnaire and internal evaluation. Hot Potatoes was used as the basic base in creating this product. This product is made as a supplementary material that is in accordance with the TPACK teaching framework. Several vocabulary materials from different books and sources were combined with the Hot Potatoes application for teaching vocabularies to complete the designed product. In summary, the product as well as the materials have been well developed and in accordance with the target users.

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Finally, the writer hopes that this thesis will be useful for the readers. The writer also realize that this thesis is far from being perfect. Therefore, any criticism, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Pontianak, 20 November 2023

The Writer

Aulia Istiqomah

Table of Contents

DECLARATION OF AUTHENTICITY.....ii
ACKNOWLEDGEMENTS.....iv
CHAPTER I.....1
INTRODUCTION.....1
1. 1 Research Background.....1
1. 2 Research Questions.....4
1.3 Research Purpose.....4
1.4 Research Significance.....5
1.5 Terminology.....5
CHAPTER II.....7
2.1 Designing Teaching Material.....7
2.2 Vocabulary.....9
2.3 Teaching Vocabulary.....11
2.5 Hot Potatoes.....19
CHAPTER III.....22
3.1 Design and Procedure of the Research.....22
3.2 Informants of the Research.....25
3.3 Technique of Data Collection.....26
3.4 Tools of Data Collection.....27
3.5 Technique of Data Analysis.....28
CHAPTER IV.....29
RESEARCH FINDING AND DISCUSSION.....29
4.1 Research Finding.....29
4.2 Research Discussions.....51
CHAPTER V.....56
CONCLUSIONS AND SUGGESTIONS.....56
5.1 Conclusion.....56
5.2 Suggestions.....57

CHAPTER I
INTRODUCTION

1. 1Research Background

English is known as one of the universal languages in the world. It is a language people use in many fields. It is also the language globally used in writing studies and articles related to science, technology, social and politics, psychology, and many other fields. In conclusion, mastering this language can help ones to learn quickly as the source is primarily available in English. It is in line with Mansyur (2016), who states that language is central to students' intellectual, social, and emotional development and supports success in studying all fields of study. Therefore, learning English is essential as it is now also included as a subject that must be understood by the students, especially in a non–native English speakers like Indonesia.

In Indonesia, English is a compulsory subject that students must learn. English is learned in Elementary, Junior High, and senior high schools. However, at the same time, students still found some difficulties in learning English. Specifically, Oluwole (2008) shows some factors with learning English difficulties, such as the poor method of teaching, lack of textbook, language background, and lack of professional growth and development of teachers. Therefore, in teaching English, the teachers need to focus on those factors to improve the students' English skill.

In learning English, four primary skills should be mastered by the learner: reading, speaking, listening, and reading. However, to learn all those skills quickly, the students need proficient skills and vocabulary knowledge. Vocabulary is seen as the primary cornerstone in English teaching and learning. It is also defined as the critical element of language learning. It helps the learner to perform their English well. By mastering the vocabulary, students can produce many sentences quickly in spoken or written form. The students will also improve well if they learn more words and expressions. According to Hashino (2010), lexical items are the basis of learning a language. In other words, vocabulary plays an essential role in learning a foreign

language. Therefore, the teacher is expected to give a better chance for students to learn vocabulary in a joyful and fun way.

In deciding to teach vocabulary for the students, the teacher must investigate the students' difficulties while learning vocabulary. According to Parida (2019), some factors affect the students' challenges in mastering vocabulary: The students had problems understanding and memorizing vocabulary. It is resulted in their confidence to use English as their lack of vocabulary limits them from speaking fluently. An unenjoyable and dull atmosphere in the class. This kind of experience gives the students a lousy view of learning English. It makes the students feel bored and might drain their interest in improving their English skills. The media and method were unsuitable for the student's interest. Understanding the difficulties that the students have in learning vocabulary is hoped to help the teachers choose an appropriate technique, method, and media to teach students in the future.

The pre – observational research conducted for three months when the researcher was doing her PLP program on SMPN 2 Pontianak found that the teacher rarely applied technology and media during her teaching and learning process. The media used by the teacher are mostly in the form of PowerPoint. The teacher also rarely used any challenging game to make the students interested in learning English. Therefore, it drained the student's interest and motivation to participate in teaching and learning. Besides, the students only used one source for learning. It was a book that the students' borrowed from the school for free. The book only Therefore, the researcher concluded that the students need additional source to help them improve their vocabulary skills.

In this modern era, technology might facilitate students learning in an enjoyable experience, and teaching English with interactive multimedia is also becoming a popular topic and option chosen by current teachers. Besides, the use of media can have a positive impact on students. According to Safer (2015), using media may create a better learning experience for students and teachers. It is because multimedia can aid colors, animations, pictures, sounds, and videos related to the material. Additionally, based on Birch & Sankey (2008), multimedia can represent the content

knowledge in ways interconnected with different learners' learning styles that may appeal to another model of preferences. Hence, teaching vocabulary by using multimedia is much recommended.

Moreover, the use of technology is everyone's best friend in their daily lives, including the teacher and the students. Technology always accompanies and a part of their everyday activity. It is used for communicating, learning, finding information, socializing, teaching, et al. Both teachers and students mostly have their technology products, such as smartphones, mobile phones, laptops, and other technology devices. Therefore, the teacher and the students are already familiar with technology as it is their daily use, so it may not be a problem to include and use it in the teaching and learning process. It is also supported with the TPACK theory that the researcher applied in her research. TPACK is a technology integration framework that identifies three types of knowledge instructors need to combine for successful edtech integration—technological, pedagogical, and content knowledge (a.k.a. TPACK).

Furthermore, creating technology-based materials might complete the need to create a positive atmosphere to improve the quality of the teaching and learning process. Technology may add a new learning experience compared to the traditional class that only uses the textbook and a whiteboard as multimedia can contain multiple features such as colour, sound, music, picture, animation, quiz, and games. The use of technology in teaching may bring out opportunities for learners to experience various learning styles, for example, audio, visual, or kinaesthetic styles. It is in line with Leow and Neo (2014), who stated that multimedia might help the teacher present information in a way that the students can understand.

There are many studies related to creating supplementary materials that many researchers have conducted. However, very little attention has been paid to combining it with technology and games, specifically by using Hot Potatoes. Trismiyati (2013) and Ratna (2017) research on designing supplementary materials have undertaken a similar study, showing that the author still uses written supplementary materials. The author developed the product by only adding interactive pictures and features to the book. The researcher found that it only slightly

differs from the students' old book. There is also similar research related to the use of Hot Potatoes to design the supplementary material conducted by Lukmanul Hakim (2021) and Safer and Salam (2015), which make English vocabulary exercises for the students. However, none of them focused on making the media for junior high school students, as both authors focused on making the materials for elementary and vocational school students. Besides, it is also found that Hot Potatoes are applicable for the students. Soleimani & Raeesi (2015) stated that Hot Potatoes are quiet and practical. Therefore, based on those problems, the researcher triggered to fill in the gaps by creating vocabulary games by using Hot Potatoes Software that used as a medium for junior high school students to learn vocabulary. Hot potatoes-based materials contain pictures, interactive quizzes, instructions, and activities.

1. 2Research Questions

Based on the research background above, the researcher is going to answer this question below:

1. How is the design of vocabulary games as a supplementary materials to support teaching English vocabulary on Seventh Grade students of SMPN 2 Pontianak in academic year 2022/2023?
2. How is the process of designing vocabulary games as a supplementary materials to support teaching English vocabulary on Seventh Grade students of SMPN 2 Pontianak in academic year 2022/2023?

1.3 Research Purpose

Based on the research question above, the research purpose is:

1. The research purpose is to design vocabulary games as a supplementary materials to support teaching English vocabulary on seventh Grade students of SMPN 2 Pontianak in academic year 2022/2023.

2. The research purpose is to describe the process of designing vocabulary games as a supplementary materials to support teaching English vocabulary on Seventh Grade students of SMPN 2 Pontianak in academic year 2022/2023.

1.4 Research Significance

The significance of this research gives some advantages for the researcher, the students, the other researchers and the English education program, as mentioned below

1. **The Teacher**

   The researcher expects that the media can help the teacher to teach English in a fun and valuable way. This study also brings innovation for the teacher to combine interactive media in teaching as one of the strategies to improve students' interest and motivation in learning English, especially in improving their vocabulary skill.

2. **The Student**

   The researcher expects that this media can help students improve their vocabulary skills effectively. The researcher also expects that it can boost the student's motivation to learn English using various media and technology**.**

3. **Other Researcher**

   The researcher expects this study to be used as a reference in developing the media in learning and teaching English**.**

4. **English Study Program**

   The researchers expect that this study can be used as one of the references for further research related to designing supplementary materials for learning English by using media.

1.5 Terminology

To avoid misunderstanding towards unfamiliar terms in this research, the researcher attempts to list the specific terms as follows:

1. Supplementary material is a material that can be used as a learning media to fill in the gap and complete the sources used by the students.
2. Vocabulary is a set of English words which has its own meaning and can be used in speaking, writing, reading, and listening. In this research the researcher focus on noun as vocabulary. The vocabulary used in this research are adopted from the students' material on the first semester they are greeting, introduce yourself and others, describing people, describing daily activity, food and grocery shopping, rooms and things in a house, household activities and cleaning up activities.
3. Hot Potatoes is a software that enable the user to create exercises which can be accessed through online or offline. The feature of Hot Potatoes that will be used in this research are JCloze, JMatch, JQuiz, JCross, JMix and The Masher. The researcher will combine all of these features to create an interactive quiz.
4. Webpage Maker is a software that can help the user to create a website or webpages easily without any complex knowledge and understanding of HTML needed.