CHAPTER I

INTRODUCTION

A. Background of the Study

In learning a foreign language, Vocabulary plays an important role in learning foreign language. It is one of the elements that link to four language skills; listening, speaking, reading and writing. Without acquiring adequate number of vocabulary, the learners find difficulties in communicating and using the language.

There are several factors that mostly learners are unable to acquire vocabulary successfully. Firstly, students think the teacher's explanation for the meaning or definition, pronunciation, spelling and grammatical function, because it is seem bored for them. Secondly the students mostly keep silent during learning process in every vocabulary learning section because they only listen to their teacher. Thirdly the learners only focus of vocabulary learning as to know the important meaning of new word[1].

There are two methods in vocabulary learning that is used by teacher, those are teacher centered and student centred learning. Teacher centred learning focuses on three kinds of technique visual technique, verbal technique and tranlation. Student centred learning is focused to convey meaning as checking the correct answer[2].

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[1] Nguyen Thi Thank, Khuat Thi Thu Nga. *Learning Vocabulary Through Games.* (Hougthon. 2002)Page 3
[2] A. Doff. *Teaching english a training course for teacher.*(cambridge. 1988) page 14

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Learning vocabulary is very important because when students learn vocabulary, there are four aspects that can be increased those are listening, speaking, reading and writing. The high levels of reading achievement can be concluded that students have a large vocabulary. The report of national reading panel said" the recognized in the development of reading skill"[3]. Students with strong vocabularies are more successful in school. Vocabulary is an influential factor for people who enjoy successful careers in life. The more words are had by students' command, the more effective students' communication can be. And the more influence students can have on the people around them.

To get students' effective communication students need to acquire vocabulary for about 3000 words each year[4]. Students can get those target if teaching porcess is succesful, to know the succes in teaching vocabulary english, evaluation is needed. From those statement, the writer focuses on vocabulary exercise, exercise is needed to evaluate the students whether something is good or bad, acceptable or unacceptable or something can be improved, all of them are part of our activity in teaching[5].

The writer sees that exercises are part of assessment which is very important, because it has effects on students' motivation. Based on Richard 1. Arends, the effect on how students study and what they learn are influenced by the way teacher give assessment to the students. Regardless of the effect of

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[3] Jhon J. Pikulski, Shane Templeton. *Teaching and Developing Vocabulary.* (Hougthon. 2004)Page 2

[4] Jhon J. Pikulski, Shane templeton. *Teaching and Developing Vocabulary*..............Page 6

[5] Pauline rea- dickens .kevingermaine. Evaluation (new york. Oxford university press: 1992) page 3

grades on students learning, it is generally recognized if assessments are done effectively increasing students' engagement and learning. Other studies have shown the same thing, that student learning is enhanced when assesments are brief and more frequent.

Not only formal but also informal assesments increase students' motivation and learning process[6]. Students' interaction or involvements is very urgent during teaching process, students' activity in the classroom are the things that can be observed. Participating in discussion, working with other students in small groups, doing seatwork, listening to teacher not only helps the way teacher and students behave but also help determine what students learn[7].

Those are the important and advantage of exercise on student motivation in learning process, but the real condition in our education now teacher always uses paper to give assessment or testing for students. The effect is most students feel bored, and also it can reduce quality of student learning. From those statements the researcher wants to make exercise by using technology, because technology has important function. Moreover it gives effect on students' motivation in learning that is needed by students in learning English as second language.

The researcher sees that learning through technology can give motivation, and also it helps students' learning process in classroom. Those

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[6] Richard I. Arends, *Learning To Teach*, Seven Edition (New york : McGraw- Hill,2007), Page 214

[7] Richard I. Arends, *Learning To Teach*, Seven Edition ...., Page 148

statement are supported by some theory, Hatfield found that students' overall motivation can be increased by the using of computer stations in classroom. Terrel and Rendulic found that feedback via the computer has a positive effect on students' motivation. In a rather large, Ringstaff, Sandholtz, and Dwyer found that students can work together with other students if technology is applied in the classroom. Students in the class rooms often chose to explore topics and projects during their free time[8].

Using computer for learning can be done by combining task in education and technology revolution. The writer creates vocabulary exercise software using memory game maker, because there are many reason using memory game maker, some of them are[9]:

1. Recording sound is very easy

   Memory game maker can be used to make vocabulary exercise matching with listening because it has been completed sound recorder.

2. Mistakes can be corrected automatically

   Scoring is corrected automatically during proses of doing exercise, so the students get their score in the end of exercise.

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[8]Richard I. Arends, *Learning To Teach*, (New York : McGraw-Hill, 2007), page 145
[9] Nguyen Thi Thank, Khuat Thi Thu Nga. *Learning Vocabulary Through Games*. Page 6

3. Memory game maker is very cheap:

One of the primary reason someone use memory game maker because it is cheaper than any other commercial engine game, so we do not spend much money.

4. Games can be copied to any computer or memory stick

To be easy in using memory game maker, you can save as either a webpage or as a program file. It can be copied to a disc and memory stick or network, after that it shares with others.

5. Memory game maker is easy to learn

The most important thing in designing memory game maker is easy to be learned. Because you find many tutorials and the simple role, and also it is created as a teaching tool. Game maker is programed as new tool with a big advantage for students[10].

The researcher uses memory game maker version 6.0, because it can be operate in windows 2000, windows xp, windows vista and windows 7. It is intuitive drag and drop programming system, so it is very easy to be operated. You can create your own simple game, because it is very professional looking games. Using games maker you already come across some impressive

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[10] Gee Tee. *Professional Developer's Game Maker.*
(http://www.education.vic.gov.au/languagesonline, accessed on April 12,2012)

offerings on the yoyo game website[11], it works with pairs of words, sentences, pictures and sound. It provides a simple environment to start quickly building games, using text, picture and sound.

This program provides an easy way and fun even to learn about language. It has also good qualification as like resolution, color, image, and also we can save as off line (zip file) and on line (html file). Memory Game Maker is developed from the simple one to the more completely form to help us in creating creative game for teaching second language.

Regarding to the case above, the writer founds that creating vocabulary exercise software is very important, because it can increase students learning and doing exercises. So that way creating exercises using technology such as memory game maker is the new way to evaluate students, because teachers do not use the same form such as paper. They can improve English exercise with the software. So in the end the product can be used for students and teachers, because teachers create new material for language tasks using their own text, pictures or voice recordings.

Nevertheless, making vocabulary exercises software to evaluate is not as easy as it looks. There are some criteria of good software exercise that should be requared, so the product can be a good product if it has good criteria software exercise. There are many things of exercise techniques should be considered before going to start making it. For that, the criterion of good exercise and software exercise are discussed in chapter II.

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[11] Jacob Habgood, Nana Nielson, Martin Rijiks and KevinsGrossley, *The Game Maker'sCompanion,* (New York : 2010) page 21

The study relate to the use of technology such as digital and memory game were conducted by some researchers: Showgun Wu, and Marina Papastergiou, one of them discuss about the use of digital library that is developed with memory game in learning vocabulary to increase student's motivation, and other study about making online exercises for students using digital game. Other researcher Ayu Anggun.A, she discusses the effectiveness of computer in learning second language.

This study makes three kinds of product namely vocabulary exercise software, it is be appropriated of material chapter 1 students of junior high school semester one. The writer choses junior high school, because they are still in junior high school and beginner in study English, so that way they need to get more motivation in learning English. In the end of their study they have good skill. This product is created based on the criterion of good vocabulary and software exercise. To know the product is good or no, the researcher tests his product in SMPN 2 Tanggulangin, because this school has good facility such as laboratory of computer. The researcher also finds teachers that are difficult in creating new exercises for her/ his students.

B. Research Question

Dealing with the problem stated in the background the researcher formulates the research question as follow:

1. What are the procedures of developing vocabulary exercise software?

2. Based on students' response, is the product good for students in learning vocabulary?

C. Objective of the Study

This study has two purpossing, First to describe the procedure of developing Memory Game Maker to create vocabulary exercise for students. Second to know wether the product is good or no based on the criteria of good software exercise. In the end, by this study is gotten good vocabulary exercise software for students that can be used by the teachers to give exercise for her/his students.

D. Significant of the Study

This study is expected to become a reference to design better exercise that combine with technology specially in making vocabulary exercise during learning process. For the students, they can have the new tool in vocabulary exercise. Also they get more motivation to learn foreign language and do the exercises, because technology is part of their life.

E. Scope and Limitation of the Study

There are some skill which should be exercised in learning English, those are listening, speaking, reading, writing, grammar and vocabulary. From those the researcher only focuses to create vocabulary exercise. The writer does not research the effectiveness of the product to the students, he only tests to revise and know students' response to the product. The writer only creates three kinds of activity using memory game maker. Those activities are

Matching game maker, Tetris game maker and Comprehension task maker. The exercises are created using text or word with the meaning or synonym and using voice recordings with the word. The researcher creates five questions in every kind of activity, because of the limited time in testing product the researcher does testing only once to get the data.

F. Definition of Key Term

To avoid misunderstanding in the way of understand the study, the writer need to give definition of terms that are often found in the study, such as:

1. Software exercise:

   It is software that is chosen by the researcher to create vocabulary exercise. It is chosen based on the criterion of good software exercise.

2. English exercises :

   It process of practicing the skill in English using the product after getting the material in the class. It purposes to collect information about students ability.

3. Memory Game Maker :

   It is language online game maker that allow students and teachers to create interactive language tasks and games using their own text, pictures or voice recordings. Generally it is software game to create own game what we want. Game Makers are easy to use and suitable for all skill levels, so it

is possible to make very professional looking games using game maker[12].

Memory game maker is created by Mark Overmars in 1999 and until now

there are 6 versions[13].

4. Vocabulary exercise software:

It is vocabulary exercises that have been made by the researcher using

Memory game maker. It is used by the researcher as an example for

teacher to exercise her/his students.

5. Good vocabulary exercise software:

Vocabulary exercise software that has requared based on the criteria of

good software exercise after testing the product.

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[12] Jacob Habgood, Nana Nielson, Martin Rijiks and KevinsGrossley, *The Game Maker'sCompanion*, (New York : 2010) page 21

[13]Overmars. Mars.*The game development application.*(http :// en.wikipedia.org/wiki/game_maker. Accessed on May 15,2012)