Chapter 1

INTRODUCTION

CHAPTER I

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1.1. BACKGROUND OF THE PROBLEM

Learning English which as a foreign language is not easy because it is not the first language that is commonly used in daily life. Learning English is a combination of skill and memorization learning so that for mastering English, people need to learn, develop and try to use it as often as they can. Finnochiaro (1974:70) states *"vocabulary is the only key to language learning"* and that is why the writer surely believes that learning vocabulary is the basics of learning languages and it is the most important part of language learning.

To some people, learning vocabulary is a boring activity because they think that the materials given sometimes are too hard or even, they are not supported enough to make them better in learning English. Recently, almost all teachers prefer using the 'teacher-centered' method which just follows the steps given on the book for teaching the new subjects to the students and the teacher is the one who is responsible for the teaching-learning activities. However, this 'teacher-centered' method is not effective enough to teach the students because the best method in teaching and learning activities is 'student-centered' in which the students are the ones who take care and are responsible for the teaching and learning activities and processes. For example, the teacher teaches vocabulary using a passage. At first, the teacher just asks the students to read and comprehend the passage given. And after that, the teacher gives some exercises about vocabulary comprehension. Usually in that exercise, the teacher asks the students to find the meaning of the words given based on the passage in the form of a list and to memorize that list.

The disadvantage of that method is that one day when the students have to do the test, they can not do the test about the vocabularies that have been taught because they just memorize the list of words on their book that are uncommon for them without understanding the real meaning of the words; which in fact, just consumes much the students' time and effort. Although the

vocabulary of the test is taken from the passage which has been discussed, still, it is not effective enough. Because the most effective way of learning vocabulary is teaching it in a real context. For example, the teacher can give a sentence which uses the vocabulary given so that it is easier for the students to understand and remember the vocabulary.

The writer also finds that the students' effort of learning vocabulary is not enough, and that they think that learning vocabulary is not worth. They also find that it is a boring activity. And as a result, the students do not want to learn and develop more and more vocabularies. The low motivation of students affects their concentration in the teaching and learning activities in class.

Based on the main case above, the writer tried to develop the materials taken from some books and Internets to make the interactive vocabulary testing software that can be used for testing students' vocabulary mastery and at the same time also for developing their vocabularies. In other words, it will be easier for the students to memorize the vocabulary shown in the test. They also can use the vocabulary testing software in the individual learning or in the class.

The writer does hope that her vocabulary testing software can support the teaching and learning activity, especially: in learning vocabulary individually. This program will help the teachers for making a lively atmosphere of teaching in class. It is expected that it will be easier for the students to understand and remember the meaning of words so that they can use them well in their daily life. Furthermore, the vocabulary learning will not be a boring activity anymore for the students.

1.2. STATEMENT OF THE PROBLEMS

The main problems found in the teaching – learning activities of the English subject are:

1. The sources of the teaching-learning activities are still taken from the materials in the course book.

2. The method of the teaching-learning and testing activities used is still using the method of teacher-centered which does not effectively support the students' learning.

3. The testing software which is interactive and effective to support the students' development is not yet available in Ehipassiko Senior High School, South Tangerang.

1.3. OBJECTIVE OF THE STUDY

The objective of the study is to develop vocabulary testing software for the second grade students of Ehipassiko Senior High School, South Tangerang, to help the students to get a better score and increasing their concentration in learning and comprehending vocabulary.

As a result, the students' vocabulary comprehension will be better and they can use vocabularies well in their daily life, either in oral or written ways.

1.4. SPECIFICATION OF THE PRODUCT

The title of this product is "How Well is Your Vocabulary Mastery?". It contains 3 reading passages and 25 questions which are classified into 6 parts of questions: 2 parts for the First Reading entitled *"Corruption and Indonesian Culture"*, 2 parts for the Second Reading entitled *"The Unhealthy Fast Food"*, and 2 parts for the Third Reading entitled *"The Power of Music in Our Life"*.

The First Reading entitled *"Corruption and Indonesian Culture"* consists of 2 pages. After being given 4 minutes to read that reading, the test takers do 2 question parts related with the reading. The First Part is given in the format of Matching. In this part, the subjects have to match the 7 words on the left side to their meanings on the right side. The words questioned are taken from the reading they have read. Then, they continue to the Second Part which consists of 8 questions and given in the format of Fill in the Blanks. In this part, they have to read the sentence given and try to find the suitable words which have been given in bubbles as their help.

After they have finished, they begin reading the Second Reading entitled *"The Unhealthy Fast Food"*. After being given 2 minutes to read that reading, the test takers are asked to do the Third Part which consists of 5 questions and given in the format of Matching. In this part, they have to read the meanings on the left side and try to match with the suitable words on the right side. Then, they continue to the Fourth Part which consists of 5 questions and given in the format of Short Answers. In this part, they have to read the sentence given and try to find a suitable word in the box and type it on the box correctly.

After they have finished, they begin reading the Third Reading entitled *"The Power of Music in Our Life"* in 2 minutes. Then, they begin to do the Fifth Part which consists of 5 questions and given in the format of True or False. In this part, they have to read the sentences and underlined words which they have to find the antonyms or the synonyms based on the questions asked. After that, they directly continue to the Fifth Part which also consists of 5 questions and given in the format of Multiple Choices. In this part, they have to read the sentences and the questions carefully since there are two types of questions: finding the synonyms or antonyms of the underlined words.

At the end of the test, the test takers will get their final score of the test that they have done.

1.5. SIGNIFICANCE OF THE DEVELOPMENT

The significance of this development is that this vocabulary testing software made by the writer will be the interactive media that can support the teachers in teaching vocabulary and the students in learning vocabulary since there is no testing software used for teaching and learning activities in class and for students' individual learning in English at Ehipassiko Senior High School, South Tangerang. It is also designed to help the students' ability in using vocabulary and their concentration in learning increased so that they can use their vocabulary correctly and fluently in their daily life.

1.6. ASSUMPTION AND LIMITATION OF THE DEVELOPMENT

The assumption is that this interactive vocabulary testing software is a suitable and effective media for teaching and learning vocabulary. It will help the teacher in teaching vocabulary and the students in the second grade of Ehipassiko Senior High School South Tangerang, in learning and developing the vocabulary. And also, the students' ability in using vocabulary and their concentration in learning increased so that they can use their vocabulary correctly and fluently in their daily life.

This product development is limited to the second grade students of Ehipassiko Senior High School, South Tangerang.

Types of the test are limited to "Matching", "Filling in the Blanks", "Short-Answer", "True or False", and "Multiple Choices."

1.7. DEFINITION OF THE KEY TERMS

To minimize the misinterpretation in this study, it seems necessary to define the following terms:

1. Interactive means "allowing a continuous transfer or information in both directions between a computer and the person using it." (Oxford Advanced Learner's Dictionary)
2. Vocabulary means "the total number of words at the disposal of a given individual" (Wendell, www.publishing-central.org/Vocabulary.html)
3. Test means "a method of measuring a person's ability, knowledge, or performance in a given domain." (Brown, Language assessment)

1.8. ORGANIZATION OF THE THESIS

This study entitled "Developing Interactive Vocabulary Testing Software for the Second Grade Senior High School Students" consists of the thesis which includes five chapters on the form of A5 book and a CD which contains the interactive vocabulary testing software made by the writer.

The First Chapter deals with the introduction to this study which consists of: background of the problem, statement of the problem, the objective of the

development, the significance of the product, the importance of the development, the assumption and the limitation of the development, the definition of the key terms, and the organization of the study.

The Second Chapter presents about the review of related literature which discusses about the theories of vocabulary, language testing of the vocabulary task, vocabulary testing software, and review of the previous studies which closely related with this study.

The Third Chapter deals with the methodology of the development which includes the trial of the product and the technique of the data analysis.

The Fourth Chapter presents about report on the result of the development which includes needs analysis, the result of the development of the materials, the result of the vocabulary testing software, result of the product's try-out, summary of the expert evaluation and try-out, and conclusion of the try-outs.

The Fifth Chapter deals with discussion on revised product and suggestion for utilizing the vocabulary testing software, dissemination and further development.

The CD consists of a vocabulary testing software entitled "How Well is Your Vocabulary Mastery?" to test the students' mastery of comprehending vocabularies taken from the three readings given in that testing software.