

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Reading is one of the essential skills in English. The basic skill is obtained in reading, namely the ability to gain meaning. By reading, the students are required to understand the meaning of writing, in order to achieve the goal of understanding and fluency. In other words, reading skills are special skills that enable learners: 1) to read in the form of written text as a meaningful language, 2) to read fluently and comprehend text, and 3) to be able to interact with the message. Reading is the ability that a person needs to be able to understand easily and smoothly without depending on other's assistance. This should be the goal of each lesson to read and should be improved as learners progress from the beginning. They acquire these skills through practice and observation. Learners must develop certain skills that will help them understand what they read.

According to Heatson (1974) learning English is not only about skill but also component (Alimah, 2015: 1). The four major skills through language are listening, speaking, reading, and writing. In learning English there are four skills that students should have. Harmer (2007) states that reading and listening are called receptive skills, in which people do not need to produce language to do these, but they only receive and understand it through written or spoken language. While, speaking and writing are productive skills, because learners doing these need to produce language.

Reading is one important skills for language learners especially for the students. Based on Raygor & Raygor (1985:3), reading is the primary way for the students to study. Therefore, the students need to master this skill to support their study. Teachers often expect their students to search information from books or internet that mostly written in English. Students have to understandd the content of reading in order to catch information or new knowledge from the reading texts. It means that students must read with comprehension or understand what they are reading to gather the information from the text.

In English subject, the students are taught to do reading comprehension by answering some questions based on the text. Reading comprehension is the ability of the students to comprehend by thinking and understanding the text to get the information from the text (Shepherd, 1973: 79). The students are dealing with the activity of understanding the authors' language on the text then catch the intended meaning.

Brown (2004: 185) mentions that reading is a skill that teachers expect students to acquire. It means reading is the most necessary skill for success in all educational contexts. The students should be able to comprehend a text that they have read and they will get some information and knowledge. However to understand a text is not easy. So a teacher must make a variety of interesting, innovative and creative teaching materials in the learning process. There are many teaching materials in the teaching and learning process. One of them is the student material. Student material means any material, including but no limited to original

works, documents, computer software, and data stored by any means created in whole or in part by me whilst on placement.

Along with developments, entering the 21st century the world of education always experiences changes which is indirectly influenced by ICT, nowadays it is very important to feel the need and importance of using ICT in learning activities. Learning through television or video, computer-based learning, web-based (e-learning), electronics are several forms of ICT utilization that need to be developed and implemented in education.

The use of technology in education must also be used in various media of teaching materials, learning methods to the learning evaluation process. In line with Organisation for Economic Co-operation and Development (2001) affirms that teachers must possess a wide range of technical and pedagogical skills, with constantly being up-to-date to match advances in technology and modes of use. Thus, teachers who use ICT in the classroom have more ability to master their content subject, and are always learning to update their technology skills. The use of technology-based media in learning is expected to have a good impact. In addition, the use of technology in learning is expected to be able to increase students' understanding of the material being studied and increase students' interest in the learning process and learning evaluation because by utilizing technology learning activities will be more interesting.

Relates to this technological development, teachers must be able to be more creative and innovative in developing learning instrument. One of them is developing student learning material. There are many tools that can be used to

make an interesting learning, For example is creating e-learning material. E-learning is a type of learning conducted digitally via electronic media, typically involving the internet. It can be accessed via most electronic devices including a computer, laptop, tablet or smartphone, making it a versatile and easy way for students to learn wherever they are. E-learning resources come in a variety of forms from software programmes and digital courses to interactive online platform and apps.

Based on preliminary observation at SMKN 1 Pantai Cermin about the teaching and learning process, especially in Descriptive text. That was found that student had limited opportunity to exercises. Therefore, some students have low achievement since they do not have opportunity to practice more by themselves. And also students are less motivated to read and comprehend text because teachers teach conventionally by just using textbook and printed exercises. It makes them feel bored and they are not motivated to study. The teachers have not maximized the use of others media in the lesson since the limitation of their knowledge about new teaching and learning media. The presentation of conventional worksheets makes students bored when answering questions because the paper is full of text and there is nothing interesting like pictures in it. Actually, there are any others media that can be used to support in teaching and learning at school. One of them is technology that is still rarely used by the teacher in teaching English.

Relates to these issues, researcher has found applications as an online/offline media assessment tool to measure students' understanding of

descriptive text subject by using Hot Potatoes. Hot Potatoes is a kind of software that is used to support Information and Communication Technology (ITC) especially in language teaching. Hot Potatoes is an easy authoring tool that can be applied offline or online. Bakti (2014) stated that Hot Potatoes allows us to make five different types of exercises that we set up using basic templates. Basically, there are features in Hot Potatoes. They are JQuiz, JCloze, JCross, JMatch, and JMix. JQuiz is to create multiple choice items and teachers can attach reading text on it. JCloze is to create cloze and fill in the blank exercises. JCross is to create crossword puzzles and here the teachers can put a hint button for the student which is able to help the student to guess the word. JMix is to create jumbled-sentence exercises. JMatch is to create matching or ordering exercises. In addition, there is one more feature called The Masher. It creates exercises which are combination from all types of different exercises. Hot Potatoes is recommended since it can help the teachers to make interactive exercises for the students to practice reading comprehension.

Based on observations that researcher has done, the use of hot potatoes in creating interactive exercises is treated as a concern in common. This study will give contribution to for the better teaching and learning process in English subject and further information will be very helpful as the Developing Hot Potatoes Application As Students Worksheet In Reading Descriptive Text At SMKN 1 Pantai Cermin.

## **B. The Problem of the Study**

Based on the background of the study above, the problem of the study is formulated as the following “How is the development of Hot Potatoes application as students’ worksheet in reading descriptive text at SMKN 1 Pantai Cermin?”

## **C. The Objective of the Study**

Based on the problem of the study above, the objective of the study in this research is to develop of Hot Potatoes application as students’ worksheet in reading descriptive text at SMKN 1 Pantai Cermin.

## **D. The Scope of the Study**

The study will be only focused on developing hot potatoes application as students’ worksheet in reading descriptive text for tenth grade students of tourism and hotel program at SMKN 1 Pantai Cermin. The use of Hot Potatoes is offered as the solution to overcome the problem. This recommended media will be limited only for reading descriptive text. The researchers also limits the research on its participants and also its purpose. This media is developed based on the needs analysis of the learners which will motivate them to study.

## **E. The Significances of the Study**

In general, it is expected that the result of the research can give some contribution to the teaching and learning process and that the result can be useful, especially to the following parties.

### **1. Theoretical significance**

The findings of the study will extend and enrich the horizons in theories which related to the areas on how to develop worksheet for vocational school

students and contribute to the development of Indonesian education research about applying ICT in education.

## 2. Practical Significances

### a. The Students

The product of this study is expected to make the students interested in answering the question and accepting the materials well to improve a deeper understanding of descriptive text

### b. The Teachers

This study is expected to be reference to provide an effective, innovative and interesting way to facilitate English teachers in designing worksheet for students in teaching descriptive text through a application called Hot Potatoes. Besides, it will be easier for teachers to know how far students' understanding about the subject especially in descriptive text.

### c. The Researcher

This study is also expected to be reference for other researchers who want to conduct a similar research about developing student's worksheet in reading descriptive text. However, they can also develop the English materials for other skill such as speaking, listening, writing with integrated four skills.