CHAPTER I

INTRODUCTION

This chapter presents background of the study, problem of the study, object of the study, significance of the study, scope and limitation of the study and definition of key terms.

1.1 Backgound of The Study

Vocabulary is one of the most important language components in learning English, Nation (2001). Learning vocabulary can help students learn English and support them in mastering other language components. The vital role of vocabulary knowledge in English as "language teachers technology that has gained interest and attention of many generally recognize the importance of vocabulary researchers is introducing new words with compute learning and are exploring more improve of vocabulary teaching programs or software's. Promoting it" As a result, it is important for Nowadays, there are numerous materials for foreign researchers to investigate ways to improve direct language learning in addition to the traditional grammar instruction of foreign language vocabulary. Therefore, books and dictionaries such as workbooks, charts, how to teach vocabulary and use it in a productive way posters, newspapers, picture cards and so on. Computers, have become main concerns of learners as well as multimedia and the internet can also be used as a teachers.

Vocabulary is one of English sub skills that must be taught to the students because vocabulary has an important role for all language skills. David Wilkins in Thornberry (2002) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other words, the first thing that has to be mastered by language learners in learning language is vocabulary.

In SMK Pawyatan Daha 1 Kediri, there were several problems in the teaching and learning process, especially in the tenth grade. English language skills of students especially vocabulary are also very low. This is indicated by the percentage of students score in sub-standard assignments and more than 10 students must join in the repair class to increase their score.

The role of vocabulary knowledge about playing in the accumulation of old and old languages is neglected. However, Conscious Vocabulary receives a lot of information in confinement. This is one of the basic development, research and benefits that can be developed by the company Nunan (2005).

Using computer technology with the aim of helping students to learn vocabulary is one of the ways in which Computer Assisted Language Learning (CALL) has been used in Indonesian. Using computer technology with the aim of helping students to learn vocabulary is one of the ways in which Wondershare Quiz Creator in Indonesian. Especially in vocabulary learning. The computer will make it easier for us to learn it. In

this case students will be discussed with technologies that facilitate classroom learning. Likewise the teacher will be more practical in learning. Regarding that, the big challenge the teacher's face recently is how technology and media and when to use new digital technology and appear for teach and learn various subjects. How and when to use or the application of digital technology to teach is very easy and much the teacher cannot use digital technology or even for produce digital media to support their teaching practices.

According to Warschauer and Healey (2001), it is a resurrection communication mediated computers and the internet, more than others, who have been changing the form of computer use for language learning at the end of the 20th century. It seems computers both in the community and in the classroom have been changed from tools to information the process and display of tools for communication with the help of the Internet. Computer-assisted language learning and multimedia laboratories can provide training on oral and visual aspects of language communication in general and vocabulary learning in Indonesian specifically, Salaberry (2001). Educators Rost (2002) indicate that the current computer technology has many advantages for second language learning.

Computer Assisted Language Learning (CALL) can help language learners become more independent in language learning. Some stakeholders, Salaberry, Rost (2002) show that computer technology today can have many advantages for second language learning. Computer

technology, software, and Language learning programs can provide more second language students independence from the class so students have the choice to work on their learning ingredients anytime and anywhere. According to Kruidenier (2002). Undoubtedly technology has impacted and influenced the lives of everyone more or less. In recent years, advancement and ease of using technology has made everyone wonder how technology can improve the way we do things. Applying technology to learning and teaching a second or foreign language is an important educational issue.

CALL is not without criticism. According to Davis (2006), one of them the important problem with using technology in the language teaching environment is that language education is in danger of being taken over by computer programmers, software developers, hardware vendor or technician. High-cost software, computer programs, lack of technicality supported by practitioners and also negative attitudes by teachers and students.

The researcher did an observation at SMK Pawyatan Daha 1 Kediri. The researcher found problems that are faced at class X ATK 1 of SMK Pawyatan Daha 1 Kediri. An interview with the English teacher, has shown some reasons why the researcher chooses vocabulary mastery' for this research. Mrs. Siti Mardiyah shared that the vocabulary of the students of X ATK 1 class is low, the students got some problems in selecting appropriate vocabulary, organizing information, generating ideas, making

grammatical sentence, spelling The explanation above is supported by the result of interview. The interview is conducted to know students' opinion about English. When they are asked about English, most of them answer that English is very difficult especially in vocabulary mastery.

1.2   Problem of The Study

Based on the background of the study, the research question can be formulated as follows: How does the using of "Wondershare Quiz Creator" in teaching vocabulary improve the students' vocabulary mastery?

1.3   Objective of The Study

From the formulation of those research problem, this study will aim to: Know how to apply in teaching vocabulary using Wondershare Quiz Creator in SMK Pawyatan Daha 1 Kediri.

1.4   Significance of Study

Through the results of this study, researchers expect to contribute to students, teachers or lecturers, readers. For students, it will give them awareness the importance of vocabulary learning with technology for education and enrich them teaching competence using more creative media provided by technology, and certainly makes students more curious. For teachers, this will be a solution for using variations technology as a medium in other classes in teaching practice and can be adopted by other teachers to use technology support their teaching activities for better

education, and teachers must be aware of the surrounding technology in order to facilitate the teaching and learning process in a class.

1.5   Scope and Limitation of The Research

This object of the writer is how to applying Wondershare Quiz Creator in teaching Vocabulary to improve students' vocabulary mastery. The object of this study, the writer focus on vocabulary mastery'. Investigating the applying Wondeshare Quiz Creator in learning of new English vocabularies seems to be one of the important aims to be obtained by students' vocabulary mastery.

1.6   Definition of Key Terms

The researcher provide about the meaning of every word to guide the researcher and the reader on understanding the research. In this research the definition of key terms are:

1.   Vocabulary

Vocabulary is a basic element of learning English. This is an important factor in reading, listening, writing, and speaking. According to Yun (2005). Vocabulary is not just words. When the writer talks about vocabulary that means the writer speak the words. Vocabulary as one component skill seems to play an important role in language achievement. It can be said that without words labelling objects, actions, and concepts, a speaker cannot express the intended meaning (Kitajima, 2001). Words are units of

meaning. Sentences, paragraphs, and all texts come from words. Language ability is often regarded as the number of words known. Thus, vocabulary teaching / learning is critical areas that need to pay special attention (Knight, 1994). No doubt technology has affected and affected everyone's lives more or less. In recent years, Progress and ease of use of technology has made everyone wonder how technology can improve the way we do it something. Applying technology to learning and teaching a second language or a foreign language is an important educational problem (Kruidenier, 2002).

2. Teaching Vocabulary

The principle of learning and teaching vocabulary but there are many theories about the learning process of vocabulary written, still a matter of memory. Thus, there are several general principles for successful teaching, which apply to any method. According to Wallace, 1988 the principle is:

- Purpose, what to teach, what words, how much

- Needs, target vocabulary must respond to students' real needs and interests

- Often exposed and repeated

- Presentations that are meaningful, Denotations or references that are clear and unambiguous must be convinced. Learning vocabulary is a complex process. The aim of students is to learn

the vocabulary process, especially their ability to remember words in will and acknowledge it in its oral and written form. Generally, knowing a word involves knowing its form and meaning at the basic level. In deeper aspects it means the ability to know it (Harmer 2001): Meaning, that is connecting the word with the right object or context, Usage, namely knowledge of collocation, metaphor and idioms, as well as styles and lists (appropriate level of formality), to know whatever connotations and associations the word might have, Word formation, namely the ability to spell and pronounce words correctly, to find out derivations (prefixes and acceptable suffixes), Grammar, which is to use it in the appropriate grammatical form.

Teaching and learning vocabulary in and out of context are two different methods of teaching words in a second language or learn foreign languages. Language professionals disagree on the advantages of one of them and conflict still exists some of them. There are many language professionals who strongly agree that contextualized vocabulary learning more improvise than learning words in a list. For example, (Oxford and Scarcella 1994) observed this Decontexual learning (word lists) can help students memorize vocabulary for tests, students tend to be fast forget the memorized words from the list.

3. CALL

Computer Assisted Language Learning (CALL) Computers give individual attention to students in the consulate and answer them. Traditionally, he acts as a tutor who assesses the answers of students, shows mistakes and gives explanation. This guides students towards correct answers and generally adapt material for his appearance. This idea is very much alive today in a new landscape, namely Computer Assisted Language Learning (CALL) . (Ken Beatty 2003) states that the Call is filled with an unknown area and requires exploration. Even where much is known, details have not been made clear or must be made clearer because of other factors and changing conditions, such as introduction new technology and wider adoption of technology.

4. Wondershare Quiz Creator

Wondershare Quiz Creator is software for making questions. Online quiz (web based). Or the test using the Wondershare Quiz Creator in making these questions is very user friendly. So it is very easy to use and does not require the ability to discuss programming that is difficult to operate. The results of the question. Quizzes and tests made / compiled with this software can be stored in stand-alone Flash format on the website. With the Wondershare Quiz Creator, users can create and arrange different forms and levels of questions, namely the form of the true / false questions (true / false). Multiple choices. Fill in the word (fill in

the blank), Matching (matching), quiz with drawing area and others. Even with the Wondershare Quiz Creator it can Creators can also insert various images and Flash files (Flash movies) to support students' understanding in the process of problem solving.