

**THE INFLUENCE OF *HOT POTATOES* MEDIA TOWARD
STUDENTS' NOUN PHRASE MASTERY AT THE 7TH GRADE
OF JUNIOR HIGH SCHOOL 2 OF PATIKRAJA DISTRICT,
BANYUMAS REGENCY**



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THESIS

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CHAPTER I

INTRODUCTION

A. Background of Problem

Being an international language spoken by more than two billion people in almost whole the world, English is learned by them. Every country has their own curriculum for learning this language. English is one of the foreign languages in Indonesia that learned in every grade of school, it is from kindergarten until college. Regarding how important English to people as foreign language today in Indonesia, learning English is important for us to face challenge in the future. English takes apart being an important language that should be learning in every single element in life. Nowadays, if a student wants to study abroad, at least she or he must have 550 score in TOEIC or other certificates to prove their English ability for applying some jobs in *Badan Usaha Milik Negara (BUMN)* also has requirement in TOEIC or TOEFL score. Based on these statements show that English is important to learn.

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. For mastering those skills, there are three components including grammar, vocabulary and pronunciation as the requirments. From those components, grammar is considered the most important as it serves as the foundation for next level of language learning.

Grammar is essentially about the systems and patterns use to select and combine words. In order to communicative, the students or language learners must share a common system which is understandable for one another. Language learners must know about grammar in order to use the language appropriately in social culture (Joyce and Burns, 1999: 4).

Teaching grammar is very complex, because of that, the teacher needs to arrange how to select the materials and activities to be used in the

grammar class. In addition to the teacher needs, There are three goals in teaching grammar for teacher to do according to Haussamen and friend (2003 : 3) are *first*, students comfort to speak and write standard English though they are from every background,*second* they will complete with ability to analyze the grammatical structure of sentences English text and *third* understand and also appreciate the natural variation that happened in language across time, social condition, and social communities. Furthermore, to achieve those goals, the teacher has to create many ways to explain the English subject so that it can be understood by the students. It is possible that the teacher will teach grammar through puzzle, guessing word, or role play.

There are a lot of discussions that have to be learned when studying grammar and one of them is phrases. According to Kim and Sells (2008) phrases are output from lexical categories. English phrases divide into five phrases, such as, noun phrase (NP), verb phrase (VP), prepositional phrase (PP), adjective phrase (AP) and adverb phrase (AP) (Ibad and friends, 2014: 2). According to the 2013 Curriculum in Indonesia, one of the phrases that students in junior high school is studying in the second semester at the seventh grade is noun phrase.

Noun phrase is noun which is not only composed by one noun but also composed by the other noun. Quirk (1985) stated that a noun phrase is consists of an article and ahead (Rysava, 2012: 4). The head divided into two manners of modifiers, it can be a pre-modifier or post-modifier. When a student is in the elementary school, they just focus on introducing of common English without studying about phrases. For instance, he or she is just studying about name of things, animals, parts of the body and any else. They are knowing English one by one of vocabularies without combining the word into other words for making more level of writing sentences. So that in junior high school, they study more complex for arranging words into a sentence in up level. They will be acquainted with noun phrase, so that their sentences are more variety. For example, student

will write a sentence *ibuku sedang memasak didapur* , so they just not to write *my mother is cooking in the kitchen* but can write more variety as follow *my mother whom I love is cooking in the kitchen* or *my mother who wore a blue glasses is cooking in the kitchen*. They can develop their sentences more variety for making unmonotonous writing.

English noun phrase is different from Indonesian noun phrase. So that for learning it may have an effort. It is the teacher's role for making students easy to understand every materials. Generally, teacher is agent of learning at present time. This means the teacher must able to make learning become contextual involving student directly and actively. No matter how good the learning mainly is, if the teacher do not able to create in delivery well, so the mainly will be not reached by student anyway. It will affect the student been bored, lack of responsibility, excitement of studying. Teacher is strived to be able to design the learning become interesting, effective, innovative and the end it will increase students' creativity (Jimmi, 2017: 167). It is possible the teacher will teach noun phrase as one of grammar topics through puzzle, guessing word, games or role play.

Based on the preliminary study, that researcher interviewed the English teacher, Mrs. Nur Azizah, she said that the conditions of students in the seventh grade Junior High School 2 of Patikraja are very bad, almost of students were uninterested with grammar lesson and learn grammar. In conclusion, they are still lack in English achievement. She said that most of them are still low neither mastering in skills nor components of learning grammar. To prove those conditions, the researcher tried to give some questions in whiteboard for making variety of sentences by using noun phrases as subject of a sentence grammatically. Unfortunately, the students sometimes said "I can't do it, Mam" although they just tried to answer that. As the result, some students could answer that questions while other students could not answer that questions. The English teacher gave a statement, those conditions were caused by many factors. They feel that

learning grammar is difficult because it is difference between Indonesia and English grammar pattern. They feel confused and blinded about the grammar pattern especially for arranging noun phrases. The teacher might have task to do to change their mindset about that. They need manner, method or other media that can solve those problems.

Based on the interview and observation above, the researcher wants to give a solution that may useful to solve those problems. Particularly, nowadays, how advance people in Information Technology (IT), it is participating in how learning process development. Some teachers use technology to help there in the learning process. It means that nowadays teachers just not using conventional methods but also using unconventional methods, as for example, using instructional media that assisted by computers. In addition, some researches and journals which is discussed how Hot Potatoes media helps for studying grammar and language learning, so that this research wants to prove that Hot Potatoes may use to solve that problem. Sadeghi and Soleiman (2015) said that Hot Potatoes include Computer Assisted Language Learning (CALL) which possibly can be used for teaching second and/or foreign language. Especially, for learning grammar in class. Hot Potatoes is created by the researcher and development team at the University of Victoria, Humanities Computing and Media Centre in Canada. Its statement is according to Ameil and Holmes (2009: 35) as cited by Setiawan (2016: 233). Because of students at seventh-grade junior high school are the first stage shift from elementary school into junior high school, psychologically, they still want and need an interactive and enjoyable learning process. Thereby by using Hot Potatoes which have some features such as JQuiz, JCloze, JMatch, JCross, JMix, and TheMasher hopes that this media can contribute many advantages for those needs.

Hot potatoes are one kind of visual instructional media that it is attractive to use so that student will have good attention and more active

when they learning noun phrase. They will feel happy and enjoy because when they are learning grammar will make student confuse or headache.

Every menu of Hot Potatoes has its function. JCloze allows user to make exercise like gap-fill exercise. JQuiz allows the user to make exercise like multiple-choice and short-answer quizzes. JCross is used to create exercise like a crossword puzzle which is suitable for figure out new words with some clues. JMatch is used to create some exercises like matching words and it is possible to add a picture in that exercise. JMix is used to create an exercise with kind a jumbled-sentence or jumbled-word that is suitable for making exercise for description text or narrative text. The last is The Masher. It is an additional menu in Hot Potatoes. This menu is to export the exercise that already made into a group of a folder and its menu is possible to be preview in the offline web site without an internet connection.

Based on the statement above, the researcher thinks that this media is appropriate to apply for a seventh-grade student in SMPN 2 Patikraja. There is a homogeneous student there, its conditions are the reason why researchers conduct the research. the researcher conducted an experiment that wants to measure how Hot Potatoes able to solve students' grammar mastery on Noun Phrase, the researcher is intended to research:

The Influence of Hot Potatoes Media toward Students' Noun Phrase Mastery at the 7th Grade of Junior High School 2 of Patikraja District, Banyumas Regency.

B. Formulation of The Problem

The formulation of the problem is:

Is there influence of Hot Potatoes media toward students' noun phrase mastery at the 7th grade of Junior High School 2 of Patikraja District, Banyumas Regency?

C. Objective and Benefits

1. Objectives of the research

The objectives of the research are to describe the influence of Hot Potatoes media toward students' noun phrase mastery at the 7th grade of Junior High School 2 of Patikraja District, Banyumas Regency.

2. Benefits of the research

There are two kinds of this research as follow :

a. Theoretical significance

- 1). Results of this research are expected to add knowledge in educations, especially in teaching grammar
- 2). The result of this research is expected to give some contributions to further researches.

b. Practical significance

- 1). For English teachers, this research will give an addition to how to teach grammar in class using attractive instructional media.
- 2). For students, this research will give new experiences when they are doing some activities of learning. This way to motivate themselves.
- 3). For the researcher, this research can be a reference to their further research and will develop the result more perfect.
- 4). For school, this research will give information about student background in English learning, it shows a different way to the learning process that its useful for the student.

D. The Definitions of The Key Term

There are two key terms in this research as follow :

1. Students' Noun Phrase Mastery

According to the Oxford dictionary, *mastery* means great knowledge about or understanding of a particular thing. Students'

mastery means how students get great knowledge about or understanding material that they learn. According to Fuad (2010: 16) nouns are commonly defined as words that refer to a person, place, thing, or idea. According to Garot and Wignel (1995: 140) as cited by Sophya (2014: 177) defined a phrase as a group of words that refer to one meaning among word in the group are structure. It means that a noun phrase is a group of words that refer to as noun and has one meaning among words in the group are structure. So that students' noun phrase mastery is students' great knowledge about understanding a group of words that refer as noun and has one meaning among word in the group are structure itself.

2. Hot Potatoes Media

The word media came from Latin *medius*. It has literally meaning as center, mediator or porter. Gerlach and Ely (1971) in Arsyad (2017: 3) state that media are human, course or case which create a condition that makes students will get attitude, knowledge, and skill. In the learning process, media commonly called instructional media, educational technology or audio-visual communication. Yusring (2008: 1) states that Hot Potatoes included as Computer Assisted Learning (CAL) is one of media for learning a second/foreign language which created by the researcher and development team at the University of Victoria, Humanities Computing and Media Centre in Canada. Hot Potatoes suite includes six applications, enabling you to create interactive multiple-choice, short answer, jumbled sentence, crossword, matching/ordering and gap-fill exercises for the World Wide Web.

E. Structure of the Study

To make a logical and systematic discussion, it is necessary to frame a structure of this research. It will be described in this are as follow :

Chapter I contain an introduction that consists of the background of the problem, operational definition, research question, objectives and significances of the research, key term and structure of the research.

Chapter II contains about the theories of student's mastery of noun phrase toward hot potatoes. There are four sub-chapter: first is student mastery, second is a noun phrase and third is hot potatoes media.

Chapter III contains about the research method which is consisting of six sub-chapter: type, time and location, population and samples, variables and indicator, techniques of data collection and techniques of data analysis.

Chapter IV contains about results of the research report which is consisting of two sub-chapter: the first is the general description of Junior High School 2 of Patikraja . The second is the result of an experiment about using hot potatoes in teaching noun phrases at 7th-grade students of Junior High School 2 of Patikraja to knowing student's mastery of noun phrase before and being taught by hot potatoes.

Chapter V contains a conclusion, suggestion, and closing words.

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CHAPTER V

CLOSING

In this chapter, the researcher presents the conclusions and suggestions based on the findings in chapter IV.

A. Conclusions

Based on the result, analysis and findings or discussion of this research can be concluded that there is influence of Hot Potatoes media toward students' noun phrase mastery at the 7th grade of Junior High School 2 of Patikraja district. It can be seen by the improvement of student noun phrase mastery before and after conducting Hot Potatoes. In the beginning conditions, the mean of pre-test score of control class was 57.96 while, in experimental class was 50.14. Then, there was improvement of post-test score for both of classes, 74.68 for control class and 71.47 for experimental class. Although, those score seem that the mean score of control class was always higher than experimental class, but for checking the influence of media especially in this research is Hot Potatoes media, it is needed a comparison both of the class. This researcher used N-Gain analysis for calculating the data.

N-Gain score analysis result showed that the control class got 0.05 ($N\text{-Gain} \leq 0,3$) in low category and the experimental class got 0.326 ($0,3 < N\text{-Gain} \leq 0,7$) in medium category. Those result was possible to happen, although in paragraph one has already mentioned that the control class seemed higher than experimental class in the mean of pre-test and post test. Particularly, because of the formulation of N-Gain score is post-test minus pre-test divide maximal score minus pre-test score, it is possible that experimental class got higher mean score than control class depend on the statistic result of those calculations (chapter IV). Both of class got same comparison it was by calculating the data with maximal score for knowing the result in general.

B. Suggestions

1. For the students

The researcher hopes that Hot Potatoes can help the student easier to learn grammar and give a different atmosphere in the learning process. The researcher hopes that this instructional media give new motivations and make the students enjoy for learning grammar especially noun phrase.

2. For the teacher

The researcher hopes that the teacher always gives their best solutions for every problem in the classroom. The researcher hopes that Hot Potatoes can be applied if this instructional media can help the teacher for improving students' motivations.

3. For the Institute

For the institution, the researcher hopes that Junior High School 2 of Patikraja being a favorite institution because of the best management for giving facilitation like computers and LCD in every class. The researcher hopes that it will help the teacher and student in the learning process.

4. For the Next Researcher

This research had many lacks in many parts, therefore, the researcher suggests that the next researcher to do their best for research, considering the time especially an academic year in the institution, so that the thesis writing will ideally arrange and get the best finding of the research. The researcher also hopes that the next researcher can study the significance of using Hot Potatoes not only in two features but also three or more than two features for get good measurements about it. The sample or population of the research will represent the research so that the research gets the accuracy and validity of data research.

Alhamdulillah Rabbil 'Alamin for all mercy Almighty Allah SWT, because of Him the writer has done to write this researcher in form a thesis. The writer realizes that this writing lack in many parts especially there are many miss spelling and grammar in this thesis. Meanwhile, the writer needed comment and suggestion for making a good thesis writing.

The writer also said thanks a lot for all the elements for helping this thesis writing write to be done. The many kinds of helping like giving ideas, time and material that they have given for the writers may Allah give back all the kindness.

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