# CHAPTER I

# INTRODUCTION

On this chapter, the researcher tries to elaborate some important points including (1) Background of the Study, (2) Statement of the problem, (3) Objective of the study, (4) Scope and limitation of the study, (5) Significant of the study, and (6) Definition of key terms.

## **1.1 Background of the Study**

Technology has important role in human life. All human activities become faster and easier with technology. Moreover, educators are increasingly under pressure to use technology to prepare students to live in a technologically interconnected, globalized world (Chun, Kern, & Smith, 2016 : 65). It means that in education field, the use of technology in teaching and learning process become more popular. It showed by using technology in some students activities during teaching and learning process. Caromawati (2017) added that technology accessibility has been developing in many higher educational institutions in Indonesia. Besides, there are many advantages of technology such as technology for communicating, gaming, entertaining, and educating. As stated by Caromawati (2017) that the advantage of technology for educating can be used by teacher as new interactive media or multimedia in teaching and learning process. It means that the existence of technology changes the media of teaching rapidly from traditional to digital form. Pham (2017) states that using technology such as Hot Potatoes and Quizlet gives occasion for teachers to establish and design materials suited to their students’ needs. It means the existence of technology can be used by teacher for designing materials or some kind of assignments in speaking, listening, writing, and reading skills.

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Based on the explanation above concluded that technology can used by teachers to facilitate all learning marials especially in reading skill which reading is essential skill that taught in all public schools. It is important for getting information. Chun, Kern, & Smith (2016) define that reading as the process in which readers learn something from what they read and involve it in academic context as a part of education. It means that reading is an important skill to support the students in understanding and decoding the learning materials. Therefore, reading comprehension as the use of strategies in reading for gaining information and understanding the meaning of texts done by the readers. By understanding the concept of reading, readers can develop their own strategies to enhance their reading ability. It will automatically help the readers to achieve their goals in comprehending the reading text. In comprehending the reading text, the teachers should use an appropriate media to achieve the goals. Farzaneh (2014) suggest that an interactive media can be used by teacher in learning process to increase student’s reading comprehension and reducing teacher-center.

Pham (2017) states that there are many media can be used by teacher in improving their students' reading comprehension. One of them is “Hot potatoes” application. It is an interactive media that does not apply in SMA Asshomadiyah Burneh. Teachers still use GTM (Grammar Translation Method) and reading aloud monotonously in teaching and learning process. There is no an evaluation in teaching and learning process. Besides, the students in SMA Asshomadiyah Burneh have various levels of intelligence and during the English class they have low motivation and become passive participants. By considering this condition, the researcher would like to promote interactive media by using “Hot potatoes” application in improving their reading comprehension.

In this chance, “Hot potatoes” application is good to implement in teaching reading comprehension in the class. Because it is in line with Pham (2017) states that Hot potatoes is an interactive media that can be used by teacher in learning process to create their own interactive computer-based exercises. Furthermore, This application gives the patterns of different forms of exercises such as matching exercise, multiple choice exercise, crosswords, short-answer quiz, jumbled sentence exercise, etc. in addition, this application can used not only for listening skill but also reading skill. Because the teacher can search sound, picture, video or text on this application.

In previous study was conducted by Pham (2017) Said that “Hot potatoes” application gives opportunities to students in improving the quality in comprehending reading text, to create positive atmosphere in the classroom, and improving students’ motivation in learning process.

Based on the theory adopted from Caromawati (2017) and previous study conducted Pham (2017) about “Hot potatoes” application could effective on the students’ reading ability and Hot potatoes is very good in improving students’ reading comprehension. Therefore, the researcher would like to investigate the effectiveness of “Hot potatoes” application in improving students’ reading comprehension at the second grade of SMA Asshomadiyah Burneh .

The researcher has selected this media because “Hot potatoes” application is important in teaching English language skills. This strategy helps in motivating and encouraging learners to learn. By using this strategy will help the students in improving the achievement of students better in understanding reading text.

Based on the statements above, the researcher would like to conduct this research by the title Hot Potatoes Application: it’s Impact on Students’ Reading Comprehension.

## **1.2 The Statement of the Problem**

Based on the background of the study, the researcher formulates the statement of the problem as follow :

“Do the Students taught by “Hot potatoes” application achieve better than those students do not teach by “Hot potatoes” application in improving students’ reading comprehension at the second grade of SMA Asshomadiyah Burneh?”

## **1.3 Objective of the Study**

In line with the statement of the problem, the objective of the study is to investigate the effectiveness of “Hot potatoes” application in improving students’ reading comprehension at the second grade of SMA Asshomadiyah Burneh.

## **1.4 Significance of the Study**

This study has two significances in theoritical and practical as follows:

* + 1. Theoritically : this study will contributes in research as reference in selecting media for improving students’ reading comprehension.
    2. Practically : the result of this study can be used by English teacher in implementing this media for improving students’ reading comprehension, make students in reading class more interesting, active, and give students more opportunities to participate and has active role.

## **1.5 Scope and Limitation**

The scope of this study is focus on “Hot potatoes” application in improving students’ reading comprehension for Second grade of SMA Asshomadiyah Burneh. In this case, the researcher focuses on improving students’ reading comprehension by “Hot potatoes” application.

The Limitation of this study is the use of technology in learning process sometimes has to face difficulties such as the students’ ability in operating “Hot potatoes” application. This research is limited to the second grade of SMA Asshomadiyah Burneh by selected sample randomly.

## **1.6 Definition of the Keyterms**

To avoid misunderstanding, the definition of the keyterms as follows:

* + 1. Hot potatoes application is an interactive media that consist of six types of web-based exercise which can be used by teacher in learning English. It allows the teachers to create some creation in designing learning exercises.
    2. Reading is a process gaining information and it is an essential skill involving a text, a reader, and a social context in which the reading process occurs.