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WEB-BASED LEARNING MODEL USING HOT POTATOES APPLICATIONS TO INCREASE LANGUAGE STUDENT ACHIEVEMENT

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Abstract

The aim of this research was generally (1) to know the implementation of web-based learning model using hot potatoes application to increase language student achievement (2) to know student interest in web-based learning model by using hot potatoes application to increase language student achievement. This research used quasi experimental method. This research was conducted at second grade students of Junior High School 8 Makassar with 850 students' population. The writer used a random sampling technique. The total sample used was 60 students. The researcher divides the sample into two classes: the experimental class and the control class. Instruments research used is test, questionnaire and interview. Web-based learning model using hot potatoes application can help students develop their language ability.

Web-based learning model using hot potatoes application is very effective to be applied to avoid boredom and boredom of students in following the learning process

Keywords

Learning Model, Web, Hot Potatoes, Learning Outcomes

1. Introduction

In foreign language learning especially in Makassar, Indonesia, there are many specific features to which experts that develop educational content and e-learning modalities must adhere. E-learning is facilitated by the use of digital tools and content. Typically, it involves some form of interactivity, which may include online interaction between the learners and their teacher or peers. The selection of proper multimedia technologies in foreign language learning is one important issue in Indonesia. It should be possible to achieve the necessary quality of teaching materials for mastering reading skills, listening comprehension, writing and communication skills.

The last period shows the cognitive and creative stage in computer assisted language learning. It is a creative stage because teachers do not try to write a software program but using the professionally prepared programs they focus on more to the cognitiveness of the learners. There are programs that teachers can use easily in and out of classrooms. The problem today is not the incapability of teachers to find the right software to use in language classroom but is the ambiguity how to use them. If they can use these programs effectively the students then can build their own explanation of how language works and having discovered the rules, they are more likely to remember and use them through resources on internet. (Yang, 2010).

By looking at the technological changes as a chance to enhance students' learning especially when an educational technology is widely accepted by students-teachers have the opportunity to engage learners deeper in the learning process and supply them with a stronger foundation for continued and long-lasting learning.

In the late twentieth century, the Internet was considered as a new learning tool to initiate online learning programs and interactive Web exercises. Further, modern technology has supplied language teachers with a plenty of possible ways in which its components, especially computers, may be applied to support the students' learning process and to enable both teachers and learners to benefit from multimedia learning. Multimedia learning is a cognitive theory of learning which was popularized by Mayer (2009) and others; Multimedia learning occurs when

learners build mental representations from both words and pictures. Mayer (2010) maintains that meaningful learning occurs when learners learn from both words and pictures.

Computer Assisted Language Learning (CALL) and Computer Assisted Language Instruction are defined as approaches characterized by employing computer hardware's and software's capabilities in the process of language learning and teaching. At the present time, Computer Assisted Language Learning (CALL) has been closely associated with the use of multimedia and Internet based programs in language learning. Computer Assisted Language Learning assists both educators and their learners in a sense that computer can be employed by a language teacher and/or expert to provide a more varied set of lessons for students or to allow their students to have more time and creativity to practice during a lesson unit. Also, computer can be used by an individual student in order to get an additional chance to continue language learning process without the aid or supervision of a teacher. CALL as a new approach to language learning has continued the path of evolution and development throughout the years and decades and is currently being used and accepted by a large number of language educators in all parts of the world.

One of the computers which can be creatively used by teachers is Hot Potatoes developed by Half-Baked Software Inc. Hot potatoes is an educational tool for creating quiz games using different applications which are provided. Teachers can create a lot of different quizzes for fun. It has a tremendous educational value of its pedagogical uses for language learning. Hot potatoes are helpful and useful for making an interesting education. This program helps the teachers to have better teaching strategies and to improve performance as English teacher. Teachers can use Hot Potatoes application to support their teaching, especially in their instruments for testing the students. This program can also enhance students skills; listening, speaking, reading and writing. On the application of this program, it can be done individually or in form of group. When students have test using this program individually, teacher can measure students' competence individually. But, when it is done by group, it can motivate them working cooperatively. In short, students can enjoy doing assignment.

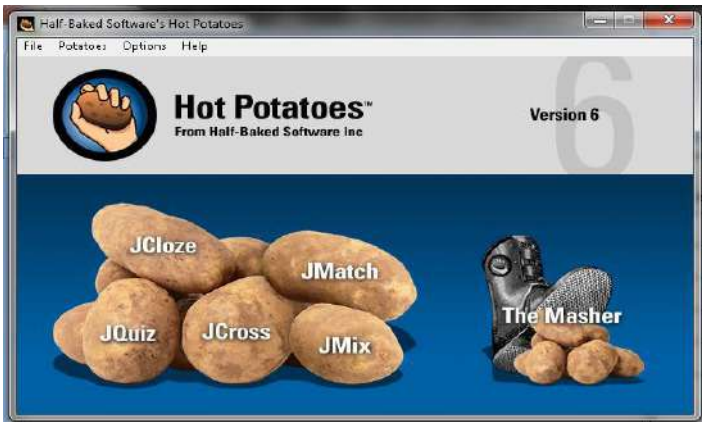

Figure 1: Screenshot of Hot Potatoes

Hot Potatoes software suite includes five applications that can create exercises for the World Wide Web. The applications are J-Quiz, J-Match, J-Cross, J-Cloze, and J-Mix. There is also a sixth application called the Masher that will compile all types Hot Potatoes exercises into one unit. Hot Potatoes is a great tool compatible with HTML and Java script for uploading the work webpage. The different quizzes are compatible with mode making learning more dynamic for students and easy to use for teacher. This paper shows the steps how to create interactive exercises using Hot potatoes that can help the teacher and students in English teaching-learning process and discusses the implementation of this program for education.

A summary of the types of exercises that can be done with each module and the links to online interactive examples are presented in Table 1.

Table 1 Hot Potatoes module and the links to online interactive examples

Module	Exercise type	What students do	Interactive example
1. JBC	Multiple-choice quiz	Choose the correct answer for each question	http://epsilon3.georgetown.edu/~pmw2/hotpot/JBCSample.htm
2. J Quiz	Text-entry quiz	Type in words, phrases or even sentences (open-ended)	http://epsilon3.georgetown.edu/~pmw2/hotpot/JQuizSample.htm
3. J Mix	Jumbled-word exercise	Arrange jumbled words into phrases or sentences	http://epsilon3.georgetown.edu/~pmw2/hotpot/JMixSample.htm
4. J Cross	Crossword	Fill in the blanks to complete the crossword puzzle	http://epsilon3.georgetown.edu/~pmw2/hotpot/JCrossSample.htm
5. J Cloze	Fill in the blank exercise	Enter the words that are missing	http://epsilon3.georgetown.edu/~pmw2/hotpot/JClozeSample.htm
6. J Match	Matching exercise	Match items in the 1st column with those in the 2nd	http://epsilon3.georgetown.edu/~pmw2/hotpot/JMatchSample.htm

Table adapted from Winke (2001)

2. Methodology

In this study, the writer used a type of quasi experimental design research. The Writer use this type of research due to the number of population is too much that is 9 classes so it is difficult for research to take samples randomly. In this study, the researcher divides the class into two groups: experimental group that will use Hot Potatoes with web-based learning model in the learning process and control class using conventional teaching method in the learning process. This research was conducted in SMP Negeri 8 Makassar.

In this study population to be used are all students in grade V I II in SMPN 8 Makassar, which amounts to approximately 270 students consisting of nine classes. The sampling technique used is *Random Sampling* technique.

The data obtained from the sample through the instrument of the test result and questionnaire will be used to answer the question or test the hypothesis proposed by the researcher. After the data obtained, the next step is the writer to process the data by using Statistical analysis of *Product Moment* correlations with help application Statistical *Product and Service Solutions* (SPSS) 20.

3. Findings

3.1 Interpretation of Student Test Results

To know the significance students' score in learning practice researcher conducted a pretest and posttest consisted of 30 students in the first grade students at SMPN 8 Makassar. After that the researcher got the data of students' score, the researcher analyzed the data by using independent sample t-test through SPSS 20.0 to find out the significant difference scores of students' achievement by using hot potatoes. The percentage of the student pre-test and post-test score can be seen in following tables:

Table 2: *Students Posttest Score*

Classification	**Score**	**Experiment group**		**Control group**	
		Frequency	**Percentage**	**Frequency**	**Percentage**
Very good	81-100	2	7.00	3	10.0
Good	61-80	3	10.0	6	20.0
Enough	41-60	20	66.0	19	63.0
Less	21-40	5	17.0	2	7.00
Very Less	1-20	0	0	0	0
Total		30	100%	30	100%

Table 3: *Average and Standard Deviation of Students Pretest*

Group	Average Score	Standard Deviation
Experimental	59.73	13.496
Control	57.40	11. 494

Table 4: *Students Posttest Score*

Classification	Score	Experiment group		Control group	
		Frequency	Percentage	Frequency	Percentage
Very good	81-100	11	36.0	3	10.0
Good	61-80	19	64.0	25	83.0
Enough	41-60	0	0	2	7.0
Less	21-40	0	0	0	0
Very Less	1-20	0	0	0	0
Total		30	100%	30	100%

Table 5: *Average Score and Standard Deviation of Students Posttest*

Group	Average Score	Standard Deviation
Experimental	80. 33	9.463
Control	74. 67	7.535

Table 6: *Results of t-test for Experiment Group and Control*

Variables	Probability value	α	Information
Pre-test control and experimental groups	0, 474	0.05	Not significant
Post-tests control and experimental groups	0.0 13	0.05	significant

Based on the analysis of data as summarized in Table 5 pretest control and experimental groups, the writer found that the p-value (probability value value) higher than α (0.474> 0. 05) and the degree of freedom 58. Based on the value of the t-test of the experimental and control group in the pretest it can be concluded that there is no significant difference. Meanwhile, p- The value of the posttest of the two groups obtained results lower than α (0.013 <0.05) and the degrees of freedom were 58. The t -test values of the two groups in the posttest can be concluded that there is a significant difference. This suggests that the alternative hypothesis ($H_{1)\ is}$ accepted and, of course, the null hypothesis ($H_{0)\ is}$ rejected. This shows that the use of *Web*- Based Learning Models Using *Hot Potatoes* Applications significantly improves student learning outcomes in the experimental group.

3.2 Interpretation of the Results of Data Analysis Questionnaire.

The purpose of distributing questionnaires is to know the students' interest during the study. The questionnaire was distributed to the students in the experimental group after the treatment was done. All questions are answered separately based on their opinions after treatment. The result is Questionnaire shows students interested in learning English by using *Web*- Based Learning Models Using *Hot Potatoes* Applications. This is indicated by the percentage of student questionnaires shown in the following table:

Table 7: *Percentage of Student Questionnaire Results*

No.	Classification	Distance	Frequency	Percentage
1.	Very Interested	85 - 100	20	67 %
2.	Interested	69 - 84	8	27 %
3.	Enough	51 - 68	2	6 %
4.	Less Interested	36 - 50	0	0
5.	Very Uninterested	20 - 35	0	0
Total			30	100

Based on the above classification, it shows that there are about 20 (67%) students say very interested, 8 (27%) students say interested da tone 2 (6%) students say enough interest and no students who say less or very unlawful use *Web*- Based Learning Models Using *Hot Potatoes* Applications . From the data, it was found that all students had a high interest in learning English with *Web*- Based Learning Models Using *Hot Potatoes* Applications.

4. Conclusion

In summary, Hot Potatoes are a great freeware program for language teachers to create offline or upload exercises on their personal websites. Creating exercises for learner gives them space to repeatedly practice the target language. This program can give the alternative way in giving tests or assignment to the students. It will be interesting for the students and they will not feel stressful in doing the test items. In short, this program is suitable choice for language learning instructors who want to make interactive activities. This program can help teacher to create exercises or test items for the students. *Web* Based Learning Models Using *Hot Potatoes* Applications are very effective to be applied to avoid boredom and boredom of students in following the learning process.

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