STUDENTS' PERCEPTIONS ON THE USE OF HOT POTATOES IN ENGLISH SUBJECT AT 6TH SEMESTER STUDENTS MUHAMMADIYAH UNIVERSITY OF MAKASSAR

(A Descriptive Study)

A THESIS

Submitted as a Fulfillment of Recruitment Degree at Faculty of Teacher Training and Education Muhammadiyah University of Makassar

AMELIA ASKIN

10535 5572 13

ENGLISH DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF MAKASSAR

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAR PENGESAHAN

Skripsi atas nama **AMELIA ASKIN**, NIM **10535 5572 13** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 002 Tahun 1439 H / 2018 M, tanggal 22 Rabiul Akhir 1439 H / 09 Januari 2018 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris S1 Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Rabu tanggal **31 Januari 2018.**

Makassar, 22 Rabiul Akhir 1439 H
09 Januari 2018 M

PANITIA UJIAN :

1. Pengawas Umum : Dr. H. Abdul Rahman Rahim, SE., MM. (.......................)

2. Ketua : Erwin Akib, M.Pd., Ph.D. (.......................)

3. Sekretaris : Khaeruddin, S.Pd., M.Pd. (.......................)

4. Dosen Penguji : 1. Dra. Hasnawati Latief, M.Pd (.......................)

   2. Muh. Arief Muhsin, S.Pd., M.Pd (.......................)

   3. Dr. Abd. Muin, M.Hum (.......................)

   4. Awalia Azis, S.Pd., M.Pd (.......................)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D
NBM 860 934

APPROVAL SHEET

Tittle	:	**Students' Perceptions on the Use of Hot Potatoes in English Subject at the 6th Semester Students of Makassar Muhammadiyah University (A Descriptive Study)**
Name	:	**Amelia Askin**
Reg. Number	:	10535 5572 13
Program	:	English Education Department Strata 1 (S1)
Faculty	:	Faculty of Teacher training and Education

Makassar,   Februari 2018

Approved By :

Consultant I   Consultant II

Erwin Akib, M.Pd., Ph.D   **Awalia Azis, S.Pd., M.Pd**

Dean of FKIP   Head of English
Makassar Muhammadiyah University   Education Department

Erwin Akib, M.Pd., Ph.D   **Ummi Khaerati Syam, S.Pd., M.Pd**
NBM: 860 934   NBM: 977807

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini.

Nama   : **AMELIA ASKIN**

NIM   : **10535557213**

Jurusan   : **Pendidikan Bahasa Inggris**

Judul Skripsi : ***Students' Perceptions on the Use of Hot Potatoes in English Subject at the 6th Semester Students of Makassar Muhammadiyah University (A Desctiptive Research)***

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AMELIA ASKIN

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini.

Nama   **: AMELIA ASKIN**

NIM   **: 10535557213**

Jurusan   **: Pendidikan Bahasa Inggris**

Judul Skripsi : *Students' Perceptions on the Use of Hot Potatoes in English Subject at the 6th Semester Students of Makassar Muhammadiyah University (A Desctiptive Research)*

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MOTTO

Do the best and

let Allah do the rest.

I dedicate this thesis to:

my parents, my sisters and all my best friends,

for your sincerities and lots of prayers in supporting

the writer making her dream come true.

ABSTRACT

Amelia Askin. 2017. Student's Perception on the Use of Hot Potatoes in English Subject at 6th Semester Students of Makassar Muhammadiyah University (A Descriptive Research), Supervised by Erwin Akib and Awalia Azis.

This research was aimed at revealing students' perceptions on the use of hot potatoes in English subject at the 6th semester students of English Education Department Muhammadiyah University ofMakassar

This research applied descriptive method that spending one month period of time for the data collection by using questionnaire as well as focus group discussion consisting eight statements to be analyzed. The data was taken from thirty students by using purposive sampling technique of the 6th semester students of English Education department in order to find out students' perception on the use of hot potatoes in English subject. The data obtained from the questionnaire were analyzed into descriptions.

The result of students' questionnaire analysis revealed that all participants had positive perception toward hot potatoes. The first variable revealed students' perception on the use of hot potatoes where the average participants clarified that the program was suitable for language testing. The second variable revealed students' perception on the teacher strategy in teaching English by using hot potatoes. With the regard of this program, participants clarified that was an appropriate strategy for English evaluation.

According the result above, it can be concluded that according to students' perception, hot potatoes was user friendly program and appropriate strategy for English subject.

Keywords: perception, hot potatoes, strategy, language testing.

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This thesis is presented to the English Educational Department, Faculty of Teacher Training and Education, Makassar Muhammadiyah University as a requirement accomplishing Bachelor of Education (S.Pd) in English Education Department.

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WRITER

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CHAPTER I

INTRODUCTION

A. Background

Nowadays, the progress of information and communication technology has come to the service of education in order to change and facilitate the teaching and learning process. It provides valuable opportunities for teachers to use and develop technology-based materials that contain media-enhanced activities, interactive activities and engaging learning environment for creating various activities in teaching and learning process (Frey, 2010).

Further, it's now accepted by scholars and educators that a well-rounded education is a path to personal success. Also, the technology based education moves students on a path to a sort of learning that enables learners to succeed in the changing world. Through technology-based education, individuals can expand their minds as wide as the world in which they are living in and embrace new opinions and opportunities, and at the same time, make better lives for themselves and their societies (Safer, 2012).

In addition, the use of technology as an approach to the applications of this modern technology-based learning (i.e., multimedia learning) is an innovation which provides many advantages to the job of teaching especially second and/or foreign language teaching. For example, Davies (2002)

emphasized the importance of collaborative approaches in encouraging the use of technology in teacher training. In this regard, computer assisted language learning and teaching (CALL & CALT) has also been influenced by the development of new programs and multimedia. Amongst the very many multimedia available online, *Hot Potatoes* is quite useful and practical.

The educational program hot potatoes, innovated by Half-Baked Software, Inc., was designed to allow educators to create interactive, Web-based exercises that can be used by learners at any internet terminal with a standard web browser. With the help of six modules, educators are able to create different interactive web-based exercises and to combine them into one unit and publish them as web page. (Sadeghi & Hasan, 2015)

According to Erben (2008: 171) hot potatoes is exercise-building software that can be used to create interactive web-based quizzes quickly and easily. It creates an instrumental work environment for Windows users and it includes six major programs which mentioned above. These applications are meant to be used in creating interactive exercises.

They are particularly designed for the purpose of foreign language learning and can produce a wide range of exercises such as multiple-choice, short-answer, jumbled-sentence, crossword, matching/ ordering and gap-fill exercises. (Soleimani & Ali, 2015)

Hot potatoes has been developed by the Research and Development team at the University of Victoria, Humanities Computing and Media Centre. It has been available as free software since 2009, and has been

designed by the TESL department in University of Victoria. In this department, they try to test and create the best ESL teaching techniques and practices and use them in developing interactive learning programs which are mostly computer or internet based. As reported by the company's official web site, the commercial aspects of the software are given to and handled by Half- Baked Software Inc. (Ghokrbanpour, 2012)

Furthermore, hot potatoes importantly enables students to facilitate their own learning. It has singular advantage of providing students to facilitate their own learning and get immediate feedback without needing the physical proximity of a teacher. (Erben, Ban, & Castaneda: 2009:74)

Moreover, hot potatoes is probably the most popular authoring software among language teacher. There are six different kinds of exercises provided by this program, such as multiple choices quizzes, short answer quizzes, jumbled sentence quizzes, crossword puzzle, matching exercise, and fill in the blank exercise. (David & Baber, 2005: 112-113)

Based on observations that researcher has done, the use of hot potatoes in creating interactive exercises is treated as a concern in common. Regarding to the fact that students are the object in teaching and learning process, the writer indicates to know the students' perception on the use of Hot Potatoes in English subject. 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 development of structure as a subject in English Education Department of Muhammadiyah University of Makassar.

B. Problem Statement

Based on the statement above, this study limited the discussion by stating the following research questions:

1. What are the students' perceptions as the user of hot potatoes in English subject?

2. What are the students' perceptions on teachers' strategy in using hot potatoes in English subject?

C. Objective of the Research

Based on the problem statements above, the researcher intends to find out;

1. The students' perceptions as the user hot potatoes in English subject.

2. The students' perceptions on the teacher's strategy in using hot potatoes in English subject.

D. The Significances of the Research

The result of the study is expected to be used theoretically and practically:

1. Significance for the Students

This research is expected to give opportunity to students in giving their perception on the use of hot potatoes as a kind of evaluation in structure subject, in terms of how significance hot potatoes can be beneficial in providing interactive exercise and improving their critical

thinking, and also by this research the students can give their comment and suggestion toward the strategy of lecturers in implementing hot potatoes.

2. Significance for the Lecturer/Teacher

This research is expected to give information which providing students' perceptions on the use of hot potatoes as a strategy in the learning and teaching process in Structure subject. The different perception from students may reflect the use of hot potatoes during the process of learning. The diverse students' responses may be beneficial for improvement of classroom instruction and classroom activities.

3. Significance for the next researcher

This research can be a reference for the next researcher in term of the use of hot potatoes and in conducting a further related research.

E. Scope of the Research

This research was restricted in finding the students perceptions on the use of hot potatoes. This research also was restricted by the participant. The participants of this study are the fifth semester students at Muhammadiyah University of Makassar, academic year 2016/2017.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There are some researchers which attempt to study the topic related to the students' perception on the use of hot potatoes in structure subject.

Hot potatoes will deliver students to learn independently while they are not in the classroom since it can be used off line or online. Appropriate procedures in using this program in the classroom will help students to improve their grammar comprehension. (Mulhuda, 2012) The result of study above provides the information of the advantages of implementation hot potatoes which relates to the research problem of this research which focusing on finding the student's perception on the use of this software.

Safer, Urai & Ikhsanuddin (2012) also stated that Hot potatoes-based materials are useable. Some suggestions and feedbacks on the hot potatoes based materials from the experts were accommodated for betterment of the product. As such, the current study sheds more light on the use of application of Hot Potatoes Software.

However, Sadeghi & Hassan (2015) revealed that although Hot Potatoes offers facility in creating different types of exercises together with teacher's feedback that can be posted online for the ease of access, it is limited in some

important areas such as providing interactive activities and synchronous feedback for the learners. Moreover, it was found that the efficiency and usefulness of this program to a great extent depends on the creativity and skills of the teacher who uses the program to create tests.

In addition, Imananda in Putri (2014) stated that there are some advantages that both teacher and students get by using Hot Potatoes program in learning grammar. First, as a game, Hot Potatoes constructs fun atmosphere in the learning process. Second, grammar practice will be more becomes a challenging instead of daunting activity since it is designed like game which gives reward to its users. Third, it will lead to effective learning because the drills are always typical to grammar classes.

Moreover, Juan (2014) stated that the use of Hot Potatoes opens new doors to teachers as they empower themselves to create and design materials suited to their students' needs, thereby promoting learner and teacher autonomy. Furthermore, using Hot Potatoes in language courses increases students' motivation because different learning styles can be stimulated by it.

The result of previous researches above can contribute as prior information for the researcher to actually believe that there will be also possibility to find and to know the student's perception on the use of hot potatoes in structure subject to create interactive for fourth semester students for English Education Department at Muhammadiyah University of Makassar.

B. Some Pertinent Ideas

1. Theory of Perception

   a. Definition of Perception

   According to Robbins in Muthiah (2016) perception is the process taken by individuals to govern and to interpret perception of sensory to give significance in their environment. Perception can be defined as people recognition and interpretation of sensory information. Perception also includes how people respond the information. People can think of perception as a process where they take in sensory information from environment and use the information in order to interact with the environment. Perception allows people to take the sensory information in and make it into something meaningful.

   Therefore, it can be concluded that perception is the interpretation of stimuli as established by relating it to earlier perceptual sets which may be by way of experience, exposure or any other interaction.

b. Indicators of Perception

   According to Robbins in Muthiah (2016) there are two indicators of perception:

1) Acceptance/ Reabsorption

   The process of acceptance or reabsorption is indicator of perception in physiology stage, it is about the function of the five sense in grasping external stimulus.

2) Understanding/ Evaluation

The external stimulus that has been grasped will evaluate. It is a subjective evaluation. It will be different perception of each person in environment.

2. The Concept of Hot Potatoes

a. The Nature of Hot Potatoes

Hot potatoes is offered to public educational institutions by the Language Centre of the University of Victoria and is free for use by non-profit organization on the condition that the produced web exercise using the software freely available via internet. It can be downloaded for windows and Apple from the university website http://web.uvic.ca/hrd/halfbaked. The website includes beneath the download, news, support and links to other Hot Potatoes web pages, tutorial and answer to frequently asked questions. The download file is about 9 MB, the full program needs 34,2 MB. After download and set up, there is possibility to choose the language for the surface of the program. (Harecker, Angela: 2011)

Moreover, Myrick (2010: 266-267) states that Hot Potatoes offers different ativity type to work with. The five quiz types available in Hot Potatoes are JCloze, JCross, JMatch, JMix, and JQuiz. Futhermore, there is one additional feature called the Masher.

b. The Program of Hot Potatoes

The program 'Hot Potatoes', produced by Half-Baked Software, Inc., was designed to let instructors make interactive, Web-based exercises that can be easily accessed by learners at any place through connection with internet with any standard Web browsers. Hot Potatoes makes use of both HTML and JavaScript; however, learners and/or instructors do not need to be familiar with these languages to make the Web-based exercises. Instead, tutors employ the Hot Potatoes program's exercise templates to create exercises on Web pages which may be uploaded to a server where students have access to them. Hot Potatoes has the capability of producing six different kinds of Web-based exercises which can stand alone or be connected to other exercises or activities to create a sequence of tasks. Further, thanks to the capabilities of the program (i.e., Hot Potatoes) Students can correct and/or edit their own assignment based on the clues and feedback set up in advance by the tutor. Furthermore, by using Hot Potatoes software, teachers have a chance to specify an e-mail address to which scores are to be sent. Hot Potatoes is actually a software suite consisted of six different programs, referred to as modules in the present study (Sadeghi, 2015). Each module can be used to create a different type of interactive, Web-based exercise; the six different modules are named as "potatoes," and include: JCloze, JMatch, JQuiz, JCross, JMix, and The Masher with each name referring to the type of exercise the module produces.

Fig. 2.2 The Programs of Hot Potatoes

3. The Use of Hot Potatoes in English Subject

Students' attitudes and perceptions toward introducing new technology to support learning and teaching represent an important factor in predicting their adoption of this technology in the educational environment (Rogers, 2003). For hot potatoes to be effectively used in English subject, its introduction into learning and teaching needs to be accompanied with assessments of students' perceptions and attitudes in order to provide information on how it can be implemented. Using hot potatoes in structure subject by creating exercises for learners gives them space to repeatedly practice the target language.

Moreover, students may also engage in the process of creating the exercises themselves, then sharing their work on a class group site for others to access. Previous studies point to the need for learners to be provided with

opportunities for language input, making language salient, and focusing on form (Chapelle, 2001; Ellis, 2005). Having students create exercises may allow them to both learn the concepts and practice their language skills through the creation of the exercise (Erben, Ban, & Castaneda, 2009).

4. Creating Interactive Web-Based Exercise in Hot Potatoes

a. JCloze

J Cloze module is considered as a traditional cloze or fill-in-the-blank exercise template which permits the educator to type in a text of any sort (e.g., paragraph, ordered- sentences, etc.), and then select the words which are left blank for learners to complete (Sadeghi, 2015). Moreover, a different reading text can be entered (manually or from an HTML file) upon which the cloze-type questions are based on.

JCloze is used to make gap-fill exercises, in which learners are required to type the correct missing word in the blank space provided. The type of exercise created here can be either a cloze passage, or several items in separated sentences and numerically ordered. Figure 2 shows an example of a gap-fill exercise in JCloze window. As can be seen, in this sample exercise the text is a set of separate items, and not a cloze passage.
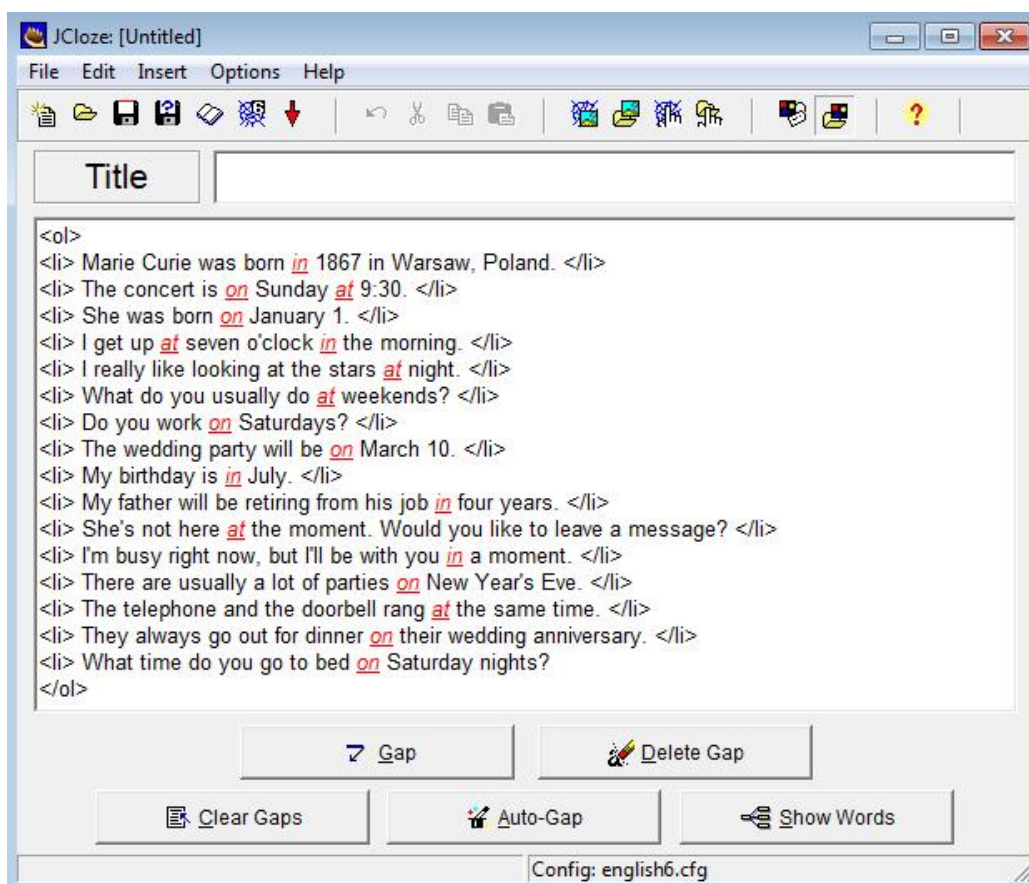
Figure 2.2 JCloze window

b. JMatch

J Match module, allows the tutor to produce matching and arranging activities based on two columns of items (Sadeghi, 2015). Further, J Match module allows the students for easy inclusion of pictures, graphics, and images, so that the matching exercise consists of pairing vocabulary words with the relevant pictures (Sadeghi, 2015).

JMatch, is used to create matching exercises, and either words (text) or images can be matched. Figure 4 shows a sample window of JMatch. As with any matching exercise, the items are listed in two columns, one of which includes ordered items and the other one jumbled

items. When creating matching exercises, the matching pairs should be listed side by side on the same line in the editing window, but in the published web page the items on the right column will be randomly ordered.
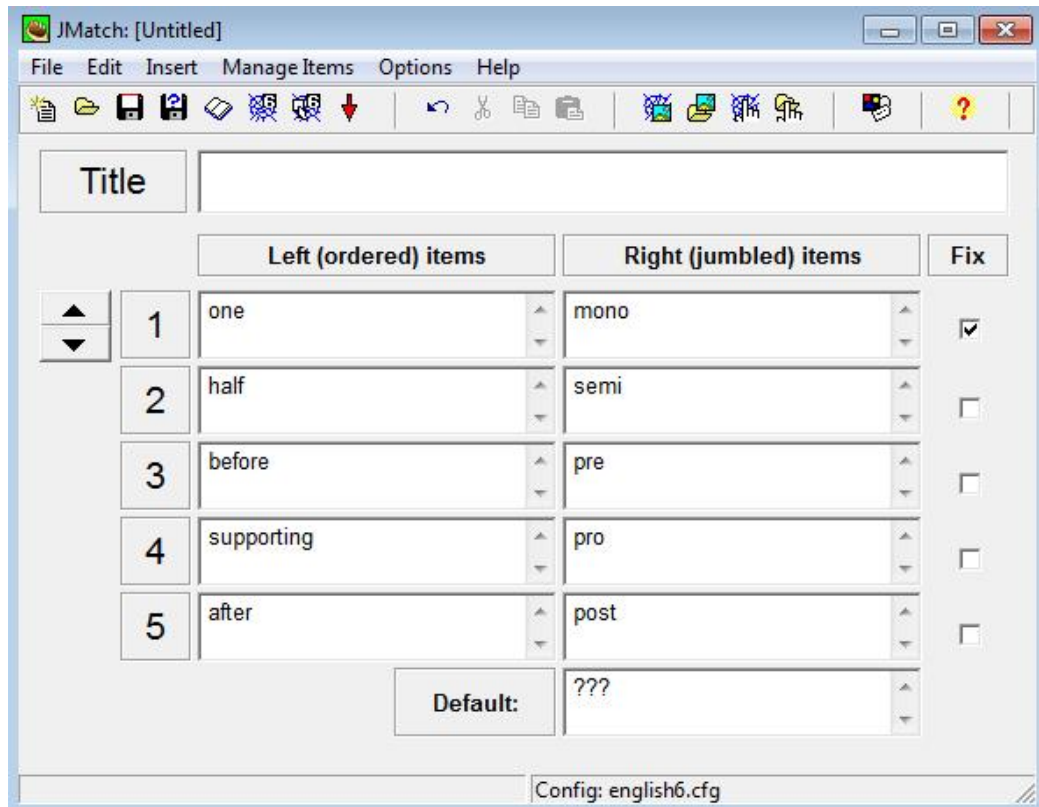
Figure 2.3 JMatch window

c. JQuiz

J Quiz module is being employed for creating open-ended questions, which differ from multiple-choice questions in a sense that the leaner types the answer in a text-field, rather than selecting from a list of options (Sadeghi, 2015).

JQuiz, is used to create multiple-choice or short-answer exercises. On the top right-hand side of the window, there is an option to choose formats such as multiple-choice, short-answer, multi-select, or hybrid (which is a mix of the other options). Also, in the advanced mode of this window, users can assign percentages of correctness for each answer. Figure 2.4 shows a sample exercise in JQuiz.
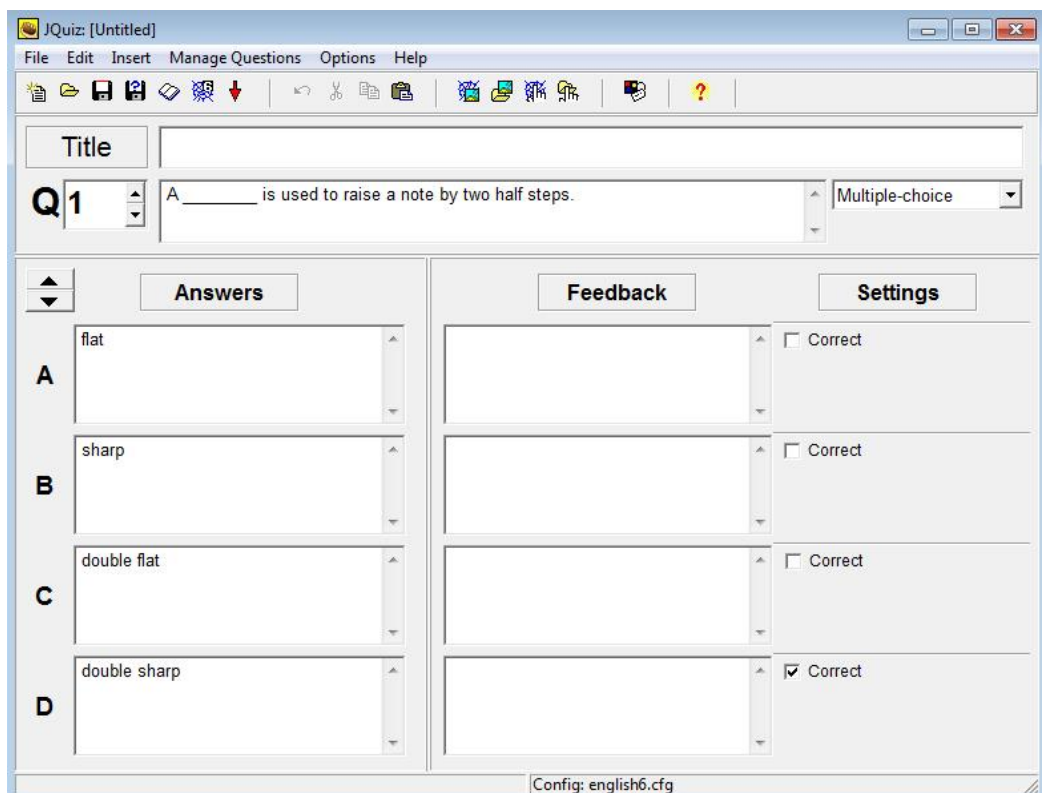
Figure 2.4 JQuiz window

d. JCross

J Cross module is utilized to design crossword puzzles with adapted puzzle layout and available hints for each word or phrase (Winke, 2001). To do so, the module starts with a blank grid template, and the educator can design the puzzle by entering the words into the grid, or simply by providing a list of words. Then, the words can be arranged in the order of

left to right or top to bottom; as this stage completed, the module automatically cuts and reshapes the grid into a crossword puzzle and automatically determines a number to each word. Further, in order to view the clue for each word, the learner clicks on the number in the crossword puzzle where the word starts (Sadeghi, 2015).

e. JMix

J Mix module is used for creating exercises of scrambled sentences, paragraphs, or stories (Sadeghi, 2015). Also, learners can drag and drop the sentence fragments to arrange them, or students can click on the fragments in sequence to put the written material together. Further, the teachers are able to add an unlimited amount of additional, supplementary, and grammatically accepted sentences, and may set up a warning note or sign to be displayed on the computer screen if the alternate sentence attached together− by the learner− does not include all the words or punctuation of the main, preferred sentence (Sadeghi, 2015).

JMix which is used to create jumbled-sentence exercises. be seen in the figure, the main sentence is written on the left window, each word in a separate line. Just as in the creation of a JCloze activity, alternative sentences that can be accepted as correct can be placed in the right-hand side column (see the example sentence shown in the Figure 6). This feature is very useful in creating sentence-making language activities in which there can be more than one correct answer to the question due to possible variations in the word order of a sentence. JMix provides two

formats for the web pages exported: standard format and drag/drop format.

Again, the content is the same but its representation will be different.
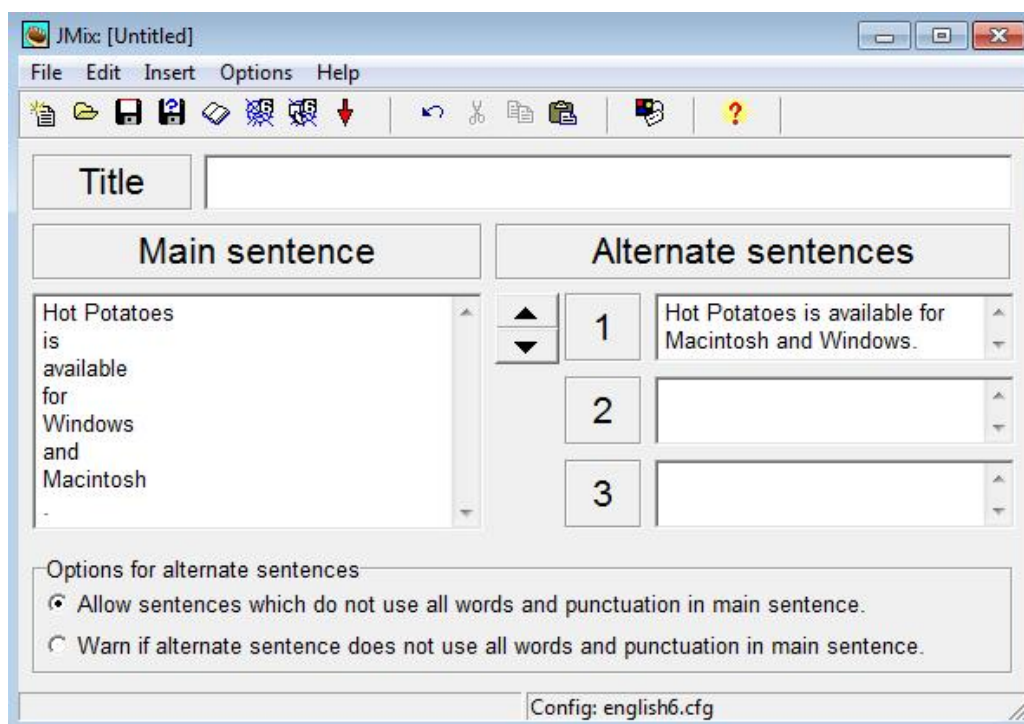
Figure 2.6 JMix window

f. The Masher

The last part of the Hot Potatoes program is the Masher. When exercises are exported as web pages, they can be uploaded and linked to any existing website by simple web programming software. Another way is to use Masher to build a whole website through Hot Potatoes, including an index page which serves as the homepage for other sub-pages. To clarify, Masher is not a module for creating exercises itself, but is used to mix related exercises around a topic made up of other parts, so that the parts can be linked together in a single index page. The resulting index page and its subpages can then be uploaded to Hotpotatoes.net or any other hosting space online. (Ghorbanpour, 2012).
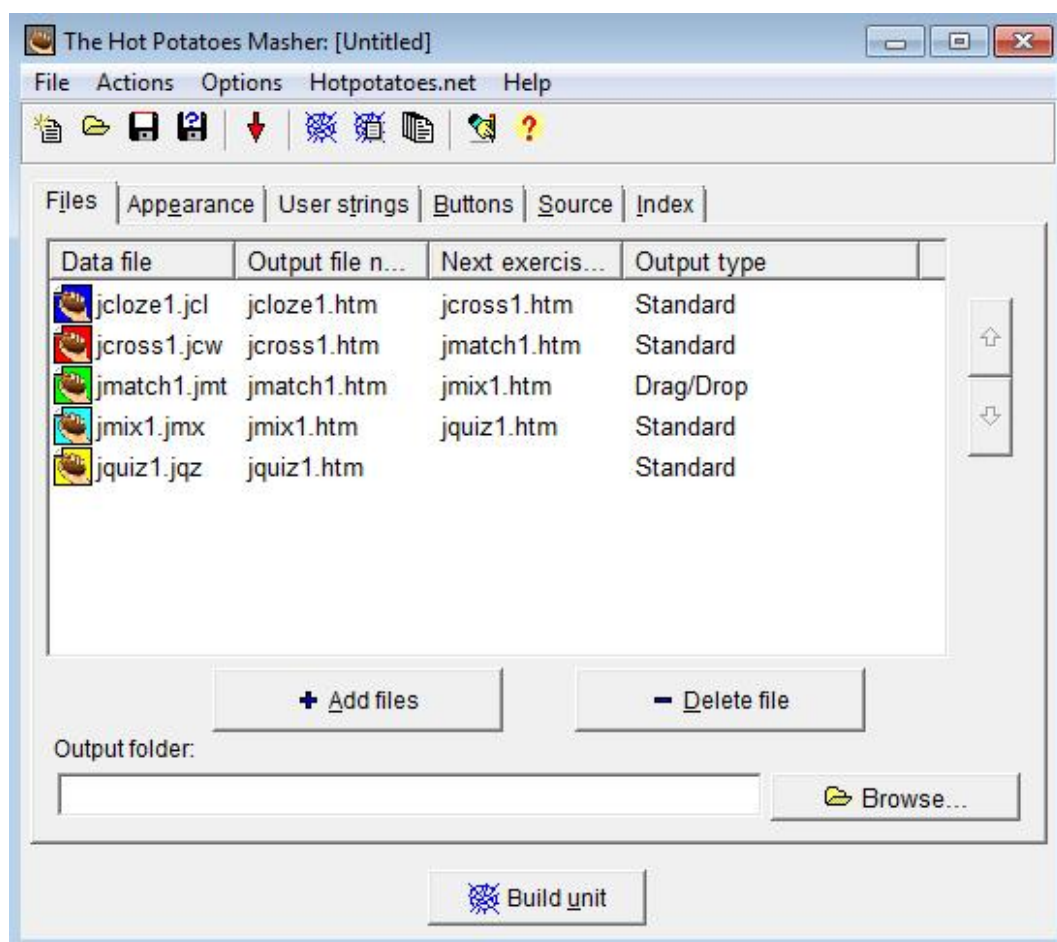
Figure 2.7 The Masher window

The summary of the types of exercises are presented in Table 1.

Module	Exercise Type	Function
JCloze	Fill-in-the-blank	Complete the missing words
JMatch	Pairing	Relate the items between two columns
JQuiz	Open-ended Questions	Direct answers
JCross	Crossword	Fill in the blank to complete the crossword puzzle
JMix	Jumble-word	Arrange the sentences
The Masher	Mix they type exercises	Link the modules

C. Conceptual Framework

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┌─────────────────────────────────┐
│        ENGLISH SUBJECT          │
└─────────────────────────────────┘
                 ⇓
┌─────────────────────────────────┐
│         HOT POTATOES            │
└─────────────────────────────────┘
                 ⇓
┌─────────────────────────────────┐
│      STUDENTS' PERCEPTIONS      │
└─────────────────────────────────┘
          ↙               ↘
┌──────────────────┐  ┌──────────────────┐
│ Teacher's strategy│  │ Doing exercises or│
│  in using Hot    │  │  quizzes with Hot │
│   Potatoes.      │  │    Potatoes.     │
└──────────────────┘  └──────────────────┘
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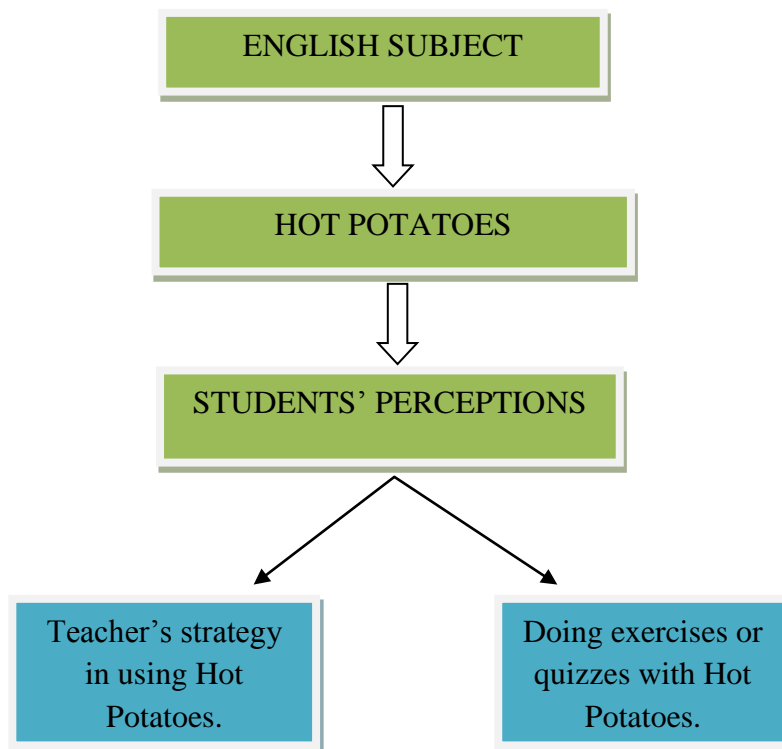
Fig. 2.9 Conceptual Framework

The conceptual framework shows that teaching learning process in English subject which is conducted by the teacher will cause students' perception, whether it is positive perception or negative perception in order to maximize the use of Hot Potatoes in classroom.

It is also supported since the use of Hot Potatoes has spread. The importance to know the students' perception on the use of Hot Potatoes in this study is to get the authentic data about students' response and judgment about Hot Potatoes which the students got on their works during the class activity in structure subject. The students' perception can be used as a turning point to reflect on the process and the strategic of implementation the Hot Potatoes by the teacher.

CHAPTER III

RESEARCH METHOD

A. Research Method

The method that will be used in this research is qualitative method. Qualitative research methods are used to examine question that can best by verbally describing how participants in a study perceive and interpret various aspects of their environment.

Qualitative research refers to process-oriented methods use to understand, interpret, describe and develop a theory on a phenomena or setting. It is a systematic, subjective approach used to describe life experiences and give them meaning.

Descriptive qualitative research is mostly associated with words, language and experiences rather than measurements, statistics and numerical figures. In other hand, qualitative research is concerned at how opinions are formed. Researcher will adapt a person-centered to understand the students' experience and to obtain and generate their ideas.

In this study, the researcher will investigate students' responses toward the use of hot potatoes, it is along with the objective of this study to identify students' perceptions. In detail to its practice, the researcher is pin-pointing students' perceptions when they are evaluated.

B. Variable

The variables of the research are the students' perception on the use of hot potatoes, and students' perceptions on the teacher strategy in using hot potatoes in English subject.

C. Participants

In qualitative research, selecting the sample was the process of selecting the small number of individuals for a study so that the individual chosen would be able to help the researcher understand the phenomenon under the investigation. The purpose is to choose participants who would be good informants who had the ability to interpret their thoughts and also to communicate effectively with the researcher. Before doing and selecting the participants as the sample of this research, the researcher will observe and obtain information that are generally used to select participant which is suitable with this research topic and setting.

The participants of this study will be the sixth semester students at English Education Department in Muhammadiyah University of Makassar academic year 2017-2018. There are ten classes of English Education Department and the researcher will only one class. In addition, each class consist about 30 students.

D. Research Instrument

1. Questionnaire

The questionnaire is necessary for collecting data in this study. It aims to give the opportunity for the researcher to collect data from a number of people. It will be a systematically prepared form or document with a set of questions deliberately designed to elicit responses from respondents or participants. The answers provided by the participant will constitute the data for the research.

The questionnaire of this research will closed ended form. The questions allow the participants to write either positive, neutral and negative responses based on the type of questions. It will consist of 10 number of questions related to research question which have to be responded by the participants and given back to the researcher.

The following table were the aspects of questionnaire cited in Yen-Hui Wang (2012) which the researcher used to investigated students' perception on the use hot potatoes in English subject

Table 3.1

Perceptions of the design of the interactive web-based exercises
1.   How interesting are the interactive web-based exercises? (1= very boring, 5= very interesting)
2.   How challenging are the interactive web-based exercises? (1= very easy, 5= very challenging)

3.   What do you think about the benefits of the interactive web-based exercises? (1= strongly disagree, 5= strongly agree)
1. Easy access
2. Interactive feedback
3. Multiple attempts
4. No time limit for exercise completion
5. Other _____

4.   What do you think about the limitations of the interactive web-based (1= strongly disagree, 5= strongly agree)
      1. Lack of variety of exercise formats
      2. Insufficient visual aids
      3. Other _____

Perceptions of the effectiveness of the interactive web-based
5.   What is the effectiveness of the interactive web-based exercises on your reading comprehension? (1= not helpful at all, 5= very helpful)
6.   What is the effectiveness of the interactive web-based exercises on your vocabulary learning? (1= not helpful at all, 5= very helpful)

2. Interview

The interview was a further instrument to gather the data in this research; the interview adopted semi structural interview technique which utilized the question guideline but allowed the interviewee gave clarification and elaboration based on the question that given. This kind of interview was also known as in depth interview, where in technically it was more flexible than the structured interview. Interview was a tool for the

researcher to add the data deeply about students' perception; the researcher took 10 students to be interviewed that represented the perceptions from the entire sample of the research.

E. Data Collection Technique

Data collection is the procedure used by the researcher to collect data. In conducting the test in the classroom, the researcher will do the following procedure.

1. Data Collection Procedures for Questionnaire

   There are three steps in collecting data from questionnaires:

   1. Constructing questions for the questionnaires

   2. Conducting the pilot study to some respondents

   3. Administering the fulfilled questionnaire

2. Data Collection Procedures for Interview

   There are three steps in collecting data from interview:

   1. Constructing questions for the

   2. Constructing observation to respondents

   3. Conducting the interview to the respondents

F. Data Analysis Technique

To analyze the data, the researcher applied the technique as follows:

1. Questionnaire

   The researcher adjusted students' perception by adopting scoring interval cited in Yen-Hui Wang (2012) as follows:

Table 3.2

Interval score (mean)	Category
>3,7	Positive Perception
2,1 -3,7	Neutral Perception
<2	Negative Perception

Based on the students' scores in the questionnaire, scores (mean) higher than 3,7 categorized as positive perception, between 2,1-2,7 categorized as neutral perception, and lower than 2 categorized as negative perception.

2. Interview

One way to proceed with the analysis is to follow three iterative or repeating steps: reading/memoing, describing what is going on in the setting, and classifying research data. The steps can be seen as follows:

a. Make the transcription of the interview

b. Reading/memoing. As the first analytical step, all the observations, transcripts, and observer comments, either from interview or field notes will be read.

c. Describing. The next step, describing, involved developing comprehensive descriptions of the participants, the setting and, the phenomenon studied in order to convey the rich complexity of the research. The descriptions are based on the collected observations and interview data.

d. Classifying. The data analysis was basically a process of breaking down data into smaller units, determining their import, and putting the pertinent units together in a more general, analytical form. The typical way the data were broken down will be through the process of *coding*.

e. Interpreting the result of both field notes data from observation and interview data to be presented in the report.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the results of the study are presented. The chapter is divided into three main sections. The first section presents the data description, followed by findings on each statement aspects to answer research questions about students' perceptions toward the implementation hot potatoes, focusing on students as users, the strategies used by the lecturers, and lastly the discussion on findings from the questionnaire.

A. Data Description

The data gained through qualitative questionnaire. The participants of this study were 30 English Education's students from year 2016 who were chosen by using purposive sampling. The students are 9 males and 21 females, In addition, those students claimed that they have already taken the English subject. They also had experiences learning with technology which applied by their lecturers during the learning and teaching process. Second, after data gained from the questionnaire, the researcher took 10 students to be interviewed in order to know their perceptions toward students' perceptions on teachers' strategy in using hot potatoes in English subject. The students were 5 males and 5 females who were presented actively in English class.

B. Finding on Research Questions

1. Students' Perceptions as the user of Hot Potatoes in English subject.

The result of this aspect has aimed to answer the first subsidiary research question

What are the students' perceptions as the user of hot potatoes in English subject?

The following table provided the result of the first subsidiary research question which was to find out ***the students' perceptions as the user of hot potatoes in English subject***.

Table 4.1 Results of the questionnaire

Perceptions of the design of hot potatoes	Mean
1. How interesting is hot potatoes as the interactive web-based exercises? (1= very boring, 5= very interesting)	4,2
2. How challenging is hot potatoes the interactive web-based exercises? (1= very easy, 5= very challenging)	3.6
3. What do you think about the benefits of the interactive web-based exercises? (1= strongly disagree, 5= strongly agree)	
1. Easy access	3.8
2. Interactive feedback	3.9
3. Multiple attempts	4.1
4. No time limit for exercise completion	3,6
4. What do you think about the limitations of hot potatoes exercises? (1= strongly disagree, 5= strongly agree) 1. Lack of variety of exercise formats	3,4
2. Insufficient visual aids	3

Perceptions of the effectiveness of hot potatoes as interactive web-based exercises	
5. What is the effectiveness of hot potatoes on your reading comprehension? (1= not helpful at all, 5= very helpful)	4.1
6. What is the effectiveness of hot potatoes on your vocabulary learning? (1= not helpful at all, 5= very	4.1

(Yen-Hui Wang: 2012)

With regard to learner perceptions of the interactive web-based exercises, Table 3 summarizes the results of the questionnaire survey. In terms of the exercise design, question 1 required participants to rate the extent of their interest in using the interactive web-based exercises on a scale of 1 to 5 with 5 defined as the highest degree of interest. The results showed that participants' interest in the exercises had a mean of 4.2, indicating that learners' overall enjoyment in carrying out the web-based, self-paced interactive exercises was modest.

Moreover, the mean result of 3.6 on the challenge level of the web exercises indicated that learners generally perceived the exercises to be quite challenging. Exercises required careful reading and full textual understanding. This difficulty level could account for the result obtained for question 1 where participants indicated the exercises were moderately interesting.

As for participants' perceived benefits of the interactive web-based exercises, the results revealed that the exercise features of easy access, interactive feedback, multiple attempts, and no time limit for exercise competition had a mean of 3.8, 3.9, 4.1, and 3.6 respectively,

demonstrating participants' high satisfaction with each of these features embedded in the interactive web-based exercises. The features of receiving interactive feedback and having multiple attempts were perceived by learners to have substantially high value, and the feature of self-paced learning without time limit was rated second highest.

When asked what they thought about the limitations of the interactive web- based exercises, lack of various exercise formats (mean = 3.4) and insufficient visual aids (mean = 3) were reported by participants. Such results might also partly account for the finding that participants found the interactive web-based exercises to be moderately interesting.

In response to questions about the effectiveness of the interactive web-based exercises, participants were to rate the usefulness of the exercises for improving text comprehension. The results showed that they deemed the constructed exercises highly effective in improving their reading comprehension with a mean of 4.1. Also, learners' positive reactions to question six demonstrated the perceived value of the interactive web-based exercises in fostering vocabulary learning (mean = 4.1). The results of an analysis of the survey data regarding the learning effectiveness of the created exercises confirmed the findings derived from the quantitative measures of the two language assessments: The interactive web-based exercises contributed to improvement in participants' English reading comprehension and vocabulary knowledge.

2. **Students' perceptions on teachers' strategy in using Hot Potatoes in English subject?**

The findings of the research presented with the analysis of data collected which students perception toward students' **perceptions on teachers' strategy in using Hot Potatoes in English subject**. From the interview the findings answered the second problem statement

"What are students' perceptions on teachers' strategy in using Hot Potatoes in English subject?"

The following questions of the interview related to the students' opinion and experience about the sense they feel when the teacher use technology in teaching and learning process.

a. *Would you like to tell something about your experience using hot potatoes?*

S1: "Yes, of course. Using hot potatoes is kind of fun activity"

S2: "Okay. Hot potatoes allow me to create interactive exercises and it can be very beneficial for me if I become teacher someday"

S3: "Well, in the classroom, the lecturer not only asked us to complete the task with using this application but also taught us how to operate as well as create web-based exercises"

S4: "My experience… hot potatoes is really interesting software because it has many kinds of activities. I think hot potatoes is also very easy to use and also user friendly program"

S5: "Okay, so, I can complete the task anytime and anywhere as long

as I have laptop and internet"

S6: "Yes, my friend and I learn how to use hot potatoes in computer lab, yah, so we need computer to use it"

S7: "Hmm… I felt so excited when the lecturer taught me how to make quiz with hot potatoes"

S8: "Hmm… I think my vocabulary was improved with the help of hot potatoes"

S9: "Of course, so, I can complete all of the quizzes easily and it's like play the game"

S10: "I like using hot potatoes, because… we don't need paper and pen for it. So, this program can be chosen as appropriate strategy in language testing"

Based on the answers, all participants had positive perceptions that hot potatoes was an appropriate strategy in giving them English evaluation. By this strategy, the evaluation became more flexible and interactive as hot potatoes had the capability to produce six different kinds of exercises which can stand alone or be connected to other exercises or activities to create a sequence of tasks.

Moreover, hot potatoes could increase the interaction and motivate among learners especially in foreign language learning. With regard to this program, another benefit is that displaying and summarizing results was done automatically and the students might see the result of their work on the screen by score summary. Due the reason, the students qualified hot potatoes as user friendly exercise

program and appropriate strategy.

In addition, the learners conveyed that they enjoy and prefer to do the exercises or fill the worksheets in electronic forms rather than paper forms in a sense that learners are more motivated to the invention of technology in language learning. They also added, hot potatoes was also easy to operate whereby some of the students are able to create exercises by their own selves.

b. *What is your opinion of the contents in hot potatoes?*

S1: "The contents are really complete"

S2: "It's very complete"

S3: "Hot potatoes has many kinds of activities"

S4: "Hmm… I think the content in hot potatoes represent the variety of exercise type, like multiple choices, jumbled sentence and many more"

S5: "It can be used to create many kinds of exercises"

S6: "It's very interactive"

S7: "Helpful"

S8: "Hot potatoes' contents are easy to operate so it can help the teacher when they want to make task for student"

S9: "I think hot potatoes is user friendly program"

S10: "Interesting, so that it can be suitable media for teaching"

Based on the answers, students revealed that hot potatoes was suitable for language testing. Students clarified that hot potatoes was suitable because it was designed to let instructors make interactive and creative exercises that can be easily accessed by learners. It also had six programs that can be adjusted based on the type of exercise, as the exercise type might come up with different forms, such as multiple choices, short answer quiz, jumbled-word or matching exercise, these different programs allowed the lecturer and even students to create interactive exercise platform.

c. *What advantages have you found in hot potatoes?*

S1: "It has many exercise formats"

S2: "It has six helpful programs"

S3: "Easy to access"

S4: "We can add picture in the quizzes"

S5: "The teacher or students can collaborate two or more types of exercises"

S6: "No time limit"

S7: "It has many programs"

S8: "We don't need internet to create the task"

S9: "It allow user to add picture and sounds in making exercises"

S10: "The advantages lay on the programs, we can choose the program based on what we need or what kind of activity or exercise that we want to create"

Based on the answers, students claimed that hot potatoes had various advantages because it has six different program that allow them to create exercise based on the type that they deserve or need.

d. *What disadvantages have found in hot potatoes?*

S1: "We need computer to operate"

S2: "Not accessible"

S3: "Need internet to complete the exercise"

S4: "I think I haven't found any disadvantage in hot potatoes"

S5: "Internet connection is required to finish the task s"

S6: "It is not available at playstore"

S7: "Hmm… it is easier for students to cheat I think"

S8: "Need internet access to create the link and to finish the task"

S9: "One disadvantage is… it cannot be accessed without computer and internet"

S10: "The access to necessary computer and may become problems for teachers and students"

Based on the answers, students revealed that the necessary infrastructure for installing and using the software must be available because the access to necessary computer equipment may be a problem for teachers and students.

e. *What teacher should do to maximize his/her strategy in using hot potatoes?*

S1: "Teacher should allocate more time to let students practice to create the exercises"

S2: "Teacher needs to pay attention the internet connection in order the students may practice efficiently"

S3: "Teacher should monitor every student's progress in the class"

S4: "I think teacher should give more attention to students when they are practicing"

S5: "Hmm.. I think teacher should introduce every program clearly and know the function every menu"

S6: "Teacher should give more opportunity for students to practice"

S7: "Teacher should allow the students to give their feedback"

S8: "Teacher needs to pay attention more and more when students create quizzes"

S9: "Guide the students to each menu on the program so students can

practice more"

S10: "Teacher should give instruction how to make appropriate tasks for every level of students"

Based on the answers, students suggested that lecturers should give more attention toward every student for being active in the classroom in using the programs; moreover lecturers also need to allocate the time and the strategy well to give an equal opportunity for all the students to provide their answers while doing the exercise. Others' opinions are;

1) As the access to adequate equipment can be a problem for students, therefore the students required supported facilitation it such as computer and connection internet. The lecturer may locate the class to computer laboratory when she or he wanted to demonstrate hot potatoes to the students.

2) The lecturers as much as possible can give more understanding not only how to do the exercise through hot potatoes, but also provide guidelines regarding how to create appropriate exercise on it in order it can be beneficial for the students in the future.

3) Lecturers need to improve their evaluation in monitoring the process and provide feedback to help the process run smoothly and to allow students get benefit from the strategy.

C. Discussions

As has been presented on findings, results in both questionnaires show that respondents had positive perception towards the use of hot potatoes in English subject. It can be seen from the result of questionnaire. Below are the detail answers of the research question by answering the subsidiary research questions. The answer from subsidiary research questions lead to answer the research question.

The answer the first subsidiary research question; "What is the students' perception as the user of hot potatoes?" is positive. The positive response came from the students' perception about their feeling when doing the exercise, the content which was provided and the strategy used to monitor the students' progress. Based on the questionnaire most of students is impressed and even grateful when using the program of hot potatoes.

The answer of second subsidiary research question "What is the students' perception **on teachers' strategy in using hot potatoes in English subject**? is positive. The positive perception arose since by implementing an instructional strategy such as hot potatoes, lecturers can decrease the potentially overwhelming workload without jeopardizing students' learning, while also increasing interaction for and among students. In other words, the using of program such as hot potatoes enabled instructors to share the responsibility for learning with their students. It is along with what Brown (2001:146) noted that currently, most widely standardized tests are computer-based. Sooner or later, most language students will need to perform such a

test, designed to gauge the test-taker level's as the respond are made. During the early time right or wrong answers are electronically analyzed in order to present later items, from a bank of possible items that will be neither too easy nor too difficult and present an optimal challenge. It means that with the progress of this era, the teacher should be smart and creative to adapt this era, because along with progress of this era there are many newest technologies. It also demands the teacher or test-taker don't be blind with the progress of technology.

In addition, the previous researchers found that hot potatoes is usable and it opens new doors to teachers as they empower themselves to create and design materials suited to their students' needs. In this study, researcher discover students' perception where students stated their positive that hot potatoes can be an appropriate strategy that lecturers have implemented to improve students' comprehension toward English. Through that way may increase the quality of students' language ability and its development. Students tried to reflect on their workings by looking on the feedback they got by using hot potatoes.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion.

A. Conclusion

Based on the findings and discussion, it can be concluded that:

1. The respondents of this study gave their positive perception toward the use of hot potatoes as the users. The positive judgment from the respondents comes not only from the students' statement agreement and the aspects in the subsidiary research questions but also from the advantages which they got while the implementation of hot potatoes.

2. As user, students gave their positive perception. They claimed that they have got feedback from many perspectives such as easily understand where they make or put the errors, get an opportunity to practice their knowledge and assess their own selves , and being more motivated to learn English more intensively.

3. Nevertheless, students' perception on teacher strategy on the use of hot potatoes, students place an emphasis on adequate requirement in applying hot potatoes, such as computer and internet access. Lecturer was needed by the students in order to give the more instruction before the implementation and to control the process of using the program as a whole.

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher suggests as follows:

1. The lecturers need to decrease problem appears in using peer feedback in order to improve its benefits to improve students' language ability and also their analytical ability.

2. It would be better if the lecturer demonstrate and train the students how to arrange interactive and creative exercise with hot potatoes therefore they can implement the use of hot potatoes once they become English teacher.

3. Hot potatoes-based materials focus on vocabulary and grammar so that other skills, such as listening or speaking needs teacher's creativity while using hot potatoes-based materials.

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APPENDIX 1

LIST OF TABLES

APPENDIX 2

LIST OF PICTURES

APPENDIX 3

QUESTIONNAIRE

Dear respondent, this questionnaire is being administered to you in respect of a research being conducted to find the students' perception on the use of Hot Potatoes as interactive web-based exercises. Kindly complete the questionnaire with absolute honesty bearing in mind that your responses are strictly for research purpose and will be treated with absolute confidentiality.

NAME:

CLASS:

PHONE NUMBER:

SEX: MALE ( )   FEMALE ( )

Perceptions of the design of hot potatoes

1. How interesting is hot potatoes as interactive web-based exercise?
   a. very boring
   b. boring
   c. undecided
   d. interesting
   e. very interesting

2. How challenging is hot potatoes the interactive web-based exercise?
   a. very easy
   b. easy
   c. undecided
   d. challenging
   e. very challenging

3. How do you feel about the benefits of hot potatoes as interactive web-based exercises?

NO	STATEMENTS	OPINION				
		SA	A	U	DA	SDA
1	Easy access					
2	Interactive feedback					

| 3 | Multiple attempts | | | | | |
| 4 | No time limit for exercise completion | | | | | |

4. What do you think about the limitations of hot potatoes?

NO	STATEMENTS	OPINION				
		SA	A	U	DA	SDA
1	Lack of variety of exercise formats					
2	Insufficient visual aids					

Notes :
SA (Strongly Agree)
A (Agree)
U (Undecided)
DA (Disagree)
SDA (Strongly Disagree)

Perceptions of the effectiveness of hot potatoes

5. What is the effectiveness of hot potatoes on your reading comprehension?
    a. not helpful at all
    b. not very helpful
    c. undecided
    d. helpful
    e. very helpful

6. What is the effectiveness of hot potatoes on your vocabulary learning?
    a. not helpful at all
    b. not very helpful
    c. undecided
    d. helpful
    e. very helpful

APPENDIX 4

INTERVIEW PROTOCOL

NAME:

CLASS:

PHONE NUMBER:

SEX: MALE (   )   FEMALE (   )

1. Would you like to tell something about your experience using hot potatoes?

2. What is your opinion of the content in hot potatoes?

3. viWhat advantages have you found in hot potatoes?

4. What disadvantages have found in hot potatoes?

5. What teacher should do to maximize his/her strategy in using hot potatoes?

APPENDIX 5

<p align="center">DATA ANALYSIS FOR QUESTIONNAIRE</p>

No	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	4	2	4	3	4	4	4	3	3	4
2	4	2	4	3	4	4	4	3	4	4
3	4	4	4	4	4	4	2	2	3	3
4	4	2	4	4	5	4	4	3	4	4
5	4	2	4	4	5	4	4	3	5	5
6	4	2	4	4	5	4	4	3	4	4
7	4	4	4	3	5	4	4	3	4	4
8	5	4	4	4	5	4	4	3	5	4
9	5	5	2	4	4	4	4	3	4	4
10	5	5	2	4	4	4	4	3	4	4
11	4	4	4	4	5	4	4	3	5	5
12	5	4	4	4	5	4	4	3	5	5
13	4	4	3	4	3	3	2	3	4	4
14	4	4	5	4	4	4	3	3	5	5
15	4	4	3	4	3	3	2	3	4	4
16	4	3	4	4	4	3	2	3	4	4

17	4	4	4	4	4	4	2	2	5	5
18	4	4	4	4	4	4	2	2	4	4
19	4	4	4	4	4	2	4	4	3	3
20	4	4	4	5	4	2	2	4	4	4
21	4	4	5	4	3	4	4	3	4	4
22	4	4	5	4	3	4	4	3	4	4
23	4	2	5	4	4	3	4	3	4	4
24	4	3	4	4	4	3	2	3	4	4
25	4	4	4	4	4	2	4	4	3	3
26	5	5	2	4	4	4	4	3	4	4
27	4	4	5	4	3	4	4	3	4	4
28	4	2	4	3	4	4	4	3	4	4
29	5	5	2	4	4	4	4	3	4	4
30	4	3	4	4	4	3	2	3	4	4
Mean	4.2	3.6	3.83	3.9	4.07	3.6	3.37	3	4.07	4.07
Level	Positive	Neutral	Positive	Positive	Positive	Neutral	Neutral	Neutral	Positive	Positive

APPENDIX 6

DATA ANALYSIS FOR INTERVIEW

Student 1

No	Questions	Answers
1	Would you like to tell something about your experience using hot potatoes?	Yes, of course. Using hot potatoes is kind of fun activity
2	What is your opinion of the content in hot potatoes?	The contents are really complete
3	What advantages have you found in hot potatoes?	It has many exercise formats
4	What disadvantages have found in hot potatoes?	We need computer to operate
5	What teacher should do to maximize his/her strategy in using hot potatoes?	Teacher should allocate more time to let students practice to create the exercises

Student 2

No	Questions	Answers
1	Would you like to tell something about your experience using hot potatoes?	Okay. Hot potatoes allow me to create interactive exercises and it can be very beneficial for me if I become teacher someday
2	What is your opinion of the content in hot potatoes?	It's very complete
3	What advantages have you found in hot	It has six helpful programs

	potatoes?	
4	What disadvantages have found in hot potatoes?	Not accessible
5	What teacher should do to maximize his/her strategy in using hot potatoes?	Teacher needs to pay attention the internet connection in order the students may practice efficiently

Student 3

No	Questions	Answers
1	Would you like to tell something about your experience using hot potatoes?	Well, in the classroom, the lecturer not only asked us to complete the task with using this application but also taught us how to operate as well as create web-based exercises
2	What is your opinion of the content in hot potatoes?	It has many kinds of activities
3	What advantages have you found in hot potatoes?	Easy to access
4	What disadvantages have found in hot potatoes?	Need internet to complete the exercise
5	What teacher should do to maximize his/her strategy in using hot potatoes?	Teacher should monitor every student's progress in the class

Student 4

No	Questions	Answers
1	Would you like to tell something about your experience using hot potatoes?	My experience… hot potatoes is really interesting software because it has many kinds of activities. I think hot potatoes is also very easy to use and also user friendly program
2	What is your opinion of the content in hot potatoes?	Hmm… I think the content in hot potatoes represent the variety of exercise type, like multiple choices, jumbled sentence and many more
3	What advantages have you found in hot potatoes?	We can add picture in the quizzes
4	What disadvantages have found in hot potatoes?	I think I haven't found any disadvantage in hot potatoes
5	What teacher should do to maximize his/her strategy in using hot potatoes?	I think teacher should give more attention to students when they are practicing

Student 5

No	Questions	Answers
1	Would you like to tell something about your experience using hot potatoes?	Okay, so, I can complete the task anytime and anywhere as long as I have laptop and internet
2	What is your opinion of the content in hot potatoes?	It can be used to create many kinds of exercises
3	What advantages have you found in hot potatoes?	The teacher or students can collaborate two or more types of exercises

| 4 | What disadvantages have found in hot potatoes? | Internet connection is required to finish the task |
| 5 | What teacher should do to maximize his/her strategy in using hot potatoes? | Hmm.. I think teacher should introduce every program clearly and know the function every menu |

Student 6

No	Questions	Answers
1	Would you like to tell something about your experience using hot potatoes?	Yes, my friend and I learn how to use hot potatoes in computer lab, yah, so we need computer to use it
2	What is your opinion of the content in hot potatoes?	It's very interactive
3	What advantages have you found in hot potatoes?	No time limit
4	What disadvantages have found in hot potatoes?	It is not available at playstore
5	What teacher should do to maximize his/her strategy in using hot potatoes?	Teacher should give more opportunity for students to practice

Student 7

No	Questions	Answers
1	Would you like to tell something about your experience using hot potatoes?	Hmm… I felt so excited when the lecturer taught me how to make quiz with hot potatoes
2	What is your opinion of the content in hot potatoes?	Helpful
3	What advantages have you found in hot potatoes?	It has many programs
4	What disadvantages have found in hot potatoes?	Hmm… it is easier for students to cheat I think
5	What teacher should do to maximize his/her strategy in using hot potatoes?	Teacher should allow the students to give their feedback

Student 8

No	Questions	Answers
1	Would you like to tell something about your experience using hot potatoes?	Hmm… I think my vocabulary was improved with the help of hot potatoes
2	What is your opinion of the content in hot potatoes?	Hot potatoes' contents are easy to operate so it can help the teacher when they want to make task for student
3	What advantages have you found in hot potatoes?	We don't need internet to create the task
4	What disadvantages have found in hot potatoes?	Need internet access to create the link and to finish the task

5	What teacher should do to maximize his/her strategy in using hot potatoes?	Teacher needs to pay attention more and more when students create quizzes

Student 9

No	Questions	Answers
1	Would you like to tell something about your experience using hot potatoes?	Of course, so, I can complete all of the quizzes easily and it's like play the game
2	What is your opinion of the content in hot potatoes?	I think hot potatoes is user friendly program
3	What advantages have you found in hot potatoes?	It allow user to add picture and sounds in making exercises
4	What disadvantages have found in hot potatoes?	One disadvantage is… it cannot be accessed without computer and internet
5	What teacher should do to maximize his/her strategy in using hot potatoes?	Guide the students to each menu on the program so students can practice more

Student 10

No	Questions	Answers
1	Would you like to tell something about your experience using hot potatoes?	I like using hot potatoes, because… we don't need paper and pen for it. So, this program can be chosen as appropriate strategy in language testing
2	What is your opinion of the content in	Interesting, so that it can be suitable media

		hot potatoes?	for teaching
3		What advantages have you found in hot potatoes?	The advantages lay on the programs, we can choose the program based on what we need or what kind of activity or exercise that we want to create
4		What disadvantages have found in hot potatoes?	The access to necessary computer and may become problems for teachers and students
5		What teacher should do to maximize his/her strategy in using hot potatoes?	Teacher should give instruction how to make appropriate tasks for every level of students

CURRICULUM VITAE

Amelia Askin was born on March 6th, 1995 in Pangkajene. She is the first daughter of Mr. Muhammad Askin and Mrs. Nursang. She has three sisters. She started her study at SDN 53 Langnga in 2001 to 2007. She continued her study at SMPN 1 Mattiro Sompe and graduated in 2010. And then she studied in SMAN 1 Pinrang and finished in 2013. She is now a student of Makassar Muhammadiyah Univesity, majoring in English Education, Faculty of Teacher Training Education.