

## USING HOT POTATOES APP AS TEACHING METHOD FOR VOCABULARY SUBJECT

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### ABSTRACT

*To learn to read, write, talk, and listen, students must master vocabulary. To get good at the four basic English skills, you need to learn new words. Learners can easily access the Hot Potatoes app from anywhere with an internet connection and a simple computer browser. There are exercise templates in the Hot Potatoes programs that can be used to make web-based tasks that can be uploaded to servers and made available to students. There are six different kinds of web-based workouts that Hot Potatoes can make. These can be used on their own or connected to other workouts or activities to make a number of tasks. The app Hot Potatoes is helpful because it lets students revise and change their work by giving them hints and then giving them comments in the target language. Teachers can also choose which email address will receive student grades by using the Hot Potatoes program. The purpose of this study is to find out what happens to tenth-grade students at SMKN 2 Palangka Raya when they use Hot Potato-based learning materials to improve their language. This study examines how Hot Potatoes used in SMKN 2 Palangka Raya tenth graders. This research topic is whether Hot Potatoes improve students' vocabularies before and after teaching. The research utilizes a pre-experimental design, the one-group pretest-posttest approach, because consists of only one group serving as both the control and experimental groups. In the one-group pretest-posttest design, a single group is monitored both before and after receiving therapy. To address the study topic, the researcher calculates pre- and post-test scores using paired sample t-test. H<sub>0</sub> is rejected by paired sample t-test. The 2-tailed Sig. value is 0.000 < 0.05. Students' vocabulary scores changed significantly between pre- and post-test. Paired Sample Statistic showed that the mean before teaching with Hot Potatoes was 52.73 and after was 82.42. Hot Potatoes is alternative for the students in learning English especially in vocabulary. This reason is based on the result of test after getting treatment. The activity using the Hot Potatoes makes the students are easy to understand the material. In addition, this activity invites the students to be active and creative. Active here means that the students participate in studying of English and they feel fun. Meanwhile, creative here means that the students do the gap-fill exercise and matching exercise. The implementation Hot Potatoes in teaching and learning gives positive effect on the students' achievement. It can be done because by fun learning, information can be understood and maintained well Teachers are suggested to use the media as one of the variations in teaching English and they can use technology as integrated media at school. The other researchers can do the similar research with other media or authoring tool besides Hot Potatoes such as Quizlet, Notion, Kahoot and so on*

**Keywords:** material-based, hot potatoes, teaching method, students' vocabulary

### INTRODUCTION

To learn to read, write, talk, and listen, students must master vocabulary. To get good at the four basic English skills, you need to learn new words. Since languages are built on words, Thornbury (2006) said that they should be taught. It's almost impossible to learn a language without words; even people use words to talk. Teachers and students both agreed that grammar is an important part of learning a language. Vocabulary is one of the most heavily debated topics in EFL training. Speaking in 2015, Alqahtani said that words and language are necessary for communication. Without a lot of words, even good language is useless.

Webber (2012) noted, "A large vocabulary improves achievement, and students with larger vocabularies often score higher on achievement tests." According to Webber, having a big language helps students speak clearly, strongly, convincingly, and excitingly. Many kids can't learn vocabulary because it's too hard. The researcher got some experience as a teacher at SMKN 2 Palangka Raya. 10th graders have trouble with words. It's hard for students to learn new words because they have trouble remembering them. The English teacher was interviewed, and it was learned that kids have trouble with words, especially nouns. Students can't remember English words with 1,000 words, so they need to be taught vocabulary using the right materials.

Technology for information and communication (ICT) has made many things better, including school. Life today is different because of experienced science in ICT. Radio, TV, phones, computers, networks, hardware and software, satellite systems, and their services and uses, like videoconferencing and online learning (Khan et al., 2015), are all examples of ICT. People also use ICTs in places like museums, healthcare facilities, and schools.

As Kopinska (2013) says, teachers and students of English as a foreign language (EFL) around the world are becoming more interested in using technology in the classroom. As Catartica (2008) says, Hot Potatoes is a piece of software that lets you make interactive quizzes that look like web sites. The program helps students improve their language and creative skills by giving them a variety of projects to do. What this activity is meant to do is get students more interested in a subject and teach them new words. Susana (2017) says that Hot Potatoes can be used instead of word games to help kids practice their language in a fun and useful way.

Learners can easily access the Hot Potatoes app from anywhere with an internet connection and a simple computer browser. Both HTML and JavaScript are used on Hot Potatoes. The web-based tasks can be done by both students and teachers, even if they don't know this language beforehand. There are exercise templates in the Hot Potatoes programs that can be used to make web-based tasks that can be uploaded to servers and made available to students. There are six different kinds of web-based workouts that Hot Potatoes can make. These can be used on their own or connected to other workouts or activities to make a number of tasks. The app Hot Potatoes is helpful because it lets students revise and change their work by giving them hints and then giving them comments in the target language. Teachers can also choose which email address will receive student grades by using the Hot Potatoes program. The purpose of this study is to find out what happens to tenth-grade students at SMKN 2 Palangka Raya when they use Hot Potato-based learning materials to improve their language.

## METHOD

This study employed an experimental methodology to examine the efficacy of Hot Potatoes in enhancing students' language skills. Ary et al. (2010: 271) defined experimental research as a methodical and scientific investigation in which the researcher deliberately and minimally alters one independent variable by administering treatments while keeping other pertinent variables under control and then evaluates the impact on one or more dependent variables.

The research utilizes a pre-experimental design, the one-group pretest-posttest approach. The reason is that it consists of only one group serving as both the control and experimental groups. In the one-group pretest-posttest design, a single group is monitored both before and after receiving therapy. Data collection in the experimental group involved the use of a pre-test and post-test as instruments to measure the treatment outcome.

**Table 3.1 The Test Illustration of One Group Pretest and Posttest Design**

Pre-test	Independent Variable	Post-test
Y1	X	Y2

There are two variables in this research, the independent variable is teaching vocabulary using Hot Potatoes, and the dependent variable is the students' vocabulary mastery. The procedures of the pre-experimental research with a one-group pretest-posttest design in this research are described as follows:

1. Administering a pre-test (Y1) to measure students' vocabulary achievement before giving a treatment.
2. Applying an experimental treatment using hot potatoes-based material to teach vocabulary focuses on nouns.
3. Administering a post-test (Y2) to measure students' vocabulary achievement after giving a treatment.

The researcher uses experimental research with a quantitative approach. The type of experimental design used in this research is pre-experimental, classified into the one-group pretest-posttest design. It is because it only has one group as both the control and experimental groups. Therefore, in the one-group pretest-posttest design, a single group is observed not only after being given treatment but also before. The experimental group was conducted by using a pre-test before and post-test for the result of treatment as an instrument to collect data. The effectiveness is known after determining the significant difference between the students' vocabulary scores before and after using Hot Potatoes. The significant difference will find by comparing the pre-test and post-test scores.

## FINDINGS AND DISCUSSION

### Findings

The Data was gathered at SMKN 2 Palangka Raya. A pre-experimental approach was used by the researcher to use Hot Potatoes to teach vocabulary. Because of PTMS (pertemuan tatap muka sementara), which means that half of the students at SMKN 2 Palangka Raya study at school and the other half study at home (online class), the researcher used Google Form to collect the data. This was suggested by the English teacher.

Over the course of five meetings, from November 6, 2023, to December 6, 2023, 33 students in class X OTKP 3 took part in this study. The material for this lesson was descriptive text about tourist spots that focused on words. The first meeting was the pre-test, the second meeting was treatment 1, the third meeting was treatment 2, the fourth meeting was treatment 3, and the last meeting was the post-test.

### Pre-Test and Post-Test Score

The following table could distribute the students' scores in order to analyze the students' mastery before and after the treatment.

**Table 4.3 The Description Data of Students' Pre-Test Score**

Students	Pre-Test Scores	Post-Test Scores
AD	35	65
AH	65	90
AHR	60	80
AMY	40	80
AIS	75	90
AL	60	90
AN	20	70
AP	40	90
AR	70	80
DM	80	95
GRD	65	85
GV	65	85
HA	50	85
HB	30	75
MNP	55	95
MU	40	80
IE	60	80
MR	40	70
NA	25	80
NWA	50	85
NH	55	90
NO	55	80
PIS	50	80
PUS	45	75
RA	50	80
RS	50	80
SA	50	85
SIA	60	80
SIF	60	75
TA	70	90
TH	65	75
YW	55	85
ZARA	50	95

The researcher used a statistical test with paired sample t-test stated by SPSS 22 to convince pre-test and post-test of the effectiveness of using Hot Potatoes on the students' vocabulary achievement. The result is as follows:

**Table 4.11. Paired Sample Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	52.73	33	13.868	2.414
	Posttest	82.42	33	7.408	1.290

Based on the table above, the result calculation using SPSS 20 found that the mean score pre-test was 52.73, the standard deviation 13.868, and the standard error of the pre-test score was 2.414. Thus, the mean post-test score was 82.42, the standard deviation was 7.408 and the standard error mean of the post-test score was 1.280.

**Table 4.12. Paired Sample Correlations**

		N	Correlation	Sig.
Pair 1	pretest & posttest	33	.534	.001

The table of paired sample correlation above showed the significant correlation between samples, the numeral of both correlation was (0.534) and the numeral significance was (0.001).

**Table 4.13 Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-29.697	11.722	2.041	-33.853	-25.541	-14.553	32	.000

The Table 4.13 above shows the result of the analysis using a t-test. The mean pre-test and post-test were (-29.697), standard deviation was (11.722), mean standard error was (2.041). The lower difference was (-33.853), while the upper difference was (-25.541). The result t-test = (-14,553) with df 32 and significance 0.000.

**DISCUSSION**

Using statistical computation with SPSS 22, the analysis provided interpretation for the significant value. The research had a highly significant value of 0.000, surpassing the significance level of 0.05. The table value was 2.037 and the pdf value was 32, while the tcount was 14.553. When the p-value (0.000) was less than the significance level (0.05), the null hypothesis (Ho) was rejected. Although the value of significance (0.000) is greater than the significance level (0.05), the null hypothesis (Ho) was accepted, and the alternative hypothesis (Ha) was rejected. Because the significant value (0.000) was smaller than the significant level (0.05), it can be argued that the alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was rejected. It signifies that there is different score on the student's vocabulary achievement before and after being taught by using Hot Potatoes. There was a noticeable difference in the Paired Sample Statistic. The mean before teaching with Hot Potatoes was 52.73, while after being taught with Hot Potatoes, it increased to 82.42. This indicates that the mean before using Hot Potatoes was lower compared to after being taught with Hot Potatoes. Therefore, it can be concluded that Hot Potatoes has a positive impact on the vocabulary development of tenth-grade students at SMKN 2 Palangka Raya.

Hot Potatoes is a popular web-authoring tool that many teachers use to effectively teach English vocabulary to their students in the classroom. The use of Hot Potatoes by the teacher enhanced students' engagement in the learning process due to its user-friendly interface and clear language comprehension. The study's conclusion aligns with the viewpoint expressed in chapter II. The exercises are straightforward and user-friendly, ensuring that students face no challenges when carrying them out (Rachmawati, 2015). According to Setiawan (2016: 240), Hot Potatoes is known for its user-friendly interface, making it easy for children to grasp and utilize in their learning. In a study conducted by Lopez (2009), it was found that Hot Potatoes was an effective software tool for improving students' spelling, vocabulary, and ability to construct simple sentences in English. Additionally, it was found to be a motivating factor in their learning process.

Hot Potatoes can be a great tool for children to learn English, particularly when it comes to expanding their vocabulary. This argument is supported by the findings from post-treatment testing. The use of Hot Potatoes makes it easy for children to learn the content. Moreover, this activity encourages the children to engage in physical movement and express their creativity. Being active in this context refers to the students actively engaging in the study of English and finding pleasure in the process.

Meanwhile, inventiveness means that the kids undertake the gap-fill and matching assignments. Based on the explanation above, incorporating Hot Potatoes into the teaching and learning process has proven to greatly enhance students' academic performance. It allows them to effortlessly learn vocabulary and enjoy a stress-free learning experience. It is possible to achieve this by making learning enjoyable, which helps in better understanding and retention of information. The calculation result of the acceptance of alternative hypotheses indicates that teaching vocabulary using Hot Potatoes has an impact on vocabulary mastery.

## CONCLUSION

This study seeks to uncover the impact of using Hot Potatoes as a tool for teaching vocabulary to tenth-grade students at SMKN Palangka Raya. It aims to address a specific research question based on the findings. There is a noticeable disparity in students' vocabulary achievement before and after being taught using Hot Potatoes. The statistical calculation of the pre-test and post-test scores involves the use of paired sample t-test. The calculation result for paired sample t-test indicates that  $H_a$  is accepted. The significance value (2-tailed) is 0.000, which is less than 0.05. It means that there was a significant difference in students' pre-test and post-test vocabulary scores. There was a difference in Paired Sample Statistic that the mean before teaching using Hot Potatoes was 52.73, and after being taught using Hot Potatoes was 82.42, which means that the mean before using Hot Potatoes was lower than after being taught using Hot Potatoes. It is evident that Hot Potatoes can be valuable tool for teaching and learning English vocabulary. Enhancing student vocabulary achievement in tenth-grade students at SMKN 2 Palangka Raya.

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