

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the main topics of this study about using hot potatoes quiz towards students' grammar achievement in simple present tense. This includes grammar, hot potatoes quiz, and previous study.

#### A. Grammar

##### 1. The Nature of Grammar

There are many ways to view grammar of a language. Different people have different meanings in defining grammar. Grammar is the features of a language (sounds, words, formation, and arrangement of words, etc.) considered systematically as a whole, esp. with reference to their mutual contrasts and relations (*The Macquarie dictionary* 1991). Based on the Longman Dictionary of contemporary English 1978, grammar is [the study and practice of] the rules by which words change their forms and are combined into sentences (Joyce and Burns, 1999: 3).

Grammar is essentially about the system and patterns we use to select and combine words (Joyce and Burns, 1999: 4). In order to communicate we must share a common system, which is why people who speak different languages cannot understand one another- they are using different systems. For people to communicate through language there must be common systems, and grammar is

one of essential systems. People must know about grammar in order to use the language appropriately in social contexts.

According to Thornbury (2000: 1), grammar is a description of the rules that govern how a language's sentences are formed. Grammar is conventionally seen as the study of the syntax and morphology of sentences. Syntax is the system of rules that cover the order of words in a sentence, while the systems of rules that cover the formation of words is called morphology (Thornbury, 2000: 2).

Grammar can be defined as the possible forms and arrangements of words in phrases and sentences (Paulston and Bruder, 1982: 13). According to Nunan (2003: 154), grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. Hornby (2010: 559) defined grammar as the rules in a language for changing the form of words and joining them into sentences. Grammar is also the system of rules governing the conventional arrangement and relationship of words in a sentence (Brown, 2007: 362).

From the meanings above, the researcher concludes that grammar is a theory of language studying how words are put together into phrases or sentences.

According to Batstone (1994: 4) in Joyce and Burns (1999: 5), if there were no grammar, language would simply be a chaotic collection of separate words 'without the indispensable guidelines for how they can be ordered and modified'. Grammar is used by people to express their feelings, attitudes, experiences, etc to other people. It can be used in the form of both spoken and in a written form.

Grammar is the foundation to master the four skills of English, include listening, reading, speaking, and writing. The students cannot mastery the skills if they understand nothing about grammar. By using grammar, people can communicate meanings in social contexts, so they can develop social relationships.

## **2. Grammar Achievement**

Grammar is a theory of language studying how words are put together into phrases or sentences. Next, achievement is something very good and difficult that you have succeeded in doing (Walter, 2008). Additionally, Yelon, Weinstein, & Weener (1977: 301 in Isnian, 2009) expressed achievement as the successfulness of individual. Smith & Hudgins (1964: 95 in Isnian, 2009) said that achievement is to do one's best, to be successful, to accomplish tasks requiring skill and effort and to be recognized by authority. Besides, Garrison, Kingston, and McDonald (1955- 1964: 331 in Isnian, 2009) affirmed the definition of achievement as the progress pupils make toward the goals and objectives of the curriculum. Therefore, achievement is the students' successfulness to reach the objectives of curriculum.

By basing on the descriptions above, it can be concluded that grammar achievement is the students' successfulness to comprehend the theory of language studying how words are put together into phrases or sentences.

### **3. Teaching Grammar**

#### **a. The Nature of Teaching Grammar**

Grammar permeates all language skills, and the objective of teaching grammar is the oral use of the target language or communicative purposes (Paulston and Bruder, 1982: 13). In English learning, students have to know the appropriate form of sentences to use them according to the contexts. Therefore, they have to practice, know, and understand about patterns or rules used in listening, speaking, reading, and writing. It means that they need to learn and understand about grammar. Grammar will increase their ability to practice the skills of English, whether in a spoken or in a written form. By understanding the grammatical form of a sentence, the students will be easy to learn English.

Teaching of grammar is a much debated topic in language learning. Different expert have given different opinion about teaching of grammar. According some, the language cannot be learnt without studying of grammar of the language. Nevertheless, some people say that the students who study grammar are often able to solve grammar exercise, but do not write correct speech (Patel and Jain, 2008: 141).

Halliday, at the *Working Conference on Teaching Functional Grammar* in 1992 at Wollongong University, listed nine characteristics of grammar which he believes were important in making grammar part of educational contexts (Joyce and Burns, 1999: 30- 31). Halliday's nine characteristics of grammar can be seen in table 2.1.

**Table 2.1 Halliday's Nine Characteristics of Grammar**

<b>Grammar should be</b>	<b>Relevance to learning in an educational setting</b>
Negotiable	Students need to see grammatical explanation as an area of discussion and discovery. If grammar is seen as a resource which language users draw on differentially to achieve social purposes, then they can approach grammar as an area of debate such as occurs in other areas of learning.
Reliable	Grammar should be able to explain all instances of real language use through relating language choice to social context and purpose.
Accessible	Grammar should be available to all learners as an explanation of how language works in particular context available to them as a resource for their own language learning and use.
Communicable	It should be possible to discuss the systems of the language as they relate to choice within social contexts. This will require the development of a metalanguage which students can use to explain language choice in the same way as they develop technical language about other fields of learning.
Choosable	Grammar should be seen as fundamental to the process of language choice, and students should develop confidence in their ability to use language consciously to achieve their social and educational ends.
Useable	Students should be able to use grammar consciously and confidently in their development of spoken and written discourse.
Definable	It should be possible for students to define grammar and to explain how it works in the development of discourse and to relate this to the uses they make of language within social and educational contexts.
Flexible	Grammar should be able to account for language variations which occur in different social contexts. A flexible grammar would be able to explain different uses of language without resorting to condemnation of certain instances as incorrect.
Justifiable	Students should be able to use their knowledge of grammar to justify the language choices they make within social and educational contexts.

In Indonesia, traditional grammar can still be found in some language classrooms. The teaching of grammar tends to use repetitions and rote drills. These activities can make the students get bored easily and uninteresting with the grammar teaching. This does not mean that there is no place for drills, but drills

should be used in a meaningful and purposeful way (Larsen-Freeman, 1991 in Puspitasari, 2011: 174). Furthermore, teachers have to find any techniques to keep children to concentrate to the teaching, to make them enjoy the lesson and to have fun and amusement.

### **b. The Principles of Teaching Grammar**

According to Nunan (2003: 158- 160), there are three principles for teaching grammar:

- a. Integrate both inductive and deductive methods into your teaching.

In deductive classroom, the teacher gives a grammatical explanation or rule followed by a set of exercises designed to clarify the grammatical point and help the learners master the point. In inductive teaching, the teacher works from principles to examples. In inductive teaching, the teacher presents the learners with samples of language and through a process of guided discovery, get them to work out the principle of rule for themselves. In teaching English, there is no better method should be used. It depends on the grammar point being taught and the learning style of the students. Some learners appear to do learn more effectively through a deductive approach, others appear to do better through an inductive approach.

- b. Use tasks that make clear the relationship between grammatical form and communicative functions.

In teaching learning process, the teacher should present grammar in a context that makes clear the relationship between the grammatical form and the communicative function. For example, when teaching the passive voice, show

why the passive voice is used- to place the emphasis on the action rather than the doer, to hide the identity of the doer, etc.

- c. Focus on the development of procedural rather than declarative knowledge.

In the field of language learning, declarative knowledge is knowing language rules. Procedural knowledge is being able to use the knowledge for communication. In teaching learning process, the students need to develop mastery of target language items not by memorizing rules, but by using the target items in communicative contexts.

### **c. The Ways of Teaching Grammar**

There are basically two ways in teaching grammar, that are by using descriptive (rule-driven) and inductive (rule-discovery) approaches (Thornbury, 2000: 29).

#### **1) A Deductive Approach**

A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied.

##### **a) The Advantages of Deductive Approach**

According to Thornbury (2000: 30), the advantages of a deductive approach are:

- a. It gets straight to the point, and can be therefore be time-saving. Many rules- especially rules of form- can be more simply and quickly explained

than elicited from examples. This will allow more time for practice and application.

- b. It respects the intelligence and maturity of many- especially adult-students, and acknowledges the role of cognitive processes in language acquisition.
- c. It confirms many students' expectations about classroom learning, particularly for those learners who have an analytical learning style.
- d. It allows the teachers to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

#### **b) The Disadvantages of Deductive Approach**

According to Thornbury (2000: 30), the disadvantages of deductive approach are:

- a. Starting the lesson with a grammar presentation may be off-putting for some students, especially younger ones. They may not have sufficient metalanguage (i.e. language used to talk about language, such as grammar terminology). Or they may not be able to understand the concepts involved.
- b. Grammar explanation encourages a teacher-fronted, transmission-style classroom; teacher explanation is often at the expense of student involvement and interaction.
- c. Explanation is seldom as memorable as other forms of presentation, such as demonstration.



- d. Such an approach encourages the belief that learning a language is simply a case of knowing the rules.

### **c) The Teaching Techniques in Deductive Approach**

Technique is a way of doing an activity which needs skill (Walter, 2008). In deductive classroom, the teacher gives a grammatical explanation or rule followed by a set of exercises designed to clarify the grammatical point and help the learners master the point. Knowing the rules has little or no effect on language proficiency since natural language learning does not involve learning rules. However, the students need to learn rules simply to pass exams (Wickham, 2012).

## **2) An Inductive Approach**

An inductive approach starts with some examples from which a rule is inferred.

### **a) The Advantages of Inductive Approach**

According to Thornbury (2000: 54) the advantages of inductive approach are:

- a. Rules learners discover for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules more meaningful, memorable, and serviceable.
- b. The mental effort involved ensures a greater degree of cognitive depth which, again, ensures greater memorability.
- c. Students are more actively involved in the learning process, rather than being simply passive recipients: they are therefore likely to be more attentive and more motivated.

- d. It is an approach which favors pattern-recognition and problem-solving abilities which suggests that it is particularly suitable for learners who like this kind of challenge.
- e. If the problem-solving is done collaboratively, and in the target language, learners get the opportunity for extra language practice.
- f. Working things out for themselves prepares students for greater self-reliance and is therefore conducive to learner autonomy.

#### **b) The Disadvantages of Inductive Approach**

According to Thornbury (2000: 54), the disadvantages of inductive approach are:

- a. The time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than a means.
- b. The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice.
- c. Students may hypothesize the wrong rule, or their version of the rule may be either too broad or too narrow in its application: this is especially a danger where there is no overt testing of their hypotheses, either through practice examples, or by eliciting an explicit statement of the rule.
- d. It can place heavy demands on teachers in planning a lesson. They need to select and organize the data carefully so as to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible.

- e. However carefully organized the data is, many language areas such as aspect and modality resist easy rule formulation.
- f. An inductive approach frustrates students who, by dint of their personal learning style or their past learning experience (or both), would prefer simply to be told the rule.

### **c) The Teaching Techniques in Inductive Approach**

Technique is a way of doing an activity which needs skill (Walter, 2008). In inductive classroom, the teacher works from principles to examples. The teacher presents the learners with samples of language and through a process of guided discovery, get them to work out the principle of rule for themselves. According to Wickham (2012), there are six techniques of using inductive approach, they are stories, songs and chants, games, nursery rhymes and poems, plays and dialogues, and puppets. Those techniques are more effective than drilling the rules because:

- a. The students defeat boredom
- b. The students encourage natural learning
- c. The students can still practise the grammar rules

Hot potatoes quiz is actually a kind of games. The games are one kind of techniques to teach grammar in inductive approach.

## **4. Simple Present Tense**

### **a. The Nature of Simple Present Tense**

Tense means time. According to Richards and Schmidt (2010: 590), tense is the relationship between the form of the verb and the time of the action or state it

describes. There are sixteen tenses in English and simple present tense is one of the tenses.

According to Murphy (2012: 4), we use the present simple to talk about things in general. We are not thinking only about now. We use present simple to say that something happens all the time repeatedly, or that something is true in general. It is not important whether the action is happening at the time of speaking. According to Azar and Hagen (2009: 11), the simple present says that something was true in the past, is true in the present, and will be true in the future. It is used for general statements or facts. For example:

- a. Nurses look after patients in hospitals.
- b. I usually go away at weekends.
- c. The earth goes round the sun.

Present simple is also used when we say how often we do things, for example:

I get up at 8 o'clock every morning.

### **b. The Patterns of Simple Present Tense**

- 1) For verbal sentences

Verb is word or that expresses an action.

The pattern:

(+)

**Subject + verb<sub>I</sub> + (-s/ -es) + object/ complement**

Example: (to make) → I make my bed every morning.

(-)

**Subject + do/ does + not + verb<sub>I</sub> + object/ complement**

Example: (to go) → Citra doesn't go to school by bike.

(?)

**Do/ Does + subject + verb<sub>I</sub> + object/ complement + ?**

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Example: (to live) → Do you live on Jl. Kasuari?

In negative and interrogative verbal sentences, we use auxiliary “do” and “does.”

I, you, they, we	Do
He, she, it	Does

If the subject is the third singular, the verb must be added by -s/ -es. All verbs are added by -s, except the following below.

a) Verbs ended by letter “o”

For example:

- To go → She often goes to school by car.

b) Verbs ended by sibilant (ch, sh, ss, x)

For example:

- To teach → Mr. Aldo teaches English every day.

- To wash → Miss. Yeni always washes her own clothes.

- To dress → The girl usually dresses neatly.

- To fix → The man often fixes broken cars.

c) Verbs ended by letter “y” → If there is consonant in front of it → It changes into -ies.

For example:

- To study → She studies hard every day.

d) To have → If the subject is the third singular, it changes into “has”.

For example:

- To have → My uncle has a new car.

Adverb of time:

- |                            |                |
|----------------------------|----------------|
| 1. Always                  | 6. Every day   |
| 2. Usually                 | 7. Every year  |
| 3. Often/ frequently       | 8. Every ..... |
| 4. Sometimes/ occasionally | 9. Generally   |
| 5. Seldom/ rarely          | 10. Etc.       |

2) For non verbal sentences

Non verbal items consist of adjective, noun, and adverb. Adjective tells us about a thing or person. Noun is a thing or person. Adverb tells us about a verb. In non verbal sentences, we need to add *to be* in the sentences. The *to be* includes *is*, *am*, and *are*.

The pattern:

(+)

**Subject + to be + A.N.A.**

Example: (to be) → The boy is a student.

(-)

**Subject + to be + not + A.N.A.**

Example: (to be) → We are not lazy.

(?)

**To be + subject + A.N.A.+ ?**

Example: (to be) → Is Mira smart?

\*A.N.A. = Adjective/ Noun/ Adverb

<b>Subject</b>	<b>To be</b>
I	am
He, she, it	is
You, they, we	are

## **5. Testing Grammar**

The place of grammar in language teaching is sometimes debatable. However, whether or not grammar has an important place in an institutions' teaching, it has to be accepted that grammatical ability has an important influence on someone's performance. The successful writing of academic writing, for example, must depend to some extent on command of some elementary grammatical structures. Therefore, it can be said that there is still room for grammar component in a language test.

Sarosdy *et al* (2006: 140) said that the grammatical features of the language can be measured by objective test items, each of which is testing one distinct element of the language, one grammatical rule or structure. These items are called discrete point items. According to Thornbury (2000: 141), there are two types of grammar testing, they are testing grammar using discrete-item tests and testing grammar in an oral performance test.

According to Madsen (1983: 34- 52), there are some techniques that can be used to test grammar. They are:

### **a. Limited response**

Limited response is a kind of testing grammar by asking the students to give means of directed physical responses and visuals. It can be done through individual and group testing.

b. Multiple-choice completion

Multiple-choice items take many forms, but their basic structure is there is a stem and a number of options, one of which is correct and the others being distractors. For example:

She is ..... her breakfast.

a. eating   b. ate   c. eats   eaten

There are three alternate forms of multiple choice completion:

1) Space saver

It puts distracters inside the stem. For example:

Tom lives (a. at, \*b. on, c. in, d. –) Center Street.

2) Dialog context

For example:

“Did she ask you to go with her?”

“No, she asked someone ..... instead.”

a. else   b. another   other   d. –

3) Error identification

In this type of test items, the students have to find the part containing an error.

This kind of question is particularly useful in testing grammar points for which there are few logical options, such as the choice between *few* and *a few*, *little* and *a little*, *some* and *any*, *much* and *many*, or *this* and *that*. For example:

A

B

C

D

One of the girls lost her wallet and doesn't have some money for the game.

c. Simple completion (sentences)



Simple-completion items used for testing grammar consist of a sentence form which a grammatical element has been removed. There are three kinds of simple completion. They are:

1) The option form

In option form, a word is removed and there are optional words. The students have to choose one of the optional words which they believe as the correct answer. For example:

*Directions:* Choose among the following: who, whom, where, what, when, why, how many, how much, and how.

Question	Answer
a. <u>When</u> did the clock stop running?	At twelve o'clock
b. Why were you late?	We ran out of gas.

2) The inflection form

In inflection form, a word is removed and the sentence which the word is removed has provided the base form of the word. Therefore, the students have to answer the question based on the context of the sentence. For example:

They were (be) in Colorado last week.

3) The free-response form

In free-response form, there is a blank word, phrase, or sentence and the students have to complete it. However, the answer is not determined, so they can produce a free-response. For example:

*Directions:* Add a question tag to these sentences:

Hamlet was indecisive, wasn't he?

#### 4) Cloze procedure

Cloze tests are prose passages, usually a paragraph or more in length, from which words have been deleted and the students rely on the context in order to supply the missing words.

### **B. Hot Potatoes Quiz**

#### **1. The Nature of Hot Potatoes Quiz**

A quiz is a form of game or mind sport in which the players (as individuals or in teams) attempt to answer questions correctly. Quiz is a game or competition in which you answer questions (Walter, 2008). It is supported by Hornby (2010: 1039) saying that quiz is a competition or game in which people try to answer questions to test their knowledge. Therefore, quiz is a kind of game in which the participants are like in a competition who are asked to answer questions correctly to test their knowledge. Next, according to Catartica (2008), hot potatoes is an application to create interactive quizzes in the form of web pages. The hot potatoes suite includes six applications, enabling you to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises for the World Wide Web

([http://www.halfbakedsoftware.com/hot\\_pot.php](http://www.halfbakedsoftware.com/hot_pot.php)). Another opinion said that the hot potatoes software suite is a set of six authoring tools enabling the creation of activities in a variety of quiz styles that run smoothly in any web browser

([http://www.cel.nie.edu.sg/launchpad/etsupport/Guides/Hot\\_Potatoes/hotpot\\_overview.pdf](http://www.cel.nie.edu.sg/launchpad/etsupport/Guides/Hot_Potatoes/hotpot_overview.pdf)). From the descriptions above, it can be concluded that hot potatoes quiz is an application gotten from installing the program and can be used to create any types of quizzes in web pages form. In hot potatoes, teachers may add pictures, videos, or sounds to make the appearance of the exercises more interesting for the students.

Hot potatoes is classified into authoring tools (Dudeny and Hockly, 2007: 129). According to Dudeny and Hockly (2007: 129), an authoring tool is an installable program that allows you to create materials in electronic format which can then be distributed on a CD-ROM, DVD, USB pen drive, floppy disc, or via a web page to your learners. Authoring tools usually feature a simple design interface, with drag-and-drop elements allowing teachers to add pictures, sounds, and video material to the screen, along with navigational options such as forward and back arrows and content menus.

Hot potatoes software is a freeware. It can be downloaded freely in <http://hotpot.uvic.ca> ([http://pembelajaraninteraktif.blogspot.com/2008/11/membuat-kuis-interaktif-menggunakan\\_6783.html](http://pembelajaraninteraktif.blogspot.com/2008/11/membuat-kuis-interaktif-menggunakan_6783.html)). It is designed by Research and Development team at the University of Victoria Humanities Computing and Media Centre. The hot potatoes home page is located at the University of Victoria in Canada ([http://www.halfbakedsoftware.com/hot\\_pot.php](http://www.halfbakedsoftware.com/hot_pot.php)). By using this software, the teacher can create quizzes themselves in the form of multiple choices, matching exercises, gap-fill exercises, jumble words, crossword puzzles, and so forth, so

they can pour their own creativity. The teachers can create web interactive exercises and tests by only inputting data, allocating setting, and publishing them.

There are three main steps to create an exercise in any of the hot potatoes suite (Zhe, 2012):

- Create the questions and answers.
- Configure the output of the quiz: instructions for use, labels for buttons, links to other exercises or web pages. By default, all programs in the hot potatoes suite share the same configuration file meaning that common options such as the captions for the 'Hint' buttons only need to be amended once. The Configure output options will also enable exercises to be output in any of the languages supported by Unicode.
- Create the web page by converting the exercise to HTML pages, so that the student can view and complete the quiz.

## **2. The Programs in Hot Potatoes Quiz**

There are six programs in hot potatoes software, they are JQuiz, JCloze, JCross, JMix, JMatch, and the Masher

([http://www.cel.nie.edu.sg/launchpad/etsupport/Guides/Hot\\_Potatoes/hotpot\\_overview.pdf](http://www.cel.nie.edu.sg/launchpad/etsupport/Guides/Hot_Potatoes/hotpot_overview.pdf)).

### **a. JQuiz**

This program is used to create question-based exercises consisting of an unlimited number of questions. In JQuiz program, specific feedback can be provided both for right answers and wrong answers or distractors. The student can ask for a hint in the form of a "free letter" from the answer. There are four different types of questions in this program:

([https://hotpot.uvic.ca/hotpot6\\_help.pdf](https://hotpot.uvic.ca/hotpot6_help.pdf)).

#### **1) Multiple Choice Questions**

In multiple-choice questions, the student chooses an answer by clicking on a button. If the answer is correct, the button caption will change to a smiley face :-), and if it is wrong, it will change to an X (you can configure these bits of text in the configuration screen). In either case, the student will see feedback specific to that answer, explaining why it is right or wrong (assuming you write the feedback when you make the exercise!). If the answer is wrong, the student can continue choosing answers until a correct answer is selected. The score for each question is based on the number of tries taken to get a correct answer. Once a correct answer is chosen, the scoring is "frozen", but the student can still click on buttons to see the feedback for other answers without penalty.

#### **2) Short Answer Questions**

In short-answer questions, the students has to type the answer into a text box on the page, and press a Check button to see if it is correct. The page will try to

match the student's answer to a list of correct or incorrect answers you have defined. If a match is found, the feedback for that answer will be shown. If not, then the page will try to find the nearest match among the specified correct answers, and signal to the student which parts of their answer are right and which parts are wrong. The score for each question is based on the number of attempts the student makes before getting a correct answer. You can also include a Hint button, which will give the student one letter of the answer; using the Hint button incurs a penalty on the score.

### **3) Hybrid Questions**

A hybrid question is a combination of multiple-choice and short-answer questions. In this type of question, the student is first presented with a text box and asked to type the answer. However, if the student fails to get the answer right after a specified number of tries (which you can configure in the configuration screen), the question changes to a multiple-choice question to make it easier. When you are creating a hybrid question, you will see an extra checkbox on the right: Include in MC answers. Check this checkbox for any answer you want to appear as part of the multiple-choice answers in the second phase of the question. For example, your short-answer question may include four predicted correct answers which would be acceptable, but you probably only want to include one of them as a multiple-choice option.

#### **4) Multi-Select Questions**

A multi-select question asks the student to select several of a specific set of items. The idea here is that the student must select all the correct items, and not select all the wrong items. This type of question might take the format "Which of the following are nouns?", followed by a list of words. The student must check all the nouns, but not check any answers which are not nouns, then press a Check button. If the answer is not completely correct, the student will see a readout of the number of correct choices, and one piece of feedback; this would be the feedback from the first item in the list which was either selected when it should not be selected, or not selected when it should be selected.

##### **b. Jmix**

This program is suitable to create questions in the form of jumble words and sentences. Teachers can specify as many different correct answers as they want, based on the words and punctuation in the base sentence and a hint button prompts the students with the next correct word or segment of the sentence if needed. JMix contains two types of output format: standard and drag-and-drop.

##### **c. Jcross**

This program can be used to create crossword puzzles. You can use a grid of virtually any size. A hint button allows the student to request a free letter of the correct answer if help is needed.

#### **d. JMatch**

This program is to create matching or ordering exercises. A list of fixed items either pictures or text appears on the left with jumbled items on the right. This can be used for matching vocabulary to pictures or translations, or for ordering sentences to form a sequence or a conversation. JMatch contains three types of output format:

- 1) standard: uses a drop-down list of items and is recommended if the question has more than eight items, and if those on the right are text only.
- 2) drag-and-drop: recommended if the question only has a few items, and particularly if the items are images. This format is not recommended for more than eight items because scrolling down the page will make dragging and dropping more difficult.
- 3) flashcard: useful for helping students memorize matching items or images and words.

#### **e. JCloze**

This program is to create gap-fill exercises. Unlimited correct answers can be specified for each gap, and the student can ask for a hint and see a letter of the correct answer. A specific clue can also be included for each gap. Automatic scoring is also included. The program allows gapping of selected words, or the automatic gapping of every  $n$ th word in a text.



#### **f. The Masher**

It allows teachers to combine different type of quizzes that they have already created. This is designed to create complete units of material in one simple operation. If teachers want to create sequences of exercises and other pages that should form a unit, they may find the Masher useful.

### **3. The Strengths of Using Hot Potatoes Quiz**

In learning grammar, hot potatoes quiz can be applied for practice after the explanation of the material. Hot potatoes quiz is actually a game in which the users are able to assess and reward from the correct answers provided in the quiz. A game itself is an activity with rules, a goal and an element of fun (Hadfield, 2003: 4). Next, Heinich *et al* (2009: 29) described a game as an activity in which participants follow prescribe rules that differ from those of real life as they strive to attain a challenging goal. Games can be used at any stage of the lesson once the target language has been introduced and explained. The games are to be used as practice exercises to help students get used to and remember grammatical rules and patterns. They are designed as fun activities to help lighten the load of grammar learning. It is up to you, the teacher, to decide when and how to use them, but one suggestion is as light relief at the end of a lesson which has focused on grammar or after a session doing more traditional, perhaps written, grammar exercises. (Hadfield, 2003: 4).

As a game, hot potatoes quiz increases the students' motivation and willing to learn grammar. It automatically stimulates the students' interests and focuses their attention. Hot potatoes quiz has also a competitive aspect of games. When the students are failed, they will not stop; otherwise, they will try to play it again until they get the best score. They will consider the difficulties of the quiz as a challenge and they will be more curious to answer the questions provided in the quiz. Hot potatoes quiz exercise motivates the student to learn, to try, to make mistakes, to explore, and try again. Hence, hot potatoes quiz finally results a better outcome.

The other advantage is that hot potatoes quiz decreases students' anxiety in learning grammar. In learning process, the students may be stressful since they have to master the subject to get the good score. They may be failed in the classroom if they cannot do the test well and get the bad score. Furthermore, they will be too anxious when they get criticism and punishment from the teacher when they make a mistake. By applying this quiz, the students will be less of anxiety, increase their positive feelings, and improve their self-confidences.

Hot potatoes quiz is the student-focused activities requiring active involvement of the learners. It encourages the students to take an active role in their learning process. As a result, it provides learners with a chance to direct their own learning.

Hot potatoes quiz is done automatically and show the students the outcome of their work (Harecker and Wieternik, 2011). Students can evaluate their learning

progress by a score (...%) and by clicking a button, which lists all questions and answers given with their appropriate labels "correct" or "false". A great benefit is the possibility to add targeted feedback to every answer option for both wrong and correct answers. The feedback message is shown after the option has been clicked. Feedback supports students enormously because they can even learn from the wrong answers.

Hot potatoes quiz allows creating exercises for several quizzes and questioning types. This makes the exercise more enjoyable and fun since the teacher can put pictures, videos, or sounds to it, so it makes the appearance of the exercise more interesting for the students. The teacher can meet the learners' needs and design the exercises in connection to his/ her lessons. Students usually prefer to fill in electronic forms rather than paper forms. They are more motivated to use computers and the outcome is more efficiency in learning. Interactive web exercises increase interaction and motivate learners. The exercises can be done at any time and any place, even previously to the first lesson or as a homework assignment (Harecker and Wiaternik, 2011).

#### **4. The Weaknesses of Hot Potatoes Quiz**

There are also the weaknesses of hot potatoes quiz (Harecker and Wiaternik, 2011). These include: the necessary infrastructure must be available and affordable and access to adequate computer equipment can be a problem for pupils and students. Next, limited bandwidth causes slower performance for

sound, video, and large graphics. Besides, hot potatoes is not a tool to design Web-based exams, because this would require a range of technological features.

### **C. Previous Study**

As stated above that hot potatoes quiz is actually a kind of game in which the users are able to assess and reward from the correct answers provided in the quiz. Therefore, the researcher looked for previous studies related to grammar understanding and game.

First is a thesis written by Siti Faiqotun Muthoharoh (2013) entitled “An Experimental Study of Using Jeopardy Game towards Students’ Mastery on Passive Voice at the Second Year Students of SMAN 1 Jekulo Kudus in the Academic Year 2013/ 2014.” It was an experimental research with true-experimental design. It had two classes of sample, the first was as experimental group which was taught by using Jeopardy game and the second was as control group which was not taught by using Jeopardy game. Each group consisted of 35 students. This research used quantitative descriptive approach to describe the difference of two groups after being given a different treatment. The instruments were observation, test, and documentation. The tests were in the form of pretest and posttest which each test consisted of ten items of multiple choices. Each group of this research was given by both tests. The grammar tenses used in this research were simple present tense, simple past tense, present perfect tense, present continuous tense, and modal auxiliaries. The researcher analyzed the data

by using  $t$ -test formula. The result showed that the  $t$ -count of experimental group and control group were higher than  $t$ -table ( $8.1 > 2.032$  and  $5.53 > 2.032$ ). The  $t$ -count of experimental group was higher than the  $t$ -count of control group ( $8.1 > 5.53$ ). It can be concluded that it is better to use the Jeopardy game to teach passive voice.

The second is a thesis written by M. Sifa Sofwan (2010) under the title "Teaching the Simple Past Tense by Using Teams Games Tournaments (TGT) (An Experimental Study at the Second Grade of SMP Islam Al-Mukhlisin Ciseeng Bogor). It was an experimental research with true-experimental design. It had two classes of sample, the first was as experimental group which was taught by using teams games tournaments and the second was as control group which was not taught by using teams games tournaments. Each group consisted of 30 students. The instrument of this research was test, those were pretest and posttest. The tests consisted of 20 questions of multiple choices. However, the content of the tests was different. The pretest consisted of ten questions about simple past tense and 10 questions about other tenses, while in the posttest, all questions were designed using simple past tense. This was because the grammar tense used in this research was simple past tense. In analyzing the data, the researcher used comparative technique. He used  $t$ -test to prove statistically whether there is significant difference between two variables. The researcher got the calculation that  $t_o$  was 25.87 and  $t$ -table of degree of significance 5% is 2.9 and 1% is 0.58 in  $df = 58$ . It means that teaching the simple past tense by using teams games

tournaments is more effective than teaching the simple past tense by using Grammar Translation Method.

Based on the previous studies above, the researcher was motivated to conduct a research related to the use of game in teaching grammar too. However, she used a different kind of game. She used quiz named hot potatoes quiz to teach grammar. This research also used experimental research with quantitative approach. However, it used pre-experimental research design and only had one group as both control and experimental groups. The grammar tense in this research focused on simple present tense. It used tests as the instrument, those were pretest and posttest. This research wanted to find out the effectiveness of using hot potatoes quiz in teaching grammar at the intermediate level. The effectiveness was known from the significant different scores before and after being taught by using hot potatoes quiz.