

# **THE EFFECTIVENESS OF USING “HOT POTATOES” TO TEACH STUDENTS “SIMPLE PRESENT TENSE” AT SMPN 1 NGUNUT TULUNGAGUNG**

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**Abstract:** English has three components, they are: pronunciation, vocabulary, and grammar. One of those components is grammar. Grammar is the rule in writing. Grammar also the ways of form of word that have mean and also expression. Learning grammar is not easy, to make more easy in learning grammar the teacher should creative to choose technique in teaching and leaning process. One of the technique is using hot Potatoes (cloze test). Hot Potatoes (cloze test) it self is some application like a game, and also hot potatoes (cloze test) is an interactive quiz to make the teaching and learning grammar more effectively, and fun, because in implicating hot potatoes (cloze test) exploit the technology. Hot potatoes it self is some application that use web page. By implicating this application the teacher hope that it can improve the students' ability in grammar. The research design of this study was pre-experimental design with quantitative approach. The result showed that the students' score in grammar especially simple present tense before being taught by using hot potatoes (the pretest scores) was 76.00. While, the mean students score in grammar especially simple present tense after being taught by using hot potatoes (the posttest score) was 88.49. The value of  $t$  -count was 4.662 and the significance value was 0.000. While, in significant level 5%, the calculation of  $t$  -count was higher than  $t$  -table ( $4.662 > 1,686$ ) and the significance value was lower than the significant level ( $0.000 < 0.05$ ). It was conclude that hot potatoes cloze test is effective towards grammar achievement especially in simple present tense and it is suggested to be used in teaching grammar, especially at the seventh grade students of SMPN 1 Ngunut Tulungagung.

**Keyword: effectiveness, hot potatoes, grammar (simple present tense)**

Language is very important for our life. Language is an arbitrary system of articulated sound made by group of human of carrying on the affair of their society. Language is very important because of we use language for interact with each other, even with community or individually, and also cooperative in various different form.

English as a language which is used by more than half of population in the world, English hold the key as International Language. English as a tool of communication among people of the world to got trade, social culture, science, technology goal, and develop interrelationship with foreign country.

Learning English means learning its two aspects: skill and component (Heatson, 1974: 4). Four major skills through language are listening, speaking, reading and writing. To be success in mastering those skills, there are three components that are actually as the requirements include grammar, vocabulary, and pronunciation. From those components, grammar is considered the most important as it serves as the foundation for more advanced language learning (Cahyono and Widiati, 2011: 87).

Grammar is essentially about the systems and patterns we use to select and combine words. In order to communicative 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 the essential systems. People must know about grammar in order to use the language appropriately in social contexts (Joyce and Burns, 1999: 4). By studying grammar, we come to recognize the structure and regularity which is the foundation of language, and we gain the tools to talk about our language system (Joyce and Burns, 1999: 5)

There are many tenses used in English lessons. One of the tense is simple present tense, in which it has to be learnt by seventh grade students of Junior High School. The students have to be able to understand what the essence and should be able to reconstruct simple present tense in writing. Based on Kardimin, (2004: 156) state that simple present tense explain about event that occurred in this time in form simple or

some job or action that do it continually or habit in every day, or event or act that isn't relation with time.

Learning grammar, however, tends to deal with boring and uninteresting methods since some teachers argue that teaching grammar can only be effective if it is presented through repetition and rote drills. It is true, based on the researcher interview with the English teacher when they teach grammar, the students is very bored, and not seldom the students said that they were sleep, learning grammar is very confusing and difficult. Sometimes the teacher drills the students by asking them to memorize the rules and patterns. They will be easy to answer the exercise when they memorize the rules. However, they easily forget the rules, so they will be difficult in doing the exercise. They also get difficulties in applying the rules in real communication. As a result, many students are easily bored and not interested in learning grammar. Sometime the teacher so confused how to solve this problem. Because of that, the score students in grammar were very low.

Based on the interview and observed above, the researcher wants to try that the hot potatoes was effective or not to teach grammar especially simple present tense. Because of the students is still seventh grade, the researcher look for and applying an application it's like a game because physical condition the students is still like to playing. Beside that, they want fun class, and the researcher believe that the fun teaching learning process it can help the students understanding and interest in grammar, especially simple present tense. The researcher chooses Hot Potatoes, was to try that the hot potatoes cloze test was effective or not. In hot potatoes there are many kind of model, like JQuiz, JCloze, JMatch, Jcross, JMix, Na the last is the masher. The researcher chooses JCloze because is appropriate with the students. According to Catartica (2008), hot potatoes are

an application to make interactive quizzes in the form of web pages. This kind of quiz can be in the form of multiple choice, crosswords, matching questions, short answer, etc. Because of in hot potatoes had many kind of model application the researcher decide to choose cloze test to try whether the hot potatoes was effective or not. As a game, hot potatoes quiz increases the students' motivation and willing to learn grammar.

## **METHODOLOGY**

The design of this study is conducted experimental design. This research the researcher used pre-experimental design classified into one-group. It was because only had one group as both the control and experimental groups. In applying this design, the experimental class is the class with get the treatments by applying Hot Potatoes and the control class which gets the treatments by using conventional technique.

The purpose of control class is aimed at proving whether the increase scores or achievement possibly got by the teacher in the experimental class are really caused by the application of the treatment in the class. Then, both experimental class and control class received the same pre – test and post – test. The test done before treatment was called pre – test and after treatment called post – test. The criteria whether Hot Potatoes can increase the students' ability in the simple present tense was determined by the differences between the score of post – test between experimental and control class. Pre experimental research involved administering pre – test to the dependent variable, applying the experimental treatment X to the experimental class, and administering post – test.

The population in this research was all students at the seventh grade of SMPN 1 Ngunut Tulungagung. In this research, the sample was a group of students consisted of 39 students in VII I class of SMPN 1 Ngunut Tulungagung. The group of sample was as the control and experimental groups.

The Null Hypothesis ( $H_0$ ) used in this study there is no any significant difference on the students' grammar achievement in simple present tense before and after being taught by using hot potatoes cloze test at the seventh grade of SMPN 1 Ngunut Tulungagung. The Alternative Hypothesis ( $H_a$ ) used in this study there is any significant difference on the students' grammar achievement in simple present tense before and after being taught by using hot potatoes cloze test at the seventh grade of SMPN 1 Ngunut Tulungagung.

The primary data in this research were students' vocabulary scores. In this study, to obtain the require scores of the students' achievement in mastering vocabulary, the researchers used two kinds of test. They were pre-test and post-test.

This pretest was administered in sample group. It was on Wednesday, 13<sup>th</sup> May 2015. The posttest it self consist of 30 questions, with the cloze test. The pretest was in the form of objective test in which there was only one correct answer for each item. The scoring guide for posttest was formulated as follows.

$$\text{Score} = (\text{number of correct items} \times 3) + 10$$

The researcher allocated 40 minutes for conducting the pre test. This pretest produced numerical scores that can be used to identify, classify, or evaluate by the researcher.

The posttest was administered in to sample group consisting 39 students at the VII I class. It was administered on Thursday 21<sup>st</sup> May 2015. The posttest it self consist of 30 questions, with the cloze test. The posttest was in the form of objective test in which there was only one correct answer for each item. The scoring guide for posttest was formulated as follows.

$$\text{Score} = (\text{number of correct items} \times 3) + 10$$

The researcher allocated 40 minutes for conducting the posttest. This posttest produced numerical scores that can be used to identify, classify, or evaluate by the researcher.

The data analysis in this research used *t*-test. According to Gay *et al* (2011: 436), *t*-test is used to determine whether two means are significantly different at a selected probability level. The procedure analysis of data used both descriptive and inferential statistics. In this research, the researcher analyzed the value of *t* –test by using paired sample *t* –test through SPSS 16.0.

## **FINDING**

To know the significance students' score in simple present tense the researcher conducted research. In first meeting the researcher conducted a pretest consisted of 39 students in VII I class of seventh grade of SMPN 1 Ngunut. After conducted research the researcher got the data that is students score in grammar especially simple present tense. Next, the researcher analyzed the data using by using paired sample *t* –test though SPSS 16.0 to find out the significant difference scores of students' grammar achievement before and after being taught by using hot potatoes cloze test. Mentioned below is the presentation of data in this research can be seen in the table :

**The Score of Students ‘Mastery in Grammar (Simple Present Tense) before and after they were Taught by Using Hot Potatoes (Cloze test)**

<b>Number</b>	<b>Student</b>	<b>Pre<sub>test</sub> (x)</b>	<b>Post<sub>test</sub> (y)</b>
1.	AZA	90	91
2.	ALP	70	88
3.	AM	70	88
4.	AR	50	85
5.	AST	88	88
6.	AIH	82	88
7.	AB	90	91
8.	CAW	52	85
9.	DBS	90	79
10.	DDS	42	91
11.	EW	66	82
12.	EDPW	82	94
13.	FNN	94	97
14.	FNS	76	67
15.	FNH	72	88
16.	GAQ	40	91
17.	HGA	82	91
18.	HP	94	100
19.	HF	76	88
20.	IA	88	89
21.	IRN	94	97

22.	JJB	36	91
23.	KDAA	64	88
24.	MBH	92	91
25.	MEA	82	88
26.	MHA	90	73
27.	NN	92	94
28.	NA	90	85
29.	PRD	80	88
30.	RA	92	94
31.	RS	72	100
32.	RA	46	82
33.	SR	88	94
34.	SFP	82	88
35.	SFA	80	88
36.	TNS	72	82
37.	TY	80	91
38.	VL	58	91
39.	ZLM	80	85

The percentage of the student pre-test and post-test score can be seen in following tables

**Table Distribution of the Students' Pretest Scores**

Interval	Frequency	Categorization	Percentage
35 – 44	3	very poor	7.69 %
45 – 54	3	Poor	7.69 %



55 – 64	2	fair	5.12 %
65 – 74	6	Good	15.38 %
75 – 84	11	very good	11 %
85 – 94	14	Excellent	14 %

**Table Distribution of the Students' Posttest Scores**

Interval	Frequency	Categorization	Percentage
66 – 71	1	Very poor	2.56 %
72 – 77	1	Poor	2.56 %
78 – 83	4	Fair	10.25%
84 – 89	16	Good	41.02 %
90 – 95	13	Very good	33.33 %
96 – 100	4	Excellent	10.25 %

### Paired Samples Statistics

**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRETEST	76.00	39	16.454	2.635
POSTEST	88.49	39	6.403	1.025

## Paired Sample T- Test

### 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 - POSTEST	-12.487	16.728	2.679	-17.910	-7.064	-4.662	38	.000

From the output data through SPSS 16.0 above, the result of  $t$ -value is 4.662 and for degree of freedom ( $df$ ) = 38, significance value (Sig. 2-tailed) 0.000. While the  $df = 38$ , it is consulted to  $t$ -table with significant level 5% (0.05) and the result is 1.686.

Hypotheses testing stated if the value of  $t$ -count is higher than  $t$ -table ( $t$ -count  $>$   $t$ -table) in  $df = 38$  with significant level 0.05 and significance value  $<$  0.05, the null hypothesis ( $H_0$ ) is rejected. It means that hot potatoes cloze test is effective to be applied in teaching grammar at the seventh grade students of SMPN 1 Ngunut. The hypothesis testing can be got if there is any significant difference of the students' grammar scores before and after being taught by using hot potatoes cloze test. Otherwise, if the value of  $t$ -count is smaller than  $t$ -table ( $t$ -count  $<$   $t$ -table) in  $df = 38$  with significant level 0.05 and significance value  $<$  0.05, the null hypothesis ( $H_0$ ) is accepted. It means that hot potatoes cloze test is not effective to be applied in teaching grammar at the seventh grade students of

SMPN 1 Ngunut. It is got if there is not any significant difference of the students' grammar scores before and after being taught by using hot potatoes cloze test.

Table above shows that,  $t$  –count is higher than  $t$  –table ( $4.662 > 1.686$ ) and the significance value is lower than significant level ( $0.000 < 0.05$ ). It can be concluded that  $H_0$  is rejected. It means that there is any significant difference on the students' grammar achievement in simple present tense before and after being taught by using hot potatoes cloze test at the seventh grade of SMPN 1 Ngunut.

## **DISCUSSION**

From the result above, its still lack if there is no some theories that help and make the result more strong. Based on Soleimani, Raeesi (2015) stated that Hot Potatoes is quite and practical. While, according to Mulhuda (2013), hot potatoes is a simple way of creating attractive, web based interactive exercises with student feedback.

In addition, according to Imananda (in Cahyono, 2011: 96), 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.

Hot potatoes is appropriate for give in test in grammar, especially simple present tense. Because, hot potatoes is fun application and easy to operated. According to Brown (2001: 146) 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.

## **CONCLUSION AND SUGGESTION**

All in all, the advantages above implied that the use of hot potatoes cloze test gives positive effects towards students' grammar achievement. It had been proven by the result of data analysis in this research that there is any significant difference on the students' grammar achievement in simple present tense before and after being taught by using hot potatoes cloze test. Thus, it can be concluded that the use of hot potatoes cloze test is effective towards students' grammar achievement and it is suggested to be used in teaching grammar, especially at the seventh grade of SMPN 1 Ngunut Tulungagung.

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