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4th ICEL 2016

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

20-21 May 2016
Bandar Lampung University, Indonesia

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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

Drs. Harpain, M.A.T., M.M
4th lCEL 2016 Chairman

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Education and Language (4th ICEL 2016)
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THE USE OF HOT POTATOES FOR TEACHING VOCABULARY AT THE ELEVENTH GRADE OF SMA BODHISATTVA

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Abstract

Hot Potatoes is an authoring tool which enables teacher to create interactive exercises. The various kinds of exercises are used as web-based learning material. The mixed method research is aimed to find out how the use of Hot Potatoes program facilitates students' learning process, students' motivation, and students' vocabulary achievement. The source of the data is collected through interview, observation, questionnaire and test. The data are analysed both qualitatively and quantitatively. The participants are 16 students at grade eleventh of SMA Bodhisattva Bandar Lampung. Based on the result of analysis, the researcher concludes that the use of Hot Potatoes program can facilitate both students' learning process and their motivation in learning. Students' learning process is facilitated from the features of the program which enable them to do exercise with direct feedback, cues of the answer, and automatic evaluation. Students' motivation is facilitated from the interactivity of the media which makes students interested in learning. In addition, students' vocabulary achievement is getting improved in which the result shows quite significant difference after doing treatment.

*Keywords***:**Authoring tool, Hot Potatoes, Student' motivation,Teaching Vocabulary.

1. INTRODUCTION

The development of technology has played an important role in education including language learning. As the multimedia technology becomes more readily available to all of us, it seems appropriate that the language teachers should integrate it into their lesson and assessment planning. Some language teachers can use technology for assisting tool andlanguage teachers are supposed to choose from the appropriate teaching media according to the requirements of the teaching contexts (Pun, 2013, p. 37) such as using computer for presenting teaching lesson. In this case, students are also possible to use computer from available software which offers to learn in their own pace or provided by the teacher for creating teaching material with authoring tools. An authoring tool is used to create electronic material which can be distributed as web page for learning purpose (Dudeney & Hockly, 2007, p. 129).

Some of professional authoring tools have complex program and sometimes require a degree of expert and knowledge which most teachers will probably not have the time to do so. Teachers are supposed to function any useful software by deciding the use, the ease, and the availability for specific teaching purpose like the use of Hot potatoes software for creating vocabulary lesson. Hot Potatoes can be installed freely to personal computer and Hot Potatoes is one example of authoring tools which allows teachers to create learning material with different types and set of interactive exercises and direct feedback in the program and can be presented in teaching and learning.

Hot Potatoes provides five programs including JClose, JQuiz, JCross, JMatch and JMix which possibly can be used for learning vocabulary (Arneil & Holmes, 2009, p. 4). JCloze allows us to create exercise like gap-fill exercises. JQuiz enables to create exercises in form of a quiz like multiple-choice and short-answer quizzes. JCross is used to create in from of crossword puzzle which is appropriate for finding new words with some clues. JMatch is used to make exercise like matching words and there is also possibilil
ity to add pictures. JMix is used to form order exercise like jumbled-sentence or jumbled-word exercises where some words or sentences are arranged. There is an additional feature called The Masher which enables to export the created exercises into a group of folder and can be previewed in offline web site without internet conection. Hot Potatoes provides teacher some kinds of exercises and also enables teacher to make direct feedback in the exercises which makes students learn directly. A good software for learning always makes students learn a lesson instead of just giving score without considering feedback (Wharton & Race, 2005, p. 36) because the use of computer program is not

merely used for testing students but Hot Potatoes provides teacher to give clues and feedback to every exercise after answering some questions.

In relation with students' motivation, learning vocabulary by using this software may rise because of the interactive exercises created the by teacher yet students tend to be more interested with the use of technology for learning. Prensky (2008, p. 3) states that the role of technology is to support in learning, so that teacher can actually promote students with new teaching situation in the classroom where the use of computer is involved as a tool for learning. To encourage student's motivation, teachers should prepare instructional materials and learning situation to be more appealing to students. Using interactive teaching instruction is more likely to engage individuals for effective learning than simple lectures and book reading a classroom.

2. THEORETICAL REVIEW

2.1. Hot Potatoes

Hot Potatoes is developed by the research and development team at the University of Victoria, Humanities Computing and Media Centre in Canada (Arneil & Holmes, 2009, p. 35). Hot Potatoes is used to create variety of interactive exercises then can be exported as web pages and launched in web browser. Students can correct their own work based on the clues and feedback set up in advance by the teacher and also automatic scoring is included in the exercises. To operate this program, teacher needs to create questions, answers and responds based on intended topic will be discussed. This program can be used for any subjects of learning but it is specifically for language learning. As reviewed by Ghorbanpour,this software can be used to create language learning activities suitable for learners with varying levels of language proficiency. For example, at the beginner level, questions can be accompanied by pictures, while advanced level questions could be connected to complex reading passages.

Hot Potatoes is used to create learning activity especially for vocabulary learning. Some programs are considered appropriate such as JCross is used to create exercise in from of crossword which is appropriate for finding new words with some clues. JMatch is used to make exercise like matching words with corresponding pictures.The Hot Potatoes program consists of five modules for creating different types of interactive exercises namely *JQuiz , JCloze, JMatch, JCross*, and *JMix* (Arneil & Holmes, 2009, p. 4). The JQuiz program is used to create question-based quizzes. Questions can be four different types including multiple-choice and short-answer. Specific feedback can be provided both for right answers or wrong answers in short-answer and multiple-choice questions. The student can also ask for a hint in which help them to find the answers. The JCloze program is used to create gap-fill exercise. This program allows us to make filling gap exercise in a text. The JMatch is used to create matching or ordering exercises. This program enables matching vocabulary to pictures or ordering sentences to form a conversation. The JCross program is used to create crossword puzzles. The form of exercise can be accustomed with any size. The teacher just needs to fill some words in the grid. The JMix is used to create jumble-sentence exercise. This program is used to make random sentences in order form and it is possible to use it in form of words. And the last additional program called The Masher is used to compile created exercises into one unit of folder. This program also can be used to upload on web pages which not created by Hot Potatoes.

2.2. Teaching Vocabulary

A lot of words and knowledge of vocabulary needed by students are supposed to be presented with teaching principles. Teaching principles fundamentally helps students in learning vocabulary more effectively. There are few principles can be used as foundations in teaching vocabulary (McCarten, 2007, p. 19). McCarten states, when teaching vocabulary teacher not only presents vocabulary solely but also how words or phrases are presented with meanings that students don't know and how to use vocabulary in context. It is clearly defined that the way of teaching vocabulary should be based on learning context for example through reading.Schmitt (2000, p.150) explains based on a study, learning vocabulary through reading can lead significant improvement in term of providing a context of vocabulary instruction incidentally. Teachers need to make clear instruction, for instance, which word items should be learned, what item it is, and what purpose of presenting its items.

At the other hand, teacher should offer variety of vocabulary materials. Teacher can use different ways to present vocabulary including pictures, sounds, and different types of text such as stories, conversation, web pages, etc. The topics that will be presented should be relevant to student's interest and engage students with different level. Offering variety also means providing different learning styles and different learning situations for students. Each student may prefer to learn either by seeing, hearing and doing something or studying thoroughly.

2.3. Student's Motivation In Learning

Student's motivation in learning is fully related to students' willingness to engage in lesson and learning activities and their reasons to do so (Braphy, 2004, p.4). Students may not be motivated to learn a lesson if any kind of activity they found is not interesting or the process of learning is not enjoyable. Finding ways to arise students' interest can be the best solution for teaching. Harmer (2001, p.52) suggests a few things in initiating and sustaining student's motivation. **Goals of teaching and learning**, however, motivation is closely related to a learner's desire to achieve a goal. For example, students may face difficulties in learning English especially in speaking and teacher has responsibility to facilitate how those things can be overcome. Teacher's role is important in empowering and helping students to achieve its goals. **Learning environment** has also good effect of student's motivation. Creating interesting atmosphere in the classroom which fits to the student's need might be difficult yet it is possible as well to create it. Utilizing new teaching material such as playing music, can considerably engage to learn. Recent study has shown that the use of computer-based instructional by creating student-center instructional design can give positive attention to students (Barger & Byrd, 2011, p. 8). The use of popular media, like computer increases student engagement in the learning environment. There is a potential how computer based instructional design can be used a motivational strategy. Making **interesting class** can be another alternative way to motivate students. In order to make students motivated, teacher needs to present both subject they are studying and the activities and topic in interesting way. Therefore, teacher can use a variety of teaching material to keep engage which not just depends on one source.

3. METHODOLOGY

The research design used was mixed method research design. Mixed method design was a series of procedures for collecting, analyzing and combining both quantitative and qualitative method to understand a research problem in a study (Creswell, 2012, p. 535). The specific design employed was exploratory sequential design. *Exploratory sequential design* involved the procedure of collecting qualitative data at first to explore a phenomenon, then collecting quantitative data to explain relationship found in qualitative data. This research investigated further how the use of hot potatoes program can facilitate students' learning process, motivation, and student's achievement in learning vocabulary.

The subjects of this research were all students at grade XI of SMA Bodhisattva Bandar Lampung academic year 2015/2016. The subjects consisted of 16 students of social science and 4 students of natural science. The sample of this research was chosen deliberately in order to have easier access of inquiry. There would be 3 students as purposive samples for the interview.

There were observation, interview, questionnaire, and a vocabulary test to collect data that would be used to answer the research problem. The observation was conducted to discover students' learning process and motivation by using Hot Potatoes program. The vocabulary test was used to measure students' achievement in learning which employ pre-test and post-test. These tests became the source of quantitative data which supported qualitative data. The questionnaire was given to find out student's response after they experience learning with the use of Hot Potatoes. And there would be some interviews to a few students to find out student's deeper opinion regarding the whole learning process they have done.

4. RESULT AND DISCUSSION

4.1. Result

The Use of Hot Potatoes in Facilitating Students' Learning Process

The data were used to find out how Hot Potatoes program facilitates students' learning process were collected from observation, interview, and questionnaire. The interview were gathered from three students according to two categories such as the practicality of Hot Potatoes and the appropriateness of the program in learning vocabulary process. From the interview result bellow, the sample of interview is presented based on those themes regarding the use of Hot Potatoes in facilitating learning process.

Table 1. The Sample of Interview Result about Learning Process

No	Themes	Statements
1	The practicality of the program	*'Yes, it did, because by using that program we can learn many vocabularies that never been learned before.' (interview – J2)*
		' Em…in my opinion it do facilitates, that program is easy to understand'. (interview – V1)
		'It can facilitate, because from the exercises there are new vocabularies.' (interview – R1)
2	The appropriateness of the program	*'Good, it is very good, I prefer to do the exercises to that program than the textbook, because it is easy to understand. And do not need to ' (interview – J12)*
		'In my opinion, it's so good, because it can emerge curiosity to do exercise again and again'. (interview – V4)
		'it is good, because after doing exercise, there will be direct evaluation.' (interview – R12)

The other data were collected from closed-ended questionnaire consisting of 15 questions yet for learning process, there were 5 questions. In processing the data, Likert Scale was used to measure the frequency of students' opinion about the use of Hot Potatoes in facilitating learning process presented by the check number categories 4 to 1 for strongly agree to strongly disagree.

In order to make easier interpretation in explaining the analysis result of questionnaire, there were the scoring criteria that represented the students' opinion about the use of Hot Potatoes in facilitating learning process.

Table 2. The Scoring Criteria

Meaning	criteria
very good	49-64 (100%)
Good	33-48 (75%)
Bad	17-32 (50%)
very bad	1-16 (25%)

The criteria as 'very good' by achieving the total score 49 to 64 indicates that most respondents strongly agree with the statements provided in the closed questionnaire. The criteria as "good" by achieving the total score 33 to 48 indicates that most respondents agree with the statements. The 'bad' and 'very bad' score rate indicate that most respondents disagree and strongly disagree with the statements.

The other hand, the result of students' response regarding the use of Hot Potatoes in facilitating learning process were categorized into specific themes such as the features of the program (no. 8, 9, & 10), the utility of the program (no. 14), and the ease of the program (no. 15). The final interpretation was calculated according to each item of indicator. The students' opinion about learning process can be seen as following table:

Table 3. Students' Opinion about the Use of Hot Potatoes in Learning Process

Items	Questions	Rating				Respondents	Total	Percentage	Criteria
		4	**3**	**2**	**1**				
8	The direct feedback is useful for learning vocabulary	3	13	0	0	16	51	79,6%	**Very Good**
9	The direct evaluation is useful for learning vocabulary	2	14	0	0	16	50	78,1%	**Very Good**
10	The various kinds of exercises are good for learning vocabulary	1	15	0	0	16	49	76,5%	**Very Good**
14	Hot Potatoes facilitates for learning vocabulary	2	14	0	0	16	50	78,1%	**Very Good**
15	Hot potatoes program is easy to use for learning	3	12	1		16	50	78,1	**Very Good**

The observation of learning process came from the description during experiment. The observation was described in accordance with specific domains such as the practicality and the functionality of media in facilitating learning process. The practicality of Hot Potatoes can be said appropriate in facilitating learning process as students could operate easily without getting any confused since the teacher explained how to use the program. On the other hand, some of exercises in the program facilitated students in learning because it provided direct feedback, clues of answer, and the evaluation.

The Use of Hot Potatoes in Facilitating Students' Motivation

The data used for finding how Hot Potatoes program facilitates students' motivation were collected from interview, closed-ended questionnaire, and observation. The interview were gathered from three students according to two categories such as students' interest and enthusiasm toward Hot Potatoes program.

Table 4.   The sample of Interview Result about Motivation

No	Themes	Statements
1	Students' enthusiasm	*'Yes, I was so motivated, moreover we can understand vocabulary quickly and easily.' (interview – J5)*
		' Ehm, I was motivated, because the lesson was easy to comprehend…' (interview – V6)
		' Ehm, there was motivation, because we used to use text book continuously. Now there is it, therefore the students are enthusiastic.' (interview – R5)
2	Student's Interest	*'Yes, a bit, I was quite interested about that learning program than using the other media…" (interview – J8)*
		'Yes it was, because it was interested and helpful. And we can know new words and vocabularies.' (interview – V8)
		'Yes, it was interesting…the learning environment is different than in the classroom' (interview – R7)

The data were collected from 7 closed-ended question of 15 questions in the questionnaire. Each question was presented according to some categories such as feeling (no. 1 & 2), attention (no 4), interest (no 5), curiosity (no 13), and enthusiasm (no 11).

Table 5.   The students' motivation by Using Hot Potatoes

Items	Question	Rating				Respondents	Total	Percentage	Criteria
		4	3	2	1				
1	I'm so happy learning vocabulary by suing Hot Potatoes	4	12	0	0	16	52	81,2%	**Very Good**
2	I prefer to learn vocabulary through Hot Potatoes	3	13	0	0	16	51	79,6%	**Very Good**
4	I pay more attention the lesson while learning through Hot Potatoes	5	11	0	0	16	53	82,8%	**Very Good**
5	I'm interested to learn vocabulary by using Hot Potatoes	3	13	0	0	16	51	79,6%	**Very Good**
11	I'm enthusiastic to learn vocabulary by using Hot Potatoes		16	0	0	16	48	75%	**Good**
12	The appearance of Hot Potatoes program is interesting	1	13	2	0	16	47	73,4%	**Good**
13	The use of Hot Potatoes makes me curious to learning	4	12	0	0	16	52	81,2%	**Very Good**

The data of observation were obtain from the description of learning process. The description of motivation was depicted from students' attention and students' response when learning through Hot Potatoes. Students' attention can be described that students looked focused in which they paid more attention in doing exercise when learning with the program. Meanwhile students' response can be interpreted that some students were keen to do exercises and while discussing the lesson.

The Effect of Using Hot Potatoes toward Students' Vocabulary Achievement

The data used for discovering the effect of Hot Potatoes toward students' vocabulary achievement was gained from interview, open-ended items of the questionnaire and vocabulary test consisting of pretest and posttest in which those two scores were analyzed by using paired sample t – test through SPSS 23 to discover the relationship of using Hot Potatoes toward students' vocabulary achievement.The data of interview were obtained to find out students' achievement for learning by using Hot Potatoes. The achievement is seen from their comprehension of the lesson/ learning material and new vocabulary.

Table 6. The Sample of Students' Opinion about Achievement

No	Themes	Statements
1	Students' Comprehension	*'In my opinion it can increase achievement…the material is easy to comprehend.' (interview – J10)*
		'In my opinion it is quit helpful yet if there was no vocabulary to be difficult. but it was easy to comprehend material.' (interview – V6)
		' Ehm, it is really helpful, because if my answer is wrong, it can be repeated until getting the right one.' (interview – R3)
2	Students' new vocabulary	*'Yes, there is a lot of new vocabulary.' (interview – J11)*
		'So many, the textbook only provides a few, beside there are many vocabularies found in the program.' (interview – V10)
		'Yes, I learn new vocabularies from the exercises…if the answer is wrong, it can be repeated.' (interview – R10)

The data gained from questionnaire consisting of three of fifteen questions. Some questions were based on some aspects of achievement including students' activeness (no 3), students' comprehension (no 6), and new vocabulary (no 7).

Table 7. The students' Opinion about Achievement

Items	Question	Rating				Respondents	Total	Percentage	Criteria
		4	**3**	**2**	**1**				
3	I'm more active in learning by using Hot Potatoes	3	13	0	0	16	51	79,6%	**Very Good**
6	Learning through Hot Potatoes makes me easier to comprehend the material	4	12	0	0	16	52	81,2%	**Very Good**
7	Learning through Hot Potatoes enables us to acquire new vocabulary	3	13	0	0	16	51	79,6%	**Very Good**

The pretest and posttest were taken by 16 students. The time allocation was 90 minutes. Both of tests consisted of 40 multiple-choice questions. After getting the data, they were analyzed by using paired sample t-test through SPSS 17. The result of statistical analysis for students' vocabulary achievement can be seen as follows:

Table 8. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	54.38	16	5.807	1.452
	post-test	65.50	16	6.044	1.511

The presentation of the data above, the mean of the pre-test before getting treatment is 54.38, while the mean of the post-test after getting treatment is 65.50. It means that there is any improvement toward students' vocabulary achievement.

Table 9. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre-test & post-test	16	.484	.057

Based on the analysis result above, the correlation between two variables is .484 with sig .057. It shows that there is correlation between two average of student's vocabulary scores before and after with high significance.

Table 10. Paired Samples Test

		Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pre-test - post-test	-11.125	6.021	1.505	-14.333	-7.917	-7.391	15	.000

The t value is -7.391 with degree of freedom (df)=15 and significance value .000. Since the sig < 0.05, it can be concluded that mean of the score is different. Therefore, the use of Hot Potatoes influences students' vocabulary achievement.

4.2 Discussion
How Hot Potatoes Facilitates Students' Learning Process
   The role of technology is a tool used to assist in teaching and learning and its availability can help to reach the course goals if it fits to the needs (Brown, 2007, p. 145). As the researcher observed, some students did not seem to get confused in using the program which meant it was very easy to use. They enjoyed doing new learning process. It might seem so since they had their own pace in learning. They used five types of exercise including *JQuiz , JCloze, JMatch, JCross*, and *Jmix.* These kinds of exercises worked properly to treat students in comprehending lesson because students could learn from direct feedback after answering question and automatic evaluation. And some hints came into the exercises also helped them to find out the exact answer of the questions. Some students really liked to do *Cross exercise* because they found that this kind of activity could help them in learning new vocabulary. Some students also tended to do those exercises for many times if they failed to get the right answer. All activity which can be done by doing exercise and direct evaluation through Hot Potatoes facilitated students in learning process.

   The use of Hot potatoes in learning process was also analyzed from their opinion through questionnaire which distributed after three meetings. The result of students' opinion about learning process shows more than 75% which means respondents strongly agree if the use of the program can facilitate them in learning vocabulary. For further finding, they answered that the program was so good to use because it had special features such as automatic feedback, and direct evaluation. The various kinds of exercise in the Hot Potatoes program provided many choices to do learning activity. This program also made them to get involvement during learning process since they did all of lesson based on various exercises that had been provided. Some students responded the use of hot potatoes in learning process could help them understanding the materials easier due to the evaluation had been provided directly. Most of students also responded their opinion about the ease in operating the program and they answered the program was easy to use. There was only one disagree opinion regarding the accessibility of the program.

   The analysis based on interview with three students was found that Hot Potatoes could facilitate them in term of accessibility of the media. The first interviewee stated that the program could help him in understanding the material easier because of the answers of the question, evaluation and direct feedback in the program.

   'Good, it is very good, ***I prefer to do the exercises to that program*** *than the textbook, because* ***it is easy to understand****.* ***And do not need to find out the answers'*** *(interview – J12)*

The second interviewee responded that the program could facilitate her in learning and she also told the same opinion about the accessibility of the media was easy to use.

   'Ehm…in my opinion ***it do facilitates****, that program is easy to understand'. (interview – V1)*

The third interviewee said that the program could facilitate in learning vocabulary because it has so various kinds of exercises so that he could learn more new vocabulary. In addition, he said that it was possible to do exercise for many times until he knew the answer.

   'It can facilitate, because from the exercises there are new vocabularies.' (interview – R1)
   'it is good, because after doing exercise, ***there will be direct evaluation****.' (Interview – R12).*

How Hot Potatoes Facilitates Students' Motivation
   The use of teaching media is supposed to facilitate learning process and motivation. This also stated by Shyamlee explains (2011, p.155) that one of the ultimate goals of multimedia language teaching is to promote students' motivation and learning interest, which can be a practical way to get them involved in the language

learning. The researcher observed that during the application of Hot Potatoes program had influenced students' motivation in learning. Their motivation could be seen from the way they participated in learning process. They were keen to study when the teacher asked them to learn by using Hot Potatoes program. They looked excited to do learning activity with new classroom environment in which learning activity was done through Hot Potatoes program as a medium in learning. As all of activity was conducted by using computer, they paid more attention in doing all of exercises in the program. They also tended to be more active in discussing about the lesson with the teacher and peer.

The analysis result of students' opinion on questionnaire shows >75% of respondents strongly agree that using Hot Potatoes motivates them in learning vocabulary. There were some detailed information can be described for the findings. Firstly, some students were interested to use this program therefore they paid attention while learning. And then, they preferred to use this program in learning because the appearance of this program was interesting. The other hand, there were two students did not agree if it had interesting appearance. The majority of students responded that the program triggered their curiosity in learning due to the self-access learning so that they can do exercises for many times. They also liked to use this program for learning media than the other media they had.

More information of students' motivation was gathered by doing interview with three students to find out their opinion while learning with Hot Potatoes. Most of them strongly agreed they were motivated. There were some reasons to correspond their opinion. The first students said that he was highly motivated because he could comprehend the lesson easily and quickly. He was quite interested by using this kind of media than using the other media. Even though he stated so, there was tendency he liked using the media.

*'Yes, **I was so motivated**, moreover we can understand vocabulary quickly and easily.' (interview – J5).*

*'Yes, a bit, **I was quite interested** about that learning program than using textbook…" (interview – J8)*

The other student also had the same opinion, she was interested since it was helpful her motivation also can be described from her curiosity to find out the exact answer of the exercises and she always did the exercise for several times until getting the right answer.

*'Ehm, **I was motivated**, because the lesson was easy to comprehend…' (interview – V6).*

*'Yes it was, because **it was interested** and helpful. And we can know new words and vocabularies.' (interview – V8).*

*'In my opinion, it was good, because **it can make us curious to keep trying**' (interview – V4).*

The last interviewee had deeper opinion about motivation. He stated that he and his friends were enthusiastic to learn vocabulary because it brought new learning environment therefore they were so excited in learning.

*' Ehm, **there was motivation**, because we used to use text book continuously. Now there is it, therefore **the students are enthusiastic**.' (interview – R5)*

*'Yes, **it was interesting**…the learning environment is different than in the classroom' (interview – R7)*

From all of the statements that they said it can be concluded that the use of Hot Potatoes program had influenced students' motivation. Their motivation came from the feature of the program. The feature of the program enabled them to comprehend the learning material easier so that it influenced their motivation. The other benefit that one of interviewee felt was it could create new learning environment which made his friends enthusiastic in learning.

The Effect of Hot Potatoes toward Student' Vocabulary Achievement

As this program primarily used to facilitate learning process, there is a possibility to facilitate students' achievement. Harecker & Lethner-Wieternink (2011, p. 2) argue that such interactive web-based exercises can improve learning process and are more enjoyable and meaningful for learners. This perspective seems to be appropriate according to the findings. In learning process, Students' achievement could be seen when they were doing some exercises that teacher had provided. From the observation that researcher had done for three meetings, students could comprehend the learning material easier as Hot Potatoes provided some exercises with evaluation and direct feedback that they could learn. Their motivation was indicated from their activeness in learning process in which once the researcher asked to discuss it, some students only needed a bit explanation from the teacher.

The detail information was found from students' opinion after learning by using this media. The result of student's respond from the questionnaire shows >75% which means the respondent strongly agree that the program gives effect to their vocabulary achievement. Their specific reason that influenced their achievement was the use of this program was useful to comprehend learning materials easily as it had direct feedback and evaluation. They liked to be active in discussing the lesson when they had accomplished their exercises.

Moreover, it influenced them in acquiring new words in a context based on the exercises they had done The learning activity they did for many times had influenced in comprehending new words.

There were also arguments from the interview of three students that indicate their achievement. The indicators of their achievement come from comprehending the material and getting new vocabularies. The first opinion stated that the use of Hot Potatoes could increase his comprehension toward the lesson in which he learned from the feedback and evaluation, and he understood new vocabulary in context.

*'In my opinion **it can increase achievement…the material is easy to be comprehended**.' (interview – J10)*

*'Yes, **there is a lot of new vocabularies**.' (interview – J11)*

The second interviewee also emphasized on comprehending the material easily so that she could learn many vocabularies.

'*In my opinion it is really helpful…**it is easy to comprehend material**.' (interview – V3)*

*'So many, **there are many vocabularies found**.' (interview – V10)*

The last student indicated his achievement from learning process. He could learn new vocabularies from the exercises after doing it for several times until they comprehended the lesson.

*' Ehm, it is really helpful, because if my answer is wrong, **it can be repeated until getting the right one**.' (interview – R3)*

'*Yes, **I learn new vocabularies from the exercises**…' (interview – R10)*

From the result of statistical analysis by using paired sample t - test showed that, the mean of the pre-test before getting treatment was 54.38, while the mean of the post-test after getting treatment was 65.50. It means that there is any improvement toward students' vocabulary achievement.

Based on the analysis result of correlation, the correlation between two variables was .484 with sig .057. It shows that there is correlation between two average of student's vocabulary scores before and after with high significance.

Based on the result of paired sample analysis, The t value was -7.391 with degree of freedom (df)=32 and significance value .000. Since the sig < 0,05, it can be concluded that mean of the score is different. Therefore, the use of Hot Potatoes influences students' vocabulary achievement.

5. CONCLUSION

Based on some findings in the discussion, there are some inferences can be concluded which can answer the research questions including how Hot Potatoes facilitates students' learning process as well as their motivation and gives effect in relation to students' vocabulary achievement.

From the result of discussion, Hot Potatoes program can facilitate students in learning process. It has been proven by students' responds from three sources of data. The use of hot potatoes in learning process gives some benefits as teaching media such as the various kinds of exercises with clues, direct feedback and the evaluation really help student in comprehending the materials easily. As the accessibility of the program is so simple to use, some students do not get confused how to operate it in learning.

The use of Hot Potatoes also has raised students' motivation. Their motivation can be described from their responses. Most students state that the program is interesting than other media. The various kinds of exercises also impact their curiosity in learning because of problem-solved feature in the program. One of prominent opinion infers that learning by using Hot Potatoes program has created new learning environment, therefore it makes them enthusiastic in learning.

The use of this program also gives benefit to students' achievement. Their achievement can be described for learning process and vocabulary test. Most students can comprehend the learning material easier as there is possibility to do exercises for several times. Some students said they could acquire new vocabularies from the exercise. The specific achievement also can be seen from the result of post-test, it can be concluded there is improvement before and after learning process. The result of statistical analysis shows there is significance in relation to students' achievement.

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