

# CAKRAWALA PENDIDIKAN

## FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

Peran Pendidikan Karakter dalam Rangka Meningkatkan Kecerdasan Emosi Mahasiswa

Peran Keluarga dalam Pencapaian Tujuan Pendidikan

Pembelajaran sebagai Pemberdayaan Diri

Enhancing Students' Comprehension in Grammar by Using Hotpotatoes 6

Budaya Politik Indonesia dan Kewarganegaraan

Meningkatkan Partisipasi Politik Masyarakat melalui Optimalisasi Fungsi Partai Politik

Hubungan Pendidikan Karakter dengan Kecerdasan Emosional (EQ)

Meningkatkan Kemampuan Berfikir Mahasiswa dengan Menggali Potensi Diri melalui

Pertanyaan atau Gagasan Tertulis dan Memecahkan Masalah Sendiri secara Kelompok

Analisis Perilaku Siswa Kelas IV SD dalam Memecahkan Soal Cerita Matematika

Berdasarkan Tahapan Analisis Kesalahan *Newman*

Implementasi Pembelajaran *Questioning & Claryfying*  
untuk Meningkatkan Pemahaman Matakuliah Geometri

Implementasi Kemandirian Belajar dan Prestasi Belajar Mahasiswa

Stylistic Aspect in Scott Peck's in Heaven as On Earth

Penerapan Pembelajaran Terpadu *Guided Exploration-Connecting* pada Mahasiswa  
pada Materi Trigonometri dalam Pemecahan Masalah

The Predictibility of the Students' Intelligence Quotient,  
and the National Examination

Scores to the Students' English Achievement at SMA

Pembelajaran Pemecahan Masalah pada Sistem Persamaan Linear Dua Variabel  
bagi Siswa Kelas VIII Madrasah Tsanawiyah

# CAKRAWALA PENDIDIKAN

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1. Naskah belum pernah diterbitkan dalam media cetak lain, diketik spasi rangkap pada kertas kuarto, panjang 10–20 halaman, dan diserahkan paling lambat 3 bulan sebelum penerbitan, dalam bentuk ketikan di atas kertas sebanyak 2 eksemplar dan pada disket komputer IBM PC atau kompatibel. Berkas naskah pada disket komputer diketik dengan menggunakan pengolah kata *Microsoft Word*.
2. Artikel yang dimuat dalam jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.
3. Semua karangan ditulis dalam bentuk *esai*, disertai judul subbab (*heading*) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul subbab. Peringkat judul sub-bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut.

PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)

Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)

Peringkat 3 (Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri)

4. Artikel konseptual meliputi (a) judul, (b) nama penulis, (c) abstrak (50–75 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan (tanpa judul subbab) yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-subjudul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama (-nama) peneliti, (c) abstrak, (d) kata kunci, (e) identitas peneliti (tanpa gelar akademik) (f) pendahuluan (tanpa judul subbab) berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan, (j) kesimpulan dan saran, dan (k) daftar rujukan.
5. Daftar rujukan disajikan mengikuti tatacara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

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6. Naskah diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang dimuat dalam *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan* (Depdikbud, 1987).

# ENHANCING STUDENTS' COMPREHENSION IN GRAMMAR BY USING HOTPOTATOES 6

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**Abstract:** Grammar as one of English competencies always gets greater attention from English students of STKIP Blitar. Students still confuse to comprehend some models of grammar even for the easier ones, such as tenses, the use of English part of speech, so forth. Since English grammar is far different from Bahasa Indonesia, students need to do a lot of practices for better comprehension. There are many books as the source to improve their grammar ability but it is not sufficient. Technology develops so rapidly. It also gives valuable impact towards the language learning including English. With technology, students will feel more interested in practicing grammar ability. One new ways that can be used is to improve students' ability in grammar is by using HotPotatoes program. By using this program, a teacher will be able to make many models of test as the exercises in more attractive format of quiz that students can use to deepen their understanding on grammar.

**Keyword:** grammar, English competencies, students.

**Abstrak:** Grammar merupakan salah satu kompetensi bahasa Inggris yang selalu mendapatkan perhatian yang cukup besar bagi para mahasiswa jurusan bahasa Inggris STKIP Blitar. Siswa masih merasa kesulitan untuk memahami tata bahasa Inggris bahkan untuk level dasar seperti penggunaan tenses, penggunaan fungsi fungsi kata, dan berbagai ketata bahasaan Inggris. Oleh karena tatabahasa Inggris sangat berbeda dengan bahasa Indonesia, siswa perlu melakukan banyak latihan untuk lebih memahaminya. Ada begitu banyak sumber buku sebagai sumber belajar untuk meningkatkan penguasaan tata bahasa mereka namun demikian ini belumlah cukup. Teknologi berkembang begitu pesat. Teknologi juga memberikan dampak yang bermanfaat bagi pembelajaran bahasa termasuk bahasa Inggris. Siswa akan lebih tertarik dalam melatih kemampuan ketatabahasaan dengan keberadaan teknologi. Salah satu cara yang bisa dikembangkan untuk melatih penguasaan tata bahasa adalah dengan menggunakan HotPotatoes. Dengan mengguna program ini seorang guru akan dapat membuat berbagai model test sebagai latihan dalam bentuk quiz dengan lebih menarik sehingga dapat dipergunakan untuk memperdalam pemahaman siswa tentang tata bahasa.

**Kata kunci:** tata bahasa, komperensi bahasa Inggris, mahasiswa.

## INTRODUCTION

The function of grammar in learning English is so important. Most Indonesian learners tend to learn grammar a lot if it is compared to learning listening, speaking, writing or reading. Teachers have developed many

models and strategies of learning grammar for their students. The result however is not quite satisfying. Speaking and writing are two skills that cannot be separated from grammar. Students need to have good grammar mastery in order that they can speak and write well. The

application of good grammar in speaking will give positive thing for the speaker himself so that what he is talking, speaking and or communicating with others is easily understood. Not very far different from speaking, a student also needs good grammar mastery to compose good writing. When his mastery on grammar is low he will also feel difficult to create good writing. Model of practicing which are used so far is mostly in fort of text books. Many have been offered to English learners. Many also have been able to improve the learners' mastery on grammar.

In this article, the writer tries to offer another strategy in improving the mastery on grammar which is based on the development of technology. The recent advances in educational applications of computer hardware and software have provided a rapidly growing resource for language classroom. (Brown, 2001: 145). Meanwhile Nielsen (in Mulhuda 2010: 25) states that information technology was maturing. It develops very rapidly in the last 20 years. Its development should be able to give valuable contribution in language learning. The use of technology especially computer in classroom has been done in many institutions. One of program that can be used to develop language learning is Hot Potatoes. "Hot Potatoes was created by the Research and Development team at the University of Victoria Humanities Computing and Media Centre. 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)) It is a simple way of creating attractive, web-based interactive exercises with student feedback.

This program can generate HTML pages when teachers create the exercise. The Hot Potatoes Suite enables them to create interactive Web-based teaching exercises which can be delivered to any Internet-connected computer equipped with a browser. The exercises use HTML and JavaScript to implement their interactivity, but the teachers do not need to

know anything about these languages in order to use the programs. All they need to do is enter the data for their exercises (questions, answers, responses etc.), and press a button. The program will create the Web pages for us and we can then upload them on the server. Figure 1 shows the front page of HotPotatoes program.



**Figure 1 HotPotatoes Front Page**

One ways to improve the students' comprehension in grammar is by using test. At present, most tests are designed in paper based test. They limit the students chance to have more practice out of the classroom. Gradually, paper based test also changes in line with the development of computer technology that offers more interesting model to students.

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.

By using this program, teacher will be able to give more chances to students in learning grammar. They cannot only learn at school but also anywhere as long as they are willing to practice. After composing some related materials depend upon the objective of learn-

ing and the students' level, teachers can share their file to students. In addition they can also upload their work so that students can access anytime as long as they have internet connectivity. There are five variations that the teachers can use for their exercises. They are JClose, JQuiz, JCross, JMatch and JMix.

In addition, according to Imananda (in Cahyono, 2011: 96), there are some advantages that both teacher and students get by using HotPotatoes program in learning grammar. First, as a game, HotPotatoes 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.

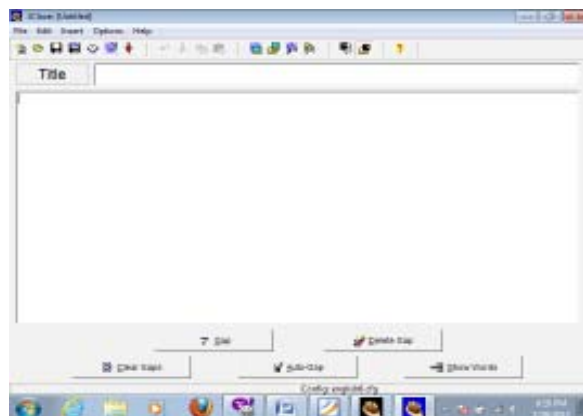


Figure 2. JClose Worksheet

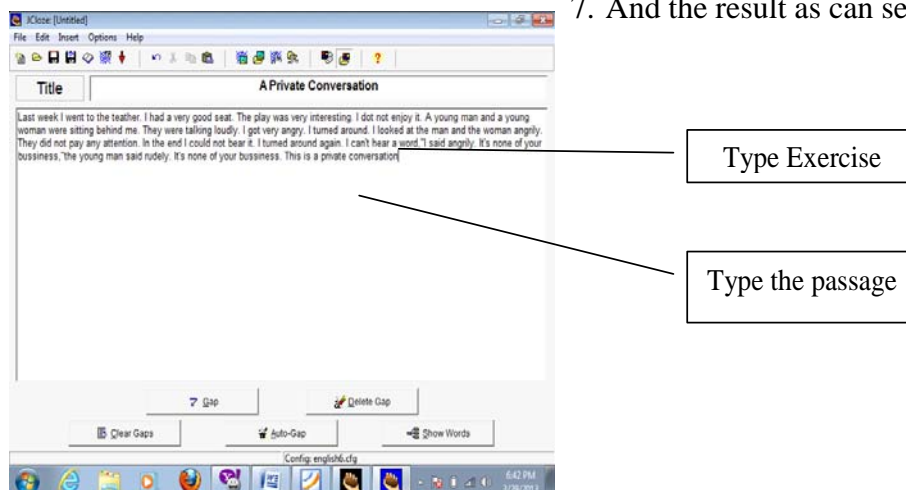


Figure 3 JClose Title and Worksheet

**GETTING STARTED.**

HotPotatoes is a freeware that can be downloaded freely. After it is well installed, we can start the program by clicking Start → Program → HotPotatoes and its front page appears as as can be seen in Figure 1. In this article however, the writer would only discuss two programs from five facilities in HotPotatoes. They are JClose and JQuiz.

**a. JClose**

The JClose program creates 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 nth word in a text. To start this program, we can follow the following procedures:

1. Click JClose icon in HotPotatoes front page once, then it appears JClose worksheet as in Picture 2 .
2. Put the title of the exercise in column title and
3. Put the passage in the worksheet as can be seen in Figure 3.
4. Click “Gap” on words or phrases and save
5. Create its html format by clicking file → create web page → standard format
6. Type its file name and save in the same folder as JClose located.
7. And the result as can seen in Figure 4



Figure 4 Web Page Preview

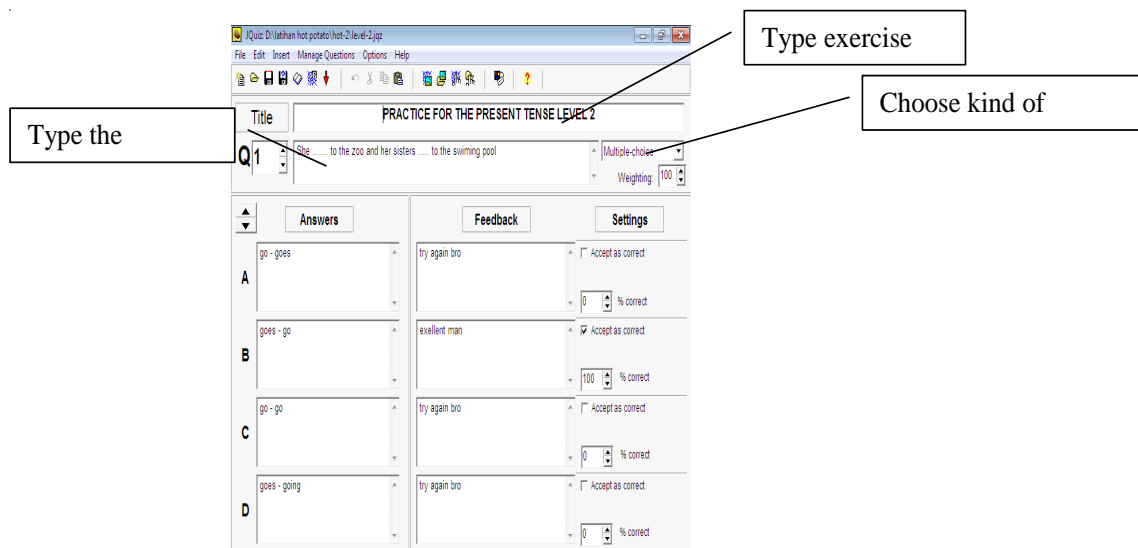


Figure 5 JQuiz Icon

## B. JQuiz

JQuiz program creates question-based quizzes. Questions can be of four different types, including multiple-choice and short-answer. Specific feedback can be provided both for right answers and predicted wrong answers or distracters. In short-answer questions, the student's guess is intelligently parsed and helpful feedback to show what part of a guess is right and what part is wrong. The students can ask for a hint in the form of a "free letter" from the answer. To start this program, we can follow the following procedures:

1. Click JQuiz icon and it will appear as a worksheet as in Figure 5
2. Click **Title**, write the title of the exercise
3. Click kind of the Quiz, for example **Multiple Choice**

4. Write the question as can be seen in Figure 5
5. To save the worksheet, click File → Save and type its file name. It is better to name the file similarly to test title so that it will be easy to find the file.
6. Remember, since there will be some different format of the saved files, save them in the same folder.

## TEACHING PROCEDURES

HotPotato can be used to teach English as well as the students' home exercise in number of ways. In this article the writers draw some steps of teaching using HotPotato that might be possibly modified based on the students' level.



- Pre-teaching
  1. Prepare grammar materials, tenses for instance
  2. Do brain storming toward the material given
- Whilst-teaching
  3. Explain the material in a particular ways that makes them feels involved in learning process.
  4. As usual, create good interaction with the students about the topic being discussed.
  5. After explanation session finished, give students some exercise to discuss with their peers
  6. Prepare some files of HotPotatoes quiz depended on the material given
  7. Ask the students to prepare their notebook or paper,
  8. Use LCD projector to show the quiz and the questions one by one
  9. Ask the students to choose the answer based on their understanding by watching the slide and
  10. Discuss each number of questions shown with the students and give some feedbacks.
- Post-Teaching
  1. Give the copy file in “html” format to students to let them do the exercise in their own laptop in the end of the class for home practicing.
  2. Tell the students that every time they open the file, the exercise will shuffle automatically so it is not boring.
  3. Ask the students to do it again and again, and check their score.

## SUMMARY

In line with the development of technology, English teachers are demanded to be able to use it in learning process. Technology should benefit toward language studies, especially English. Since almost all instructions are written in English, it will be better that English teachers do not only have high end technology product but moreover also they have to be more capable in using them to improve the students learning ability. There are some softwares that the teacher should master to support teaching in the classroom MS Office and macromedia for instance. But HotPotatoes will create students to learn independently while they are not in the classroom since it can be used off line or online. Appropriate procedures in using this program in the classroom will really help students to improve their grammar comprehension. Meanwhile the teaching procedure as written above can be modified based on the students' characteristics. Last but not least, the writer thinks that HotPotatoes can be used as the alternative ways to teach grammar.

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