

Hot Potatoes Media in Learning Japanese Language Listening

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Abstract: This paper aims to explain the steps of arranging CALL-based Japanese language media with listening materials using Hot Potatoes software as well as to determine the level of difficulty and constraints that occur in its application in the classroom. Media product produced by Hot Potatoes software is an HTML file that can be opened in any computer browser. To hone the listening ability of Japanese language, Hot Potatoes media products are made in such a way that students can hear and interact with the media. This research used a descriptive qualitative method to describe systematic, actual and accurate facts and relationships between phenomena investigated by the author. The study involved 34 senior high school students as the users of the media. Based on the results of questionnaires and observations and interviews, it is known that the Hot Potatoes medium works well in any browser. The difficulties encountered when applying media are lack of adequate facilities such as the available computers and the sound quality of loud speakers. This greatly affects the respondent's assessment of the Hot Potatoes media used.

1 INTRODUCTION

Many factors become obstacles of language teachers in computer-based learning. One of them is the lack of teacher knowledge of information about appropriate technology that can be used in language learning. It begins from the interest of learning English as the second language in every country in the world, the technology created to help learning a language called CALL (Computer Assisted Language Learning) should also be used for language learning in general. However, due to the limited ability of teachers so that information about CALL technology is very little known by Japanese language teachers. That's why the author will explain one of the steps in arranging CALL-based media creation that feels easy to be followed by Japanese language teachers. In addition, the authors will share their experiences on the application of CALL media using Hot Potatoes applied to students of SMAN 5 Cimahi in academic year 2017- 2018.

2 METHODS

This discussion will describe about the steps in arranging the Hot Potatoes media by using JQuiz only. Hot Potatoes media application research is

conducted on the students of class XI SMAN 5 Cimahi academic year 2017- 2018 in one class only, given the limited time available.

3 PREVIOUS STUDIES

3.1 Understanding CALL and its Types

Computer-assisted language learning or known as CALL (Computer Assisted Language Learning) is the application of computers in teaching and language learning (Levy, 1997). CALL covers the application of various information and communication technologies for teaching and learning languages, ranging from traditional to modern learning models such as Internet use for virtual learning / remote web-based. CALL also includes the use of corpus, interactive whiteboard, communication with computer media and others.

Warschauer and Healey (1998) distinguishes CALL into three stages, namely; behaviouristic CALL, communicative CALL and Integrative CALL (Warschauer and Healey, 1998). Behavioristic CALL is also known as the traditional CALL (Warschauer, 1996). Computers are used to help teachers in the learning process so that students do not get bored with the drills that teachers usually do manually in

language learning. Technically, the computer is connected to the projector, so that students can see the subject matter. With this computer, the display of subject matter can be made interesting with full color and image so students are enthusiastic to follow the lesson. Software that is often used for CALL media is the power point.

Communicative CALL was developed in the 1980s. At that time, behavioristic approaches were opposed in the pedagogical and theoretical levels. Communications experts at the time argued that learning is a process of discovery, expression and development. The use of activity-based CALL should provide more tangible feedback on learning. Finally, computer experts develop CALL that can be used interactively and communicatively. In communicative CALL, the goal focus is not on what the learner does with the computer, but what the learner does with a fellow while working with a computer.

Integrative CALL is a CALL based on multimedia computer and internet. Multimedia enables a variety of media (text, graphics, sound, animation and video) on one machine or in the form of a CD-ROM. The example of CALL media in integrative CALL type is Longtion Autorun Pro. The software can create auto play interfaces and presentations on CD / DVD.

3.2 Hot Potatoes as CALL Media

According to Winke, Paula and MacGregor (2001), the Hot Potatoes program produced by Half-Baked Software, Inc., and created by the Research and Development team of Computer and Humanities at Media Center, University of Victoria-Canada, is designed to enable teachers to create interactive web-paced exercises accessible to students on each computer using a standard Web browser. Hot Potatoes uses HTML and Java Scrips to create Web-based exercises. Hot Potatoes consists of six types of Web-based exercises that can stand alone or be associated with other exercises to form task sequences. The six types of interactive programs are JBC, JQuiz, JCloze, Jmix, Jcross and Jmatch. Students can improve their own work based on instruction and feedback set by the teacher.

Furthermore, language teachers can use the Hot Potatoes program to create their own interactive computer-based exercises. The program provides templates of various forms of practice such as multiple choice, matching exercises, short answer quizzes, composing words into sentences, crossword puzzles, and so on. Teachers can also insert sound,

images, video or text into the program so that the learning activities are more interesting.



Figure 1: The front part of Hot Potatoes software.

Hot Potatoes program can actually be used by all subject teachers because in that program, there is already templates available from various types of exercises. Teachers only need to fill in the template with the questions and answers that the teacher has prepared before. Then the teacher can export the question or exercise to HTML form which can be stored in file in flask disk or CD (Example of Hot Potatoes program's front page is as seen in Figure 1).

Once the question has been made, the teacher must export or compile the multiple-choice exercise file and make it a web page that will be seen on browser Mozilla Firefox, Google Chrome, or other browsers. When it is done, it means that the teacher has made the Hot Potatoes exercise ready to be distributed to the students. This exercise can be viewed offline from CD or file in flash.

3.3 Past Research on Hot Potatoes

A teacher can develop his or her technical skills and skills through a range of creative activities such as learning activities without using CALL at all (such as doing book exercises), activities using several different CALL devices and then combining and integrating, designing CALL activities and creating tests, as well as evaluation activities with CALL (Torsani, 2015). Hot Potatoes open opportunities for teachers to learn technology and explore the ability to create an interesting teaching material / media by utilizing all the original sources (generic).

Lots of previous researches that discussed the use of Hot Potatoes in teaching. Emmasari (2015) used descriptive method that aims to determine the level of difficulty of Ganbarimon Internet-based learning media made using Hot Potatoes software. This study focuses on making the media itself, not for knowing the level of ability of Japanese language students of UPI after using Ganbarimon media made using Hot Potatoes software. Ganbarimon Media has advantages and disadvantages in terms of its use.

The advantages of Ganbarimon media are interactive and internet based. Ganbarimon media specializes it in learning kanji training media.

Viviani and Kurniasih (2016) also uses Hot Potatoes as a learning media in her research conducted on students of SMAN 1 Gedangan-Sidoarjo. The research was qualitative descriptive and data analysis was done qualitatively. Data were collected through natural observation. Based on the data obtained, the implementation of "Hot Potatoes" software by teachers from SMAN 1 Sidoarjo Gedangan has gone well and following the construction procedures. Meanwhile, with regard to student outcomes, referential and inferential questions are the most difficult type of question among 15 to 20 other questions given in each exercise question. Overall, student outcomes from each meeting show that most of them are in the Good Group. Viviani and Kurniasih (2016) is intended to illustrate how the implementation of teachers from software "Hot Potatoes" as a media in learning to read the text of the story (recount) for students of grade X SMAN 1 Gedangan Sidoarjo and also to illustrate how the student's results during the "Hot Potatoes" Software's implementation in teaching of reading the story text (recount).

Research on Hot Potatoes has also been done on elementary level students (SMP / MTS). Akhsan (2014) has conducted research on the use of Hot Potatoes to improve the comprehension of reading comprehension to the students in MTS Nurul Ulum Welahan Jepara. The purpose of the research is to know whether there is a significant difference between the reading ability of grade VIII students MTs Nurul Ulum Welahan Jepara in academic year 2012/201 before and after being taught using hot potatoes application device as media. The research design is experimental research. This is done on the students of class VIII MTs Nurul Ulum Welahan Jepara in academic year 2012/2013. The researchers took VIII B as a quasi-experimental research sample using cluster random sampling. Quasi experimental research is taught with Hot Potatoes app device media. After they were taught for five meetings they did post-test to compare the results. Based on the results, it means that the hot Potatoes tool application medium is working well to develop students' reading ability. It can be concluded that there is a significant difference between the reading ability of grade VIII students MTs Nurul Ulum Welahan Jepara in academic year 2012/2013 before and after being taught using hot potatoes application device.

Besides being applied to language learning, there are also researchers who have applied Hot Potatoes on non-language learning. Saputri (2015) conducted a study using Hot Potatoes on physics learning at Muhammadiyah University Purworejo. The type of research done was research development to produce, know the feasibility of evaluation program development results and know the student response. The subjects of the research were 30 students who took Basic Physics Lecture 2, Study Program of Physics Education. The research method used by Saputri (2015) was a development method, with ADDIE development design (Analysis, Design, Development, Implementation, and Evaluation). CBT with Hot Potatoes software could and feasible to be used as a Basic Physics evaluation program 2 at Muhammadiyah University of Purworejo.

From previous research on Hot Potatoes that had been done, It can be known that there is no application research of *CALL* Hot Potatoes media in Japanese language lessons in high school level. Hot Potatoes research has been done on English and Arabic subjects, but it still discusses the reading skills while using Hot Potatoes by focusing on listening skills, is still rarely done. Therefore, research on the use of *CALL* media with Hot Potatoes on Japanese language listening skills is very worthwhile to do.

4 RESULTS AND DISCUSSION

Torsani (2015) describes the success of *CALL*-based learning depends on the teacher in 3 areas, namely linguistic area, procedural area and technical area. In the linguistic area, teachers are expected to understand the importance of ICT / computer technology in its influence on language learning. Also, giving students opportunities to prove themselves through practice and experience learning, improving student learning outcomes, enhancing authentic subject matter, encouraging greater interaction between teachers and students and students and peers, emphasizing individual need, and enlarge global understanding. Other researchers also argue the same that the results of research on foreign language learners in Turkey is known that 58% of students have a high level of motivation to computers (Genç and Selami, 2010). From here it is known that ICT is very influential on learning. In the procedural area, teachers are expected to know how to operate software and hardware. While in the technical area, teachers are expected to integrate ICT into language education.

In line with Torsani, Warchauer (1998) also said that teacher's computer competence influences the effect of teaching. In the process of teaching and learning, teachers act as facilitators, designers, guides and assistants. Therefore, the technological competence of teachers should be improved. If teachers are lack competence, teachers may not integrate technology into teaching efficiently. Internal obstacles often experienced by teachers such as lack of time in preparing teaching materials and teaching media should be minimized if teachers have found tools / right to shorten the preparation time of learning. Teachers need to think creatively how to apply *CALL* multimedia well in accordance with the three areas described by Torsani above those are the understanding of the importance of ICT for language learning, knowledge of computer operate and combine it in an implementation of language learning (see figure 2).

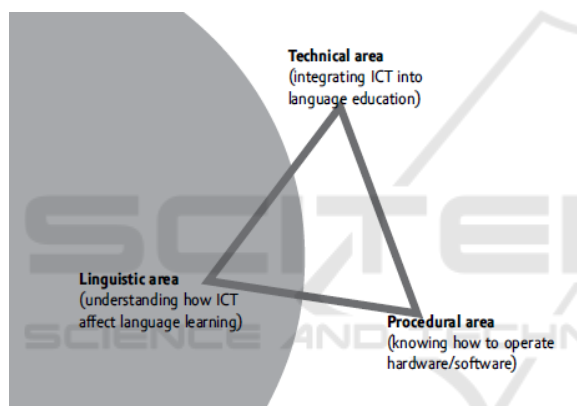


Figure 2: Linguistics, procedures and techniques; gray areas show areas of knowledge most mastered by language teachers.

On the other hand, Mukhtar (2014) has a different perspective on teacher constraints in the application of *CALL* in Indonesia. According to Mukhtar (2014) the condition of internet network facilities and infrastructure in Indonesian schools are still relatively low, so to conduct *CALL*-based learning with the internet becomes very inadequate. Mukhtar (2014) argues that the traditional *CALL* is more likely to be applied in Indonesia than pure 100% internet-based *CALL*. This traditional *CALL* requires a number of tools such as computers, speakers and software (Mukhtar, 2014). Considering software and computers for learning, teachers and schools need to be selective about the materials / equipment to be purchased to foster learning, monitor work and student progress in learning (Hancock, 1985). A computer with good software is a very useful tool for education, otherwise a

computer with a bad tool would be bad for education (Hancock, 1985).

4.1 How to Create Listening Questions with J Quiz on Hot Potatoes

This is alternative way to create listening question with J Quiz on Hot Potatoes.

1. Prepare listening files in mp3 format. (Use Adobe Audition to create a recording).
2. Save the files in one folder.
3. Open Hot Potatoes Program, click J Quiz.
4. Save the Project to be created by click Save As in File.
5. Enter the audio / image file that will be used in the project in one folder
6. Write the Questions' Title and the question' command on the Q.1 questionnaire for number 1.
7. Insert the image in the answer options box A, B, C and so on by clicking insert - Picture - Picture from local file.
8. Type this code into the question box like this.

```
<audio controls><source src = "horse.ogg" type = "audio / ogg"><source src = "Neko.mp3" type = "audio / mpeg"> Your browser does not support the audio elements. </ audio>
```

 Edit the bolded word with the appropriate audio file name in the prepared folder.
9. Check the correct answer in the Correct box.
10. Make the next questions in column Q2, Q3 and so on like steps 6-9.
11. Do not forget to save the project.
12. Export the project in HTML form by clicking the sign, write its filename.
13. Then click save - Yes - View the Exercise in My Browser.
14. Check the results in the browser.

4.2 Result of Questionnaire, Observation and Interview

This research was conducted to find out how big the level of difficulty and obstacles that happened in the application of Japanese language learning using Hot Potatoes media. This research was conducted on 34 students of grade XI IPA 4 SMAN 5 Cimahi. This study was conducted on November 21, 2017. The instrument used in this study was a questionnaire containing 10 questionnaires with answers that had been provided by researchers and 1 questionnaire question with free answers.

Based on the questionnaire data processing, it could be seen that all students stated that they had computers and personal smart phones. This could be

seen from 34 respondents, all 100% answered that they had computer and smart phone. Although almost all respondents had electronic devices such as computers and smart phones, it turned out from the questionnaire note that 3 people from 34 respondents admitted that they never used computers / smart phones for learning Japanese.

In terms of the use of Hot Potatoes media for this Japanese language learning, after the respondents were given the opportunity to use the media and were asked about the impressions during its use, 22 people from 34 people stated that they were easy to use Hot Potatoes media. 8 people from 34 people said that it was not easy to use and only 4 people who answered did not know. From the results of observations made by the authors during the respondents using this media, it was known that the constraints on the application of Hot Potatoes media on learning Japanese language was, the lack of computer facilities used in the classroom. Although all respondents claimed to have a computer, but when the data collection on the application of Hot Potatoes media was taken, only a few students who brought the computer, so there were some respondents who answered did not know about the easy use of the media because they might not have time to try for themselves.

In terms of media appearance, according to the results of the questionnaire, it was known that the actual media made with Hot Potatoes software was indeed less attracted attention of respondents. This was seen from 55.88% of respondents assume that the media display was ordinary. Authors could not make the media look even more interesting, because the default view of Hot Potatoes software was just like that. Regarding about navigation / guidance on this media, the results of the questionnaire stated that almost half of the respondents as many as 15 people felt able to understand the way of media usage. 10 respondents found it very was easy to understand their usage and only 9 people from 34 respondents found it was difficult to understand the use of Hot Potatoes media. From the results of observation of the author, the number of students in a single class with a lot of minimal computer facilities greatly affected the concentration of students when the author explained about how to use Hot Potatoes media, so there were students who have difficulty in running this media.

In terms of content of subject matter in Hot Potatoes media made by the author, it turned out that 11 of 34 respondents considered the material on the media was difficult to understand. At the time of trying this Hot Potatoes media, the author took the

material about the lesson of listening to the Japanese language. So all the problems that existed in the media were a matter of listening. From the results of observation and interviews conducted by the authors to the respondents, it was known that the respondents were rarely given a lesson to listen to the Japanese language by teachers in the classroom, so their listening ability was very low, although the actual material issued in the matter on Hot Potatoes media had been studied all in class.

Regarding the resilience of the product, most respondents were as many as 28 people from 34 people said that Hot Potatoes media could be opened in their computer browser, while only 6 people who answered did not know about it. According to the author's observation, respondents who answered that they did not know this, because they were not sure whether Hot Potatoes media could be opened on their own computer or not, the article mentioned that they did not bring their own computer at that time. Most respondents were 79, 41% said that they could open the media through Google Chrome browser and as many as 20.59% of respondents opened the media using Mozilla browser. From this, it was known that the Hot Potatoes media was not problematic with its use because it could be used through a common browser on each computer responder.

When respondents were asked whether the media could help better absorb Japanese lessons, 16 respondents said yes. 11 respondents said no and 7 respondents said did not know. From this, it was known that positive responses to the use of this media was not much accepted by the authors of the respondents because no half of the respondents who helped with the existence of this media. From the results of observations and interviews conducted by the author, inadequate classroom facilities such as lack of numbers of computers and loud speakers that greatly affected the mood of students in learning and absorbing the subject matter in the classroom. In addition, because this media was applied only once in the class, that was when the data retrieval took place, most likely the students felt that there had been no change that occurred in absorption of subject matter. Nevertheless, the authors were optimistic that this media will have a significant impact when applied to better facilities conditions and more conducive class atmosphere.

