Students' Perceptions on the Use of Hot Potatoes Exercises in English Subject

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Abstract

This study aimed to examine students' perceptions on the use of "Hot Potatoes" exercises in practicing recount text material in English Subject. The research questions in this research are: 1) What are the students' perceptions on the use of "Hot Potatoes" exercises in practicing recount text material in English Subject? and 2) What are the advantages and disadvantages of using "Hot Potatoes" exercises in practicing recount text material in English Subject? The method used was a descriptive qualitative method. The participants of this research were 29 students of a senior high school in Tangerang. The findings show the students have positive responses towards the use of "Hot Potatoes" exercises in practicing recount text material in English Subject. The conclusions are the students give positive responses on the use of "Hot Potatoes" exercises in practicing recount text material in English Subject. The advantages of using Hot Potatoes exercises are related to understandable and fun questions, and instructions, the motivation improvement in English learning, the interactivity, and the variety of English exercises. Lastly the disadvantages of using "Hot Potatoes" exercises are the need for internet connection to access the exercises, and the availability of devices, and the inability of some features.

Keywords: *Perceptions, Hot Potatoes, Exercises*

INTRODUCTION

The pandemic situation nowadays makes learners and educators need to be able to adapt to a new way of learning (Saputri & Pradana, 2021). The learning should be adjusted by using rapid technological advances. The rapid technological advances can be seen in learning processes nowadays which developed from offline class to online class (Fitria, 2020). In learning, both

educators and students utilize various sources to help them gain more knowledge. Furthermore, many educators adjust their education learning by using useful and free online applications to support the learning processes.

The educators can distribute or teach the knowledge to the learners in creative ways. After teaching, the educators can provide the exercise which can help the learners understand the materials which have been taught. The exercise that is provided can be accessed online. Using learning media tools helps the effectiveness of the learning processes. Furthermore, the use of tools in the form of learning media can positively affect the delivery of messages and the content of learning materials (Zulkifli, Ferdiansyah, & Mardhatillah, 2021).

One of the online learning applications is the *Hot Potatoes*. *Hot Potatoes* is a software which can be used to make web interactive exercises and tests by inputting data, allocating settings and publishing them (Poghosyan, 2016). Furthermore, as derived from the website, the *Hot Potatoes* suite includes six applications, which enable the users to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises for the World Wide Web. Furthermore, *Hot Potatoes* is freeware, and the users may use it for any purpose or project they want. Based on the research background, the writers formulated two research problems:

1. *What are the students' perceptions on the use of Hot Potatoes exercises in practicing recount text material in English Subject?*
2. *What are the advantages and disadvantages of using Hot Potatoes exercises in practicing recount text material in English Subject?*

Some of the studies focus on the effects of *Hot Potatoes* towards students' autonomous learning. For example is the study written by Gendroyono in 2014. The title of the study is "Promoting Autonomous Learning through '*Hot Potatoes*'". This study was conducted by Gendroyono (2014) in 2014. The aim of this study is to investigate the role of *Hot Potatoes* in promoting autonomous learning of the English Education Students at Muhammadiyah University of Yogyakarta. The findings show that *Hot Potatoes* promoted the students' autonomous learning. Similar to the study, Vargas and Monge (2014) also found that the *Hot Potatoes* is a tool that can be used to develop second language learners' autonomous learning.

Other studies focus on implementing *Hot Potatoes* as testing instruments in English learning. The study was conducted by Syamsudin & Kurniawati (2016) in 2016. The title of the study is "Using *Hot Potatoes* Program for Reading Test Instrument in English Teaching Learning Process." The aim of this study is developing a test instrument in English teaching. The results show that the

students enjoyed using the application. Furthermore, the students were interested in using the application since it was a new experience and challenge for them. In addition, the *Hot Potatoes* are useful for students since they can enhance their accuracy in language learning and remember the materials that have been taught (Villarreal, Lacabex, Puerto, Adrián, & Gutiérrez-Mangado, 2020).

Based on the background of this study, the writers were interested in conducting research on the use of *Hot Potatoes* exercises in practicing recount text material in English Subject. The main aim of this study is examining the students' perceptions on the use of *Hot Potatoes* exercises in practicing recount text material in English Subject. Furthermore, the writers were also interested in examining the advantages and disadvantages of the use of *Hot Potatoes* exercises in practicing recount text material in English Subject.

LITERATURE REVIEW

This section focuses on describing the theoretical basis used in conducting this study. There are several parts in this section, namely *Hot Potatoes*, recount text for X Grade students and the descriptions of the *Hot Potatoes* exercises used by the students. All of the explanations are given in this part to show how useful the *Hot Potatoes* exercises are based on the students' perception in the learning process.

Hot potatoes

Hot Potatoes is one of the online learning applications that exist on the internet. *Hot Potatoes* is included into CALL (Computer Assisted Language Learning). Computer Assisted Language Learning (CALL) is defined as an approach which is characterized by the employment of computer hardware's and software's capabilities in the process of learning and teaching language (Fansury, Agreani, & Lutfin, 2018). CALL has been widely discussed in books and journals.

Hot Potatoes is an application enabling the users to create quiz games using various types of applications provided. Educators can create a lot of different quizzes for fun. It was created by Victoria University in Canada Educational Institutions. Furthermore, this application was created as a tool to explore questions so that the display of questions is not monotonous (Susiati, Iye, & Suherman, 2019). Furthermore, *Hot Potatoes* had a tremendous educational value of its pedagogical uses for language learning.

Hot Potatoes helps teachers in providing better strategies and to improve their performance as educators (Fansury, Agreani, & Lutfin, 2018). Hot Potatoes can be used as a media for the students

to practice. Moreover, it can be used as an e-evaluation tool. The teacher can easily assess the learning process in accordance to the students' characteristics, environment, and their competence development (Yasa, Suastika, & Zubaidah, 2020).

Recount text for X grade students

Recount text is the text which explains what happens in the past or the experience that has occurred (Anggara & Haryudin, 2020). Since a recount text is about events that happen in the past, it is usually written in simple past tense. The verb that is usually used in recount text is the past tense verb. For example, the verb walk becomes "walked" and run becomes "ran." To be that is usually used in recount text also changes into past tense to be. For instance, is/am/are, become was/were.

For Grade X students, the objectives of learning recount text are: 1) differentiating social function, text structure, and language elements of written and spoken recount text by giving and asking information related to historical events based on the contexts, 2) catching meaning contextually related to the social function, text structure, and language element of written and spoken recount text of historical events, and 3) composing simple written and spoken recount text about historical events by paying attention to the social function, text structure, and language element correctly based on the context.

The *Hot Potatoes* exercises were used as practicing tools for the students. The aims of using the *Hot Potatoes* exercises are exposing the examples of recount text and the general structure used in recount text. By exposing the exercises, the students would directly process the meaning and information of the text.

The Descriptions of the *Hot Potatoes* Exercises Used by the Students

The students were learning about recount text. Therefore, the *Hot Potatoes* exercises were designed for the students to practice recount text. The exercises consisted of four different exercises. The first exercise is a gap fill exercise. The second and third exercises are multiple choice exercises. The last one is a matching exercise.

The main page consists of buttons. The students can directly start the test by clicking the "START" button. By clicking the "START" button, the first exercise will appear. To go to the next exercise, the students can simply click the arrow button on top or bottom of the page. The display of the first exercise is as follows:

Figure 1. The display of the first exercise

The first exercise is a gap filling exercise. There are twelve gap words in the text. The students are to fill all the empty boxes with the answers. After finishing filling in the gaps, the students can check their score by clicking the "Check" button.

The following is the displays of the second and third exercises:
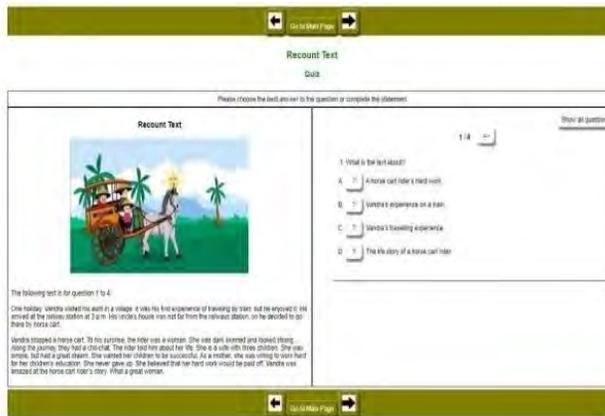

Figure 2. The display of the second exercise
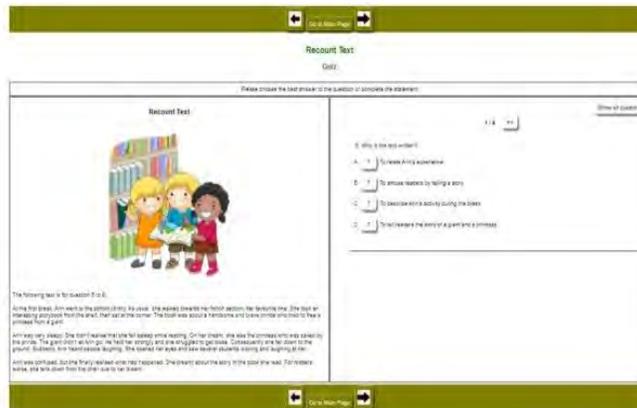
Figure 3. The display of the third exercise

The second and third exercises are in the form of multiple choice. There are four questions in each exercise. The students are required to choose the best answer based on the text given on the left side. After choosing the answer, there will be information shown in the exercise, showing whether their choice is correct or not, represented by certain emoticons.

The following is the display of the fourth exercise:

Figure 4. The Display of the Fourth Exercise

Figure 4. The Display of the Fourth Exercise

The fourth exercise consists of 10 word pairs. It is a matching exercise. The students are asked to guess the verb 2 of each verb presented on the left side.

METHODS

Research design
The method used in this research was descriptive qualitative. According to Atmowardoyo (2018), descriptive research is defined as a research method which is used to describe the existing phenomena as accurately as possible. It seeks to describe a certain phenomenon as natural as possible. Descriptive research aims to describe phenomenon and its characteristics (Nassaji, 2015). Furthermore, Nassaji (2015) says that descriptive research is concerned with what rather than how or why a phenomenon happens. Atmowardoyo (2018) states that in describing the phenomenon, descriptive qualitative research involves qualitative data analysis.

Research participants and Sampling Procedures
This research was done from 24 to 31 of March, 2022. The data of this research were taken from 29 students of one of the schools in Tangerang. The sampling technique was purposive sampling. According to Cresswell and Clark (2018), purposive sampling is a sampling technique in which the researchers select participants who have experienced the central phenomena or key concepts which are being explored in the study. The participants were chosen because they were willing to participate in this research.

Data Collection

The instruments used in this research are questionnaire and interview. The questionnaire consists of closed-ended statements and an open-ended question. The close-ended questions consist of fifteen statements and contain 5 scales of agreement, namely strongly disagree, disagree, neutral, agree and strongly agree. After collecting the data, the writers formulated the number of options from every degree into percentages. Below is the formula to count the percentages:

$$\frac{\Sigma x}{\Sigma n} \times 100\%$$

Note:

Σx : the number of participants based on the degree of agreement

Σn : the total population of participants

Data Analysis

After inputting the data into the table, the writers provided the descriptions and interpretations of the findings. The descriptions are supported by additional and deeper data. Hence, this study also employed interview session. The interview session was done in order to collect deeper data in this study, the writers used interviews. Noor (2012) states that the interview instrument is a re-checking tool or verification on the data that have been obtained previously. The interview session was done with 5 students. Noor (2012) also explains that interviews can also be done by giving the interviewees the list of questions to be answered in other occasions. Therefore, the writers distributed the questions to the students and the students gave their responses through *Voice Note* feature on *Whatsapp*.

The research questions in this study are "What are the students' perceptions on the use of *Hot Potatoes* exercises in practicing recount text material in English Subject?" and "What are the advantages and disadvantages of using *Hot Potatoes* exercises in practicing recount text material in English Subject?". In answering the first research question, the writers used the data gathered from the close-ended questionnaire and the interview session. Moreover, in answering the second research question, the researcher used the data gathered from the open-ended question and the interview session.

RESULTS AND DISCUSSION

There are two research questions in this study, which are "1) what are the students' perceptions on the use of *Hot Potatoes* exercises in practicing recount text material in English Subject?" and "2) what are the advantages and disadvantages of using *Hot Potatoes* exercises in practicing recount text material in English Subject?" This section is divided into two parts based on the research problems. The first part focuses on discussing the students' perceptions on the use of the *Hot Potatoes* exercises in practicing recount text material in English Subject. The second part focuses on discussing the advantages and disadvantages of using *Hot Potatoes* exercises in practicing recount text material in English Subject. Therefore, the findings and discussions section is divided into two main parts, namely students' perceptions on the use of *Hot Potatoes* in practicing recount text material in English Subject and the advantages and disadvantages of using *Hot Potatoes* in practicing recount text material in English Subject.

1. Students' Perceptions on the Use of *Hot Potatoes* as a Practicing Recount Text Material in English Subject

There are fifteen statements in the questionnaire. The statements are divided into four categories. The first category is the interaction with *Hot Potatoes*. It focuses on examining how the students perceived their experiences when using the *Hot Potatoes*. The second category is personalization. It aims to examine the students' perceptions when using *Hot Potatoes* in learning. The third category is the contents of the *Hot Potatoes*. This category aims to reveal students' perceptions on the exercise contents given through the *Hot Potatoes*.

a. Interaction with *Hot Potatoes*

The *Hot Potatoes* exercises were used by the students. In particular, the exercises were made as exercises for the students to learn recount text material. This part focuses on displaying and interpreting data which are related to the interaction with *Hot Potatoes*. The following table is the results of the questionnaire filled by the students;

Table 1: Students' perceptions on the interaction with *Hot Potatoes*

No.	Statement	Degree of Statement (%)				
		SD	D	N	A	SA
1.	The use of *Hot Potatoes* is interesting and fun	0	0	58.6	34.5	6.9
2.	The use of media in the *Hot Potatoes* exercises makes the application interactive	0	0	44.8	48.3	6.9
3.	The *Hot Potatoes* exercises are easy to access	0	6.9	31	51.7	10.3
4.	The use of *Hot Potatoes* exercises is easy to understand	0	3.4	48.3	48.3	0
5.	I ever used *Hot Potatoes* before	6.9	55.2	27.6	10.3	0

The first statement is "*The use of Hot Potatoes is interesting and fun*". Based on the findings, the students agree that the use of *Hot Potatoes* is interesting and fun for them. It is shown by the results of the questionnaire in which 2 students chose "strongly agree", 10 students chose "agree", and 17 students chose "neutral". It can be concluded that the students perceive the use of *Hot Potatoes* as interesting and fun since the majority of the students have positive responses. As additional information, the following is the results from the interview session:

> *It is fun, because the exercises were in forms of games which contained questions. Therefore, the activity was fun and not boring.-* (interviewee 1)

> *In my opinion, yes, it was fun. It was easy to access and we can do the exercises with our friends too.-*(interviewee 3)

The statements from the interviewees above show that the students thought that the use of *Hot Potatoes* exercises is fun. They also thought that the exercises were easy to access. Furthermore, they said that the use of *Hot Potatoes* is fun because they could do the exercises with their friends.

The next statement is "*The use of media in the Hot Potatoes exercises makes the application interactive*". Syamsinar et al., (2020) stated that *Hot Potatoes* is the application to create a web-based interactive question bank. It can be seen through the finding that the students gave positive responses. They perceive that the media in the *Hot Potatoes* exercises make the application interactive. It is shown by the results of the questionnaire showing that 2 students chose "strongly agree", 14 students chose "agree", and 13 students chose "neutral". It can be concluded that the

students perceive the use of *Hot Potatoes* exercises makes the application interactive in learning the language. As additional information, the following is the results from the interview session:

> *It is quite helpful because the contents are easy to understand. It does not make me confused. It helps me to learn.-(interviewee 1)*

> *The instructions and questions in the Hot Potatoes exercise can be understood easily. -(interviewee 4)*

The statements from the interviewees above show that the students thought that the use of media in *Hot Potatoes* exercises makes the application interactive. Therefore, the students can learn English easily through the interactive application. Furthermore, the students said that the use of media in the *Hot Potatoes* was interactive because they could understand and learn through the exercise given in *Hot Potatoes*.

The third statement is "The *Hot Potatoes exercises are easy to access*." From the table above, we can see that 3 students chose "strongly agree", 15 students chose "agree", 9 students chose "neutral", 2 students chose "disagree" with this statement. This shows that there are many students who agree with this statement. It can be concluded that the students could access the *Hot Potatoes* easily. As additional information, the following is the results from the interview session:

> *Both are fun. However, I think I choose Hot Potatoes, because it is fun. Using books makes me sleepy and complicated. With Hot Potatoes, we can use mobile phones to access. Hence, it is easy to access the exercises because we can access them everywhere.-(interviewee 1)*

> *In my opinion, yes, it was fun. It was easy to access and we can do the exercises with our friends too.-(interviewee 3)*

The statements from the interviewees above show that the students thought that *Hot Potatoes* exercises are easy to access. The student also thought that *Hot Potatoes* exercises can be accessed everywhere. Furthermore, the student said that they can do the *Hot Potatoes* exercises with friends.

The next statement in the questionnaire is "*The use of Hot Potatoes exercises is easy to understand*" The results show that 14 students chose "agree", 14 students chose "neutral" and one student chose "disagree". It can be concluded that the students agree that the use of *Hot Potatoes* exercises is easy to understand. It is because students can use certain helpful features of the *Hot*

Potatoes, such as asking for a hint to help them know the correct answer (Anggoro & Arif, 2018). As additional information, the following is the results from the interview session:

> *It is quite helpful because the contents are easy to understand. It does not make me confused. It helps me to learn.* -(interviewee 1)

> *The advantages of using Hot Potatoes are it is easy to understand, the features are interesting and funny. It is more exciting when answering the given questions.* -(interviewee 2)

> *In my opinion, the advantages are it is easy to access, the questions are understandable, and not confusing.* -(interviewee 3)

The statements from the interviewees above show that the students thought that the *Hot Potatoes* exercises are easy to understand. The student also thought that the *Hot Potatoes* exercises do not make the student confused about how to answer the exercises. Furthermore, the student said that the questions given in the *Hot Potatoes* exercises are exciting. It means that the students like the *Hot Potatoes* very much.

The next statement is "*I ever used Hot Potatoes before*". The findings show that 3 students chose "agree", 8 students chose "neutral", 16 students chose "disagree", 2 students chose "strongly disagree". Based on the result, it can be concluded that the students never used *Hot Potatoes* before. As additional information, the following is the results from the interview session:

> *The use of Hot Potatoes helps me a little in learning English because it was the first time for me to use it.* -(interviewee 2)

> *In my opinion, because this is my first time using the WEB in school, so trying a new thing is exciting.* -(interviewee 5)

The statements from the interviewees above show that it was the first time using *Hot Potatoes*. Thus, the students disagree that they ever used *Hot Potatoes* before. The student also thought that using *Hot Potatoes* helped them in learning English. The student also assumed that using *Hot Potatoes* is exciting.

Based on the table and the explanation that the writers elaborate, the students thought that the interaction of using *Hot Potatoes* for a lot of students is interesting and fun. It is because *Hot*

Potatoes can be accessed easily through their mobile phone. It is interesting and fun because the *Hot Potatoes* application is interactive. It is because the students can access the exercises and the students also can understand the questions given. Even though most of the students never used *Hot Potatoes* before, their perception of the first time using *Hot Potatoes* is interesting and fun. Thus, it can be inferred that the students have positive responses towards the interaction with Hot Potatoes as the majority of the students gave positive responses.

b.   Personalization

The second students' perception category is personalization. Personalization is related to the students' perceptions on the effects of *Hot Potatoes* with their learning performance. The following table is the presentation of the data:

Table 2: Students' perceptions on the personalization

No.	Statement	Degree of Statement (%)				
		SD	D	N	A	SA
6.	*Hot Potatoes* exercises help me to gain English vocabulary	0	6.9	41.4	51.7	0
7.	The use of *Hot Potatoes* exercises gains my motivation to learn English	0	3.4	48.3	48.3	0
8.	The use of *Hot Potatoes* exercises helps me to understand the learning material	0	3.4	44.8	51.7	0
9.	*Hot Potatoes* exercises helps me to memorize the learning material	0	6.9	58.6	34.5	0
10.	The use of *Hot Potatoes* exercises triggers me exploring the learning material	0	6.9	51.7	41.4	0

The sixth statement is "*Hot Potatoes exercises help me to gain English vocabulary*". Based on the finding, the students agree that *Hot Potatoes* exercises help them to gain English vocabulary. It is shown by the results of the questionnaire. The findings show that 15 students chose "agree", 12 students chose "neutral", and 2 students chose "disagree" with this statement. It can be concluded that the students perceive *Hot Potatoes* exercises help them to gain English vocabulary.

As additional information, the following is the results from the interview session:

The use of Hot Potatoes helps me a little in learning English because it was the first time for me to use it.-(interviewee 2)

Learning using Hot Potatoes helps me to learn English.-(interviewee 4)

The statements from the interviewees above show that *Hot Potatoes* exercises help the student in English learning. It can be said that English learning here can include vocabulary. Student perception of using *Hot potatoes* is it can help English learning also in gaining English vocabulary.

The seventh statement is "*The use of Hot Potatoes exercises gains my motivation to learn English*". Based on the finding, the students agree that *Hot Potatoes* are good to gain their motivation in English language learning. It is shown by the result of the questionnaire. The results are 14 students chose "agree", 14 students chose "neutral", and only one student chose "disagree" with the statement. It can be concluded that *Hot Potatoes* exercises gain the students motivation to learn English. As additional information, the following is the results from the interview session:

I want to use it again because the features are interesting.-(interviewee 2)

Maybe yes, because the application helps me a lot, and it is fun. Maybe later I will try to use it again.-(interviewee 3)

I want to use the Hot Potatoes exercise again, because it can save more time and it is not tiring.-(interviewee 4)

Yes, I want to use Hot Potatoes again because the web is fun.-(interviewee 5)

Hot potatoes are helpful and useful for making an interesting education (Fansury, Agreani, & Lutfin, 2018). The helpful and useful Hot Potatoes can be seen in the statements from the interviewees above. The statements show that the use of Hot Potatoes exercises can gain the students motivation to learn English. The interviewees said that they want to use this application again. It shows that the students enjoyed using *Hot Potatoes*. Hot potatoes are helpful and useful for making an interesting education (Fansury, Agreani, & Lutfin, 2018).

The eight statement is "*The use of Hot Potatoes exercises helps me to understand the learning material*". Hot potatoes, which is one of multimedia-based models, can be the tactic in increasing students' level of understanding in each subject (Susiati, Iye, & Suherman, 2019). It can be seen through how helpful *Hot Potatoes* are in making students understand the learning material. Based

on the findings above, the students agree that *Hot Potatoes* helps the students to understand the learning material. It is shown by the result of the questionnaire. The results show that 15 students chose "agree", 13 students chose "neutral", and one student chose "disagree". It can be concluded that *Hot Potatoes* exercises helped the students to understand the learning material. As additional information, the following is the results from the interview session:

> *It is understood, because we only had to access it and follow the instructions and work on the assignments. It is not hard, easy.-*(interviewee 1)

> *It is quite helpful in my opinion. It is because we can learn the materials slowly. Therefore, we can learn while answering the questions.-*(interviewee 3)

> *Yes, It helps me learn English because of features like playing a game. So we can play a game while doing the English exercise.-*(interviewee 5)

The statements from the interviewees above show that *Hot Potatoes* exercises help the students to understand the learning material. The students can understand the learning material because it is easy for them to access and follow the instructions in *Hot Potatoes*. The student also said that *Hot Potatoes* are helpful because the student can learn while answering the material slowly. Through the *Hot Potatoes* games and exercises that were given, the learning material can be understood by the student.

The ninth statement is "*The use of Hot Potatoes exercises helps me to memorize the learning material*". Based on the finding, the students agree that *Hot Potatoes* exercises help them to memorize the learning material. Zulkifli, Ferdiansyah, & Mardhatillah (2021) stated that the use of tools in the form of learning media can positively affect the delivery of messages and the content of learning materials. The positive effect in the delivery of messages and the content of learning materials can be seen in the learning using *Hot Potatoes*. The result is that 10 students chose "agree", 17 students chose "neutral", and 2 students chose "disagree". It can be concluded that the students perceive *Hot Potatoes* exercises to help the students to memorize the learning material.

The tenth statement is "*The use of Hot Potatoes exercises triggers me exploring the learning material*". Based on the finding, the students agree that *Hot Potatoes* exercises trigger the students in exploring the learning material. It is shown by the result of the questionnaire. The results show that there are 12 students who chose "agree", 15 students who chose "neutral", and 2 students chose "disagree". It can be concluded that the students perceive *Hot Potatoes* exercises trigger

them to explore the learning material. The *Hot Potatoes* application can train critical thinking and analytical skills and improve student learning outcomes (Yasa, Suastika, & Zubaidah, 2020).

Based on the table and the explanation that the writers gathered, the students' personal thought about the *Hot Potatoes* exercises is that it is a helpful application for English learning. *Hot potatoes* are helpful because of some reasons. The first reason is that it helps the students to gain English vocabulary. The second reason is that it helps the students to gain motivation in learning English. The third reason is that *Hot Potatoes* exercises help the students to understand the learning material. The fourth reason is that *Hot Potatoes* exercises help the students to memorize the learning material. The fifth is that *Hot Potatoes* trigger the students to explore the learning material.

c. The contents of the *Hot Potatoes* exercises

The third category is the contents of the *Hot Potatoes*. The writers designed the *Hot Potatoes* exercises to be used by the students. Therefore, this part focuses on examining students' perceptions on the contents of the Hot Potatoes used. The following is the table of the data gathered from the students:

Table 3: Students' perceptions on the contents of the exercise using *Hot Potatoes*

No.	Statement	Degree of Statement (%)				
		SD	D	N	A	SA
11.	The instructions given in the *Hot Potatoes* exercises are easy to understand	0	3.4	44.8	51.7	0
12.	The questions in the *Hot Potatoes* exercises are easy to understand	0	6.9	44.8	48.3	0
13.	I could answer the questions in the *Hot Potatoes* exercises easily	0	6.9	51.7	37.9	3.4
14.	I enjoyed the learning process using *Hot Potatoes*	0	0	55.2	41.4	3.4
15.	I want to use *Hot Potatoes* again when learning English	0	3.4	65.5	20.7	10.3

The eleventh statement is "*The instructions given in the Hot Potatoes exercises are easy to understand*". Based on the finding, the students agree that *Hot Potatoes* exercises are easy to understand. It is shown by the result of the questionnaire. The results show that 15 students chose "agree", 13 students chose "neutral", and only one student chose "disagree" with the statement. It can be concluded that the students perceive the instructions in *Hot Potatoes* exercises are easy to understand. As additional information, the following is the results from the interview session:

> *The instructions are understood. However, there are several features which are confusing, such as "show all questions". Because the text is too small, so the questions are not very clear. In fact, the questions were a lot.* -(interviewee 2)

> *In my opinion, the instructions are easy to understand.* -(interviewee 3)

> *The instructions and questions in the Hot Potatoes exercise can be understood easily.* -(interviewee 4)

Fitriana et al. (2022) stated that *Hot Potatoes* are simple to use because students can understand how the program works and they are able to operate it in learning. We can see from the result of the questionnaire and the interview session that the students agree *Hot Potatoes* exercises are easy to understand. It is also understandable which makes students can do and finish the exercises given at that time.

The twelfth statement is "*The questions in the Hot Potatoes exercises are easy to understand*". This statement wants to emphasize that not only the instructions, but also the questions given are understandable. Based on the finding, the students agree that *Hot Potatoes* exercises are easy to understand. It is shown by the result of the questionnaire. The results show that 14 students chose "agree", 13 students chose "neutral", and two students chose "disagree" with the statement. It can be concluded that the students perceive the questions in *Hot Potatoes* exercises are easy to understand. As additional information, the following is the results from the interview session:

> *It is quite helpful because the contents are easy to understand. It does not make me confused. It helps me to learn.* -(interviewee 1)

> *The advantages of using Hot Potatoes are easy to understand. The features are interesting and funny. It is more exciting when answering the given questions.* -(interviewee 2)

In my opinion, it is fun because the questions are easy to access and we can answer them together with our friends. -(interviewee 3)

The instructions and questions in the Hot Potatoes exercise can be understood easily. -(interviewee 4)

The statements from the interviewees above show that the questions given in *Hot Potatoes* exercises are understandable. They also thought that the exercises were interesting and funny. It is because they can access the questions and answer the questions together with their friends.

The thirteenth statement is "*I could answer the questions in the Hot Potatoes exercises easily*". Based on the findings, the students agree that the students can answer the questions in *Hot Potatoes* exercises easily. It is shown by the result of the questionnaire. The results show that 1 student chose "strongly agree", 11 students chose "agree", 15 students chose neutral, and two students chose "disagree" with the statement. It can be concluded that the students perceive the questions in *Hot Potatoes* can be answered easily by the students. As additional information, the following is the results from the interview session:

It is understood because we only had to access it and follow the instructions and work on the assignments. It is not hard, easy. -(interviewee 1)

In my opinion, the advantages of using Hot Potatoes is that it is we can answer the questions in the English Subject quickly and easily. -(interviewee 4)

The statements from the interviewees above show that *Hot Potatoes* questions are easy to answer. Not only easy to answer but the students can also easily access and follow the instructions. It allows the students to answer the question quickly.

The fourteenth statement is "*I enjoyed the learning process using Hot Potatoes*". Based on the findings, the students agree that *Hot Potatoes* is an enjoyable application in the learning process. It is shown by the result of the questionnaire. The results show that 1 student chose "strongly agree", 12 students chose "agree", and 16 students chose "neutral". It can be concluded that the students perceive *Hot Potatoes* as enjoyable for the learning process. As additional information, the following is the results from the interview session:

It is fun, because it is similar to playing games containing questions. So, it was fun and was not boring. -(interviewee 1)

The advantages are it makes the learning not boring, it is fun, there are many features in it, not only for multiple choice exercises or short answers only. We can also use

crossword exercises and other types of quizzes. There are many types of exercises which are easy to use in learning. -(interviewee 1)

In my opinion, learning using Hot Potatoes is more fun, because in the usual learning style, we have to finish the tasks immediately, making the class boring. By using Hot Potatoes, working on the tasks are more fun, because the displays are funny and interesting. -(interviewee 2)

In my opinion, learning using Hot Potatoes is more exciting because it contains various fun methods. -(interviewee 3)

In my opinion, learning using Hot Potatoes is very easy to do and it is fun. -(interviewee 4)

Students enjoy using *Hot Potatoes* (Syamsudin & Kurniawati, 2016). We can see it from the results of the interview session. The statements from the interviewees above show that *Hot Potatoes* are enjoyable, fun and interesting.

The fifteenth statement is "I want to use *Hot Potatoes* again when learning English". Based on the finding, the students agree that they want to use *Hot Potatoes* again in English learning. It is shown by the result of the questionnaire. The results show that 3 students chose "strongly agree", 6 students chose "agree", 19 students chose "neutral" and one student chose "disagree" with the statement. It can be concluded that the students perceive *Hot Potatoes* as good for learning English and the students want to use them again. As additional information, the following is the results from the interview session:

We can use it again in learning. It is to make the students not sleepy because we use phones. It is easy too. It is cool. -(interviewee 1)

Maybe yes, because the application helps me a lot, and it is fun. Maybe later I will try to use it again. -(interviewee 3)

The statements from the interviewees above show that *Hot Potatoes* is interesting and understandable because of that they agree to use it again in English learning. The student also agrees that *Hot Potatoes* are not boring. Therefore, it can trigger them to develop their English.

Based on the table and the explanation that the writers got from the interview session, the students' personal thought about *Hot Potatoes* is that *Hot Potatoes*' instructions and questions are understandable. This is because the students can answer the question easily. It makes the

students enjoy using *Hot Potatoes* in the English learning process. Therefore, it triggers them to use *Hot Potatoes* again in English learning.

Based on the findings, there are some points that can be inferred. Firstly, there are 14 statements which have positive responses, while there is only 1 statement which has negative responses. The statement which most of the students disagree with is whether the students ever used *Hot Potatoes* before. We can know that *Hot Potatoes* is the first application that students in grade 10 vocational school used in English learning based on the questionnaire and interview sessions. From the explanation above, it can be concluded that the grade 10 vocational students' perceptions of the use of *Hot Potatoes* in practicing recount text material in the English Subject are positive. It is because of some reasons. The first reason is that the students think that *Hot Potatoes* is interesting and fun and has interactive exercises applications. Another reason is that the exercises are easy to access and understandable. It is related to the third reason, which is that *Hot Potatoes* exercises help students to gain English vocabulary and understand the learning material. It helps the students to memorize the learning material. The next reason is that *Hot Potatoes* give students motivation to learn English. Another reason is *Hot Potatoes* trigger students to explore the learning material. The instructions and questions given are understandable which makes the students enjoy learning using *Hot Potatoes*, and they also easily answered the exercises. It also makes the students want to use *Hot Potatoes* again for their English learning.

2. The advantages and disadvantages of using *Hot Potatoes*

The second research question in this study is what is related to the disadvantages and advantages of using *Hot Potatoes* in practicing recount text material in English Subject. In answering this question, the writers used the data gathered from the open-ended question and the interview session. The open-ended session is on the last part of the questionnaire. From the open-ended question, the writers found that there are some disadvantages of using *Hot Potatoes* in practicing recount text material in English Subject, which are related to its features, accessibility, students' personal preferences, and contents.

a. The disadvantages

The first disadvantage is related to the features of the *Hot Potatoes*. Some students argue that the instructions or clues are not helpful. Another disadvantage is the icons of the *Hot Potatoes* exercises are not clear. These problems make it difficult for the students to understand the instructions. A student also mentions that the *Hot Potatoes* application sometimes does not work properly, resulting in the students' answers often disappearing. The second disadvantage is related to *Hot Potatoes*' accessibility. *Hot Potatoes* cannot be accessed if there is no internet

connection. If the students did not have a good connection, *Hot Potatoes* can be a bit slower to access. This disadvantage is supported by the following data from the interview session:

> *For me, the disadvantage of using Hot Potatoes in English learning is that this is the web, so I need internet or signal to access it.* (interviewee 5)

> *In my opinion, the* disadvantage *of using Hot Potatoes is that we need an internet connection. If the internet connection is bad, the learning activities cannot be done. Furthermore, my answers often disappeared.* (interviewee 4)

The interviewee 4 above says that those who want to access the *Hot Potatoes* exercises must have a good internet connection. Otherwise, the learning activities cannot be done effectively. The interviewee 5 also mentions that since the exercises are web-based exercises, the users need to have an internet connection to access them. Moreover, interviewee 4 also says that the answers often disappeared.

The third disadvantage is related to students' personal preferences. The students' personal difficulty is related to devices such as a handphone. Not all students have devices and a good internet connection. This deficiency makes the students difficult to open the *Hot Potatoes* in the learning process. The last disadvantage is related to the contents of *Hot Potatoes*. The student has difficulty understanding the questions in *Hot Potatoes*. The contents have an error in the number. It makes it hard for the student to understand the *Hot Potatoes*.

b. The Advantages

From the open-ended question in the questionnaire, the writers found some advantages of using *Hot Potatoes* exercises in practicing recount text material in English Subject. The advantages are related to simplicity, interactivity, learning while playing, understanding the material, motivation in language learning, and the product of *Hot Potatoes*.

The first advantage is simplicity. The student says *Hot Potatoes* exercises are easy to understand and use. It is also interesting, useful, and easy. The students do not need to bring a book to school.

> *So it is fast and easy to use.* (interviewee 5)

> *In my opinion, the advantages of using Hot Potatoes is that we can answer the questions in the English Subject quickly and easily.* (interviewee 4)

The second advantage is interactivity. The student says that *Hot Potatoes* exercises are interactive for learning.

> *The advantages are it makes the learning not boring, it is fun, there are many features in it, not only for multiple choice exercises or short answers only.* (interviewee 1)

The third advantage is learning while playing. The advantage of learning while playing means that the students can learn the material through *Hot Potatoes* and play by answering the questions that are given in *Hot Potatoes*.

The fourth advantage is in understanding the material. The students say the material given is understandable. Therefore, using *Hot Potatoes* in English learning makes the students develop their ability in English learning.

> *The advantages of using Hot Potatoes exercises are easy to understand. The features are interesting and funny. It is more exciting when answering the given questions.* (interviewee 2)

The fifth advantage is motivation in language learning. The students say that using *Hot Potatoes* can motivate the students' desire to learn English. It is because the learning process is becoming passionate and fun. Another reason *Hot potatoes* motivate the students is that *Hot Potatoes* make the material or questions given understandable. Therefore, it makes the learning process pretty interesting for them.

The sixth advantage can be seen in the product of *Hot Potatoes*. The product of *Hot Potatoes* refers to the five variations in *Hot Potatoes* such as JCloze, JQuiz, JCross, JMatch, and JMix. The student said there is no advertisement for using the five variations in *Hot Potatoes*. For the student, no advertisement is the advantage of using *Hot Potatoes*.

> *We can also use crossword exercises and other types of quizzes. There are many types of exercises which are easy to use in learning.* (interviewee 1)

From the discussions of the disadvantages and the advantages above, we may know that there are 4 disadvantages in using *Hot Potatoes* and 6 advantages in using *Hot Potatoes*. The most prominent disadvantage is the internet connection problem. When the connection is unstable, it is hard for some students to access the *Hot Potatoes*. The most prominent advantage is the material in *Hot Potatoes* is understandable and fun. The students are very interested in using *Hot Potatoes* as the tools to learn English. In using *Hot Potatoes*, almost all of the students agree that *Hot Potatoes* are beneficial for them in language learning.

CONCLUSION

This study aims at answering two research problems. The first research focuses on finding the students' perceptions on the use of *Hot Potatoes* exercises in practicing recount text material in English Subject. The second research problem focuses on examining the advantages and disadvantages of *Hot Potatoes* exercises in practicing recount text material in English Subject.

Based on the findings, it can be concluded that firstly, the students give positive responses towards the interaction with *Hot Potatoes* exercises. Secondly, the students give positive responses on the personalization criterion when using *Hot Potatoes* exercises. Thirdly, the students give positive responses on the contents used in the *Hot Potatoes* exercises. In conclusion, most of the statements in each criterion of the use of *Hot Potatoes* in practicing recount text material in English Subject have positive responses. Fourthly, the advantages of using *Hot Potatoes* exercises are related to the understandable and fun questions and instructions, the improvement of motivation in English learning, the interactivity of *Hot Potatoes*, and the variety of exercises. Lastly, the disadvantages of using *Hot Potatoes* exercises in practicing recount text material are related to the internet connection, the availability of students' devices, the inability of the applications to write names and classes of the students.

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