



Modified Picture Series through Hot Potatoes in Increasing Students' Reading Comprehension

Syamsiah Depalina Siregar¹

Sekolah Tinggi Agama Islam Negeri (STAIN) Mandailing Natal

email: syamsiahdepalina@stain-madina.ac.id

Abstract This article describes pictures series modified using digital text through Hot Potatoes. Classroom action research is used to discover the process of improving text reading comprehension by modifying serial images using digital text. The classroom action research used consisted of two cycles. The instrument used in this study was a written test in the form of an essay using the hot potatoes application, observation sheets and questionnaires with the help of Google forms and conversations with the help of voice messages on the WhatsApp application. The findings in this article are that in the new normal era, students are faced with new habits of learning with the help of the internet with various applications. Therefore, there is a new climate that emerges in the learning process itself, from refusing to be comfortable with online learning habits. Educators must be more creative in creating learning activities in this network, so as to improve students' learning abilities, especially reading skills.

Keywords: Genre; Hot Potatoes; Modified Picture Series; Reading Comprehension; Google Forms.

Abstrak Artikel ini menjelaskan tentang media seri gambar yang dimodifikasi dengan menggunakan digital text melalui Hot Potatoes. Penelitian tindakan kelas digunakan untuk menemukan proses peningkatan pemahaman membaca text melalui modifikasi gambar berseri menggunakan digital text. Penelitian tindakan kelas yang digunakan terdiri dari dua siklus. Instrumen yang digunakan dalam penelitian ini adalah tes tertulis dalam bentuk essay dengan menggunakan aplikasi hot potatoes; lembar observasi dan angket dengan bantuan google form serta percakapan dengan bantuan voice message pada aplikasi whatsapp. Temuan pada artikel ini, bahwa dimasa new normal, mahasiswa dihadapkan dengan kebiasaan baru belajar dengan bantuan internet dengan bervariasi aplikasi. Oleh karena itu ada iklim baru yang muncul dalam proses pembelajaran itu sendiri, mulai dari menolak sampai dengan nyaman dengan kebiasaan belajar dalam jaringan. Tenaga pendidik harus lebih kreatif dalam menkreasikan kegiatan belajar dalam jaringan ini, sehingga mampu meningkatkan kemampuan belajar peserta didik khususnya kemampuan membaca.

Kata Kunci: Genre; Hot Potato; Modifikasi Gambar Berseri; Membaca Pemahaman; Google Formulir.

INTRODUCTION

Nowdays, new normal condition is new trend. All aspects got the effect of the new normal, especially in education sector. World Health Organization (WHO) informed that since 09 September 59,3 confirmed cases in Java. The three top provinces in terms of confirmed are DKI Jakarta, East Java and Central Java (WHO 2020). The Ministry of Education and Culture through circular letter No 3/2020 stated advises on hygiene and sanitation practices promises as the prove of government's response (Azzahra 2020). Approximately 91.3% or around 1.5 billion students enrolled worldwide are unable to attend schools due to the Covid-19 pandemic as of 17th April 2020 (Daniel 2020). This includes around 45 million students in Indonesia or roughly three percent of the affected global student population (Statistics 2020). This phenomenon stressed the school to create innovation in learning process.

In line with circular letter no B/1651/LLI3/K1.021/2020 explains school from home in limitless Virus Corona Disease 19 spreads (Hermann, Pentek, and Otto 2016; Kemdikbud 2020). It means that the school activities come from home. In make it running well, the educators must more creative and innovative in engaging students interest in learning activities. The real students' problems in face face interaction are less enthusiastic, low spirit to study English especially reading so that, teacher should selects an appropriate technique of teaching (Moorhouse 2020). Based on observation of researcher, many students can't read in English clearly. They are confused how to start to pronounce the word, the written form differs with the utter. Meanwhile in this situation, the students facing up with online class, where the students learn from home. The educators have managed their online class. Therefore, the educators must update their capacity with technology.

In this article, the researcher want to share the technique in teaching reading blended with technology. It used hot potatoes with modified picture series. It hope can give new experience for the students in learning English. Modified picture series is a number of related composite pictures linked to form a series of sequence. It have main function to tell the story. It is linear with Jusmini's explanation that picture series is number of picture each related to the one before it (Jusmini 2017). In other case Smaldino et al states that pictures are photographic representation of people, places and things in the form of two dimensional that sometime in the form of series pictures (Smaldino et al. 2004). It means that picture can be defined with something painting or drawing that gives you an idea in mind of what something. Modified pictures series are visual materials that can be used to motivate students in learning language. Using language and pictures are two ways of communicating

the teaching learning. When the teachers bring them together in certain way we have some powerful ways to organize language learning.

In getting new atmosphere in classroom activities, the teacher facilitated the students learn reading with adopted Hot potatoes. Hot potatoes are an apps in creating interactive quizzes in form of web pages (Catartica 2008). It consisted variety model of quiz such as JQuiz, JCloze, JMatch, Jcross, JMix, and the masher. It has many kinds of form like multiple choice, crosswords, matching questions, short answer, etc. As a media of learning in pandemi era hot potatoes quiz can increasing the students' reading comprehension.

The program *Hot Potatoes*, currently produced by Half-Baked Software, Inc., was designed to allow teachers to make interactive, Web-based exercises that can be accessed by students at any Internetcapable computer terminal with a standard Web browser(Jervis and Steeg 2006). *Hot Potatoes* uses both HTML and JavaScript; however, one does not need to know these languages to make the Web-based exercises. Instead, teachers use the program's exercise templates to create exercises on Web pages which then can be uploaded to a server where students access them. *Hot Potatoes* can create six different types of Web-based exercises which can stand alone or be linked to other exercises to form a sequence of tasks. Students can correct their own work based on the clues and feedback set up in advance by the teacher. *Hot Potatoes* also allows the teacher to specify an email address to which scores are sent. Although no knowledge of Web design is necessary to create the Web page exercises, teachers with such knowledge can customize the materials to a greater degree by manipulating the program code.

Table 1

The Six Modules to Make Exercises in *Hot Potatoes*

Module	Excercise type	What students do
JBC	Multiple choie question	choose the correct answer for each question
JQuiz	text-entry quiz	type in words, phrases or even sentences (openended)
JMix	jumbled-word exercise	arrange jumbled words into phrases or sentences
Jcross	crossword	fill in the blanks to complete the crossword puzzle
JCloze	fill-in-the-blank exercise	enter the words that are missing
Jmatch	matching exercise	match items in the 1st column with those in the 2nd

The *Hot Potatoes* program, which consists of modules for creating six different types of exercises, is an excellent resource for creating on-line, interactive language learning exercises that can be used in or out of the classroom. These types of exercises can be especially useful

in language learning laboratories with Internet access, or for remote learning. When matched with both appropriate content and motivated students, *Hot Potatoes* exercises seem likely to promote second language acquisition. *Hot Potatoes'* userfriendly modules also allow more adept teachers to create complex, interactive exercises. *Hot Potatoes* is not intended as testing software, and should not be used as such. Nevertheless, the *Hot Potatoes* program suite provides teachers with flexible, easy-to-use modules for creating Web-based language exercises that students can work on while also receiving feedback that will direct them towards correct answers (Alexander 2006; Qurat-ul-Ain et al. 2019; Winkle and MacGregor 2001).

Reading comprehension is the aspects that the readers should get from the text they have read. They are topic, main idea, and purpose of the text, general information, specific information, and generic structure (Sari 2017). In other hand reading comprehension define as as the process inwhich the readers construct meaning from a text being read connected to the background knowledge they have (Jusmini 2017). Therefore from many expert in reading comprehension it can be concluded that it is the language skill which own by the students; not only be owner but the must capable in that skill. So that in this article, the researcher wants to introduce new experience in reading comprehension's class trough hot potatoes, it hoped can increasing their skill especially in reading comprehension.

METHOD

Action research is conducted in this research. It consisted two cycle. In every cycle include planning, acting, observation and reflection adopted from kemmis and taggart model (Burns 1999). This research employing observations, semi-guided interviews, and revisable cycles, aimed to improve students' reading comprehension in the teaching learning process. The data were used as a source for the evaluation and reflection so that the researcher could revise her plan to be more effective one. The subject of the research is the second semester of English Study Program at STAIN Mandailing Natal. The main instrument was the researcher herself because she undertook the planning, the actions, the observation, reflection, and then made the report. Besides, the researcher used observation guides, interview guidelines, fieldnotes, pre-test and post-test, and some photographs as the other instrument to collect the data.

The analysis of the data was presented by the reflection of cycles of the research. The qualitative data were derived by doing classroom observations and interviews. They were in the form of field notes, interviews transcripts and photographs. Then, all the data were

interpreted and analyzed. Next, they were connected to the relevant theories. After that, the outcomes of the data were reported from the beginning to the end. Meanwhile, the quantitative data of this research were obtained from the students' reading comprehension scores. The scores of the students were computed by using Microsoft Excel program to find out the mean. The scores were used to analyze the improvement from each student. Furthermore, it could be seen whether there was any improvement or not by conducting some actions through implementing pictured series.

RESULT AND DISCUSSION

This action research was done in two cycles. There were some steps in the research. They were, planning, action and observation, and reflection. In the planning step, the researcher observed and identified the problems that occurred in the teaching and learning process. The second step was action. After the problems had been identified, the researcher decided some plans to be implemented in the action stage. During the observation, the English teacher observed the teaching and learning processes. Finally, in the reflection stage, the researcher and the English teacher worked together, discussed, and reflected the actions which had been implemented. They identified the effective and ineffective actions so that the researcher could design the better plans for the next cycle.

To know the significance students' score in reading comprehension the researcher conducted research. In first cycle the researcher got pretest consisted of 20 students in second semester of English Language Study Program. After conducted research the researcher got the data that is students score in reading comprehension used modified pictured. Next, the researcher analyzed the data using by using paired sample *t*-test through SPSS 16.0 to find out the significant difference scores of students' reading comprehension achievement before and after being taught by using hot potatoes cloze test.

Pictured series were used in every meeting. The tasks were put on hot potatoes. They were used to know how far the students understand the English texts, whether the students got the important information of the texts such as the people in the stories, the orientation, the sequence of events and the problems in the stories.

Table 2
The Score of Students' Reading Comprehension

Number	Student Initial	Pretest	Posttest
1	AA	90	91
2	SY	70	88
3	RA	70	88
4	IK	50	85

Number	Student Initial	Pretest	Posttest
5	RR	88	88
6	SY	82	88
7	EY	90	91
8	AY	52	85
9	AQ	90	79
10	BE	45	91
11	AT	66	82
12	NA	82	94
13	AR	94	97
14	ST	76	67
15	IS	72	88
16	SH	40	71
17	BS	82	91
18	SF	84	90
19	MP	76	82
20	ML	85	91

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

Table 3
Table Distribution of the Students' Pretest Scores

Interval	Frequency	Categorization	Percentage
45 - 54	3	Poor	15.00 %
55 - 64	2	fair	10.00 %
65 - 74	5	Good	25.00 %
75 - 84	6	very good	30 %
85 - 94	4	Excellent	20 %

Data above infromed that after using Hot Potatoes, it can be seen that he students score. Students got categorized poor count 3 students, 2 students got fair, 5 students got, 6 students got very good and 4 students got excellent.

Paired Samples Statistics

Paired Samples Statistics

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

Paired Sample T- Test

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST - POSTEST	-12.487	16.728	2.679	-17.910	-7.064	-4.662	38	.000

From the output data trough SPSS 16.0 above, the result of t -value is 4.662 and for degree of freedom (df) = 38, significance value (Sig. 2-tailed) 0.000. While the t = 38, it is consulted to t -table with significant level 5% (0.05) and the result is 1.686. Hypotheses testing stated if the value of t -count is higher than t -table (t -count > t -table) in df = 38 with significant level 0.05 and significance value < 0.05, the null hypothesis (H_0) is rejected. It means that hot potatoes cloze test is effective to be applied in teaching reading at the second semester of English Language Program at Stain Mandailing Natal.

The hypothesis testing can be got if there is any significant difference of the students' reading score through modifies picture before and after being taught by using hot potatoes cloze test. Otherwise, if the value of t -count is smaller that t -table (t -count < t -table) in df = 38 with significant level 0.05 and significance value < 0.05, the null hypothesis (H_0) is accepted. It means that hot potatoes cloze test is not effective to be applied in teaching grammar at the second semester of English Language Program at STAIN Mandailing Natal. It is got if there is not any significant difference of the students' grammar scores before and after being taught by using hot potatoes cloze test.

The scores got in second cycle showed increasing on students' reading comprehension. The researcher conducted same step with the first cycle but differ in topic modified pictures.

Table 4
The List of Pictured Stories

Stages	First meeting	Second meeting
BKOF and MOT	The Ant and the Grasshopper	The Fox and the Heron
JCOT	Goldilocks	The Ant and the Pigeon
ICOT	The Penguin Wanted to Fly	Elidor

In the first and second meeting, some of the pictured series were shown in hot potatoes applications. The pictured stories were shown to attract students' attention and asked students to gives opinion about the pictures. The students seemed enthusiastic with the pictured stories. Then, the researcher gave a text according the pictures. In summarizing the research, the researcher make the finding in table, it can be seen below:

Table 5
The Changes Occurring in the Teaching of Reading Comprehension trough "Hot Potatoes"

Pre action	Cycle 1	Cycle 2
The students were very passive, could not answer the teacher's questions, and could not comprehend the English texts, they had low motivation, and confuse with the applications	Few students were still passive, could not answer the researcher's questions, could not comprehend the English texts, and had low motivation, few students start use hot potatoes	The students could comprehend the English texts, more active, could answer the researcher's questions, and did their tasks well. They also had high motivation in joining the class. The researcher gave rewards to the students so that the students were motivated in learning English with hot potatoes.
The English teacher used less classroom English. The students were not familiar with it.	The researcher used classroom English to greet the students, giving explanation the lesson, giving instructions, and saying leave-taking to the students. Nevertheless, the teacher had to translate the classroom English so that the students could understand the meaning.	The researcher did not always translate her classroom English. She combined her classroom English with Indonesian and gestures to help the students to understand what she told or what she asked the students to do.
The materials were not enjoyable and the activities were boring.	The interesting materials were presented to make the lesson enjoyable and the activities were varied. Few students still made	The materials were enjoyable so that most of the students were interested in joining the lesson. The students more familiar with menu on hot

Pre action	Cycle 1	Cycle 2
	noise in the lesson and give the question about the menu on the application hot potatoes	potatoes

The finding showed that the hot potatoes can help students in getting the new atmosphere in classroom activity. Soleimani informed that Hot Potatoes is quite and practical (Soleimani 2015; Sugiyono 2016). In line with the finding, it is supported by Mulhuda hot potatoes is a simple way of creating attractive, web based interactive exercises with student feedback (Mulhuda 2013). Then, Cahyono told that there are some advantages that both teacher and students get by using Hot Potatoes program in learning English especially in reading. First, as a game, Hot Potatoes constructs fun atmosphere in the learning process. Second, grammar practice will be more becomes a challenging instead of daunting activity since it is designed like game which gives reward to its users. Third, it will lead to effective learning because the drills are always influence in reading classes. Hot potatoes is appropriate for give test in reading. It caused hot potatoes is fun application and easy to operated (Alimah 2015; Cahyono 2011; Mulhuda 2013).

Further, Brown explain that the progress of this era, the teacher should be smart and creative to adapt this era, because along with progress of this era there are many newest technologies. It also demands the teacher or test-taker don't be blind with the progress of technology (Brown 2001). In new era the teacher must more creative in giving instruction for the students, learn from home not be reason in improving the creativities.

CONCLUSION

The benefit of hot potatoes give implied in learning process, especially in reading comprehension class. It gives positive effect to the students. Students more motivated. They got new experinces learn with technologies. It make a new experiences for them. It had been proven by the result of data analysis in this research that there is any significant difference on the students' reading compehension before and after being taught by using hot potatoes cloze test. The English teacher became interested and motivated with the actions implemented in the teaching of English. Before observing the research, she could not teach reading comprehension actively. There was no technique to teach reading comprehension lively. She realized that she would think more to find out the fun, enjoyable and interesting techniques to teach reading comprehension. This study gave her inspiration to do the best in

the teaching reading comprehension so that the students were interested and paid attention to her explanation. It can blend with the technology.

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