Authors: C. A. Yuliana

DEVELOPING WEB-BASED LEARNING MODEL BY COMBINING HOT POTATOES AND EDITPLUS TO OPTIMIZE THE INPUT IN ENGLISH LANGUAGE LEARNING

Christina Atika Yulina

christinatikaa@gmail.com

English Language Studies, Universitas Sanata Dharma

ABSTRACT

Technology, using its ability to reach audience at anytime and anywhere, has emerged as a powerful platform to assist learners in their language learning. This paper aims to discuss generally (1) how to develop web-based learning using Hot Potatoes and Editplus, and (2) how does web-based learning model using hot potatoes optimize English language learning. Krashen claims that real acquisition happens only as a result of exposure to comprehensible and meaningful input is only slightly beyond their current level of competence (i+1). Developing web-based learning model can be one of the strategy for providing comprehensible input for the learners since it can be accessed at anytime and anywhere by anyone. Besides, web-based learning model help the learners exposed by other platforms easily, leading them to unconscious daily input to English language. Little research discusses about the combination use of Hot Potatoes and Editplus in making a web-based learning. This paper discusses the detailed steps to build a web-based learning using HotPotatoes combined with Editplus, in order to make a web-based learning model to optimize the input in English language learning.

Keyword: web-based learning model; hot potatoes application; input hypothesis theory; second language acquisition

INTRODUCTION

Entering 21st century, internet was considered as an important and helpful learning tool to initiate online learning programs, interactive web exercises, and more contextualized platforms links that are more familiar for the nowadays learners (kinds of social media like youtube, instagram, twitter, facebook, snapchat, etc.) since it gives free access to portable, global, cross-cultural, individualized and multilingual modes of chat, audio, and visual language interaction exist in most of the world (Winstead & Wang, 2016). Through internet, the learners can easily access multiple learning modes. Besides, it

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enables learners to learn independently anytime and anywhere. Especially in this such pandemic situation in 2020, the world is experiencing the corona virus pandemic which has resulted in the educational system shifting from a basic formal face-to-face learning system into an online learning system due to the new rules on social distancing and other health protocols established by the government. The learning system that was previously face-to-face has turned into an online learning system without face-to-face meetings, it means, the system lacks of social encounters. By thus, online learning systems like this must be helped and optimized by properly utilizing the technology, the internet and other technology platforms.

Basically, there are so many kinds of media or tools that can help teachers conduct online learning, i. e. web tools such as Moodle, Kahoot, Edmodo, Wiki, Nicenet, Podcast, Flubaroo; social tools like WhatsApp, Zoom, Youtube, Telegram, Instagram, Facebook, and Twitter; software such as Audacity, Hot Potatoes, Movie Maker, App Inventor and technology devices are implemented into the process of teaching. Currently, teachers tend to use tools such as videos, podcasts, audios, Kahoot, Edmodo, worksheet banks, e-learning platforms, applications, and websites, accessible through electronic devices such as personal computers, laptops or smart phones. These inventions facilitate classroom environment and diversify learning activities. Nevertheless, E-learning must be facilitated by the use of digital tools and content that typically can involve some forms of interactivity which may include online interaction between the learners and their teacher or peers.

However, one of the tools which can be creatively and easily used by teachers and easily to be adjusted to is Hot Potatoes that was developed by Half-Baked Software Inc. There is several research related to the use and the benefits of Hot Potatoes in language teaching and learning activities. However, in Indonesia, there still less research about web-based learning since there are not many teachers have been implemented this kind of learning in class, due to the conditions, facilities and the environment; moreover, little research discusses about the combination use of Hot Potatoes and Editplus in making a web-based learning. In fact, we can integrate Hot Potatoes with Editplus, to create a self-learning website that is easier to customize as needed. Combined with Editplus, Hot Potatoes can be integrated as a web-based learning that can be done easily and creatively by teachers, and it can be easily adjusted with the students' needs. It also can facilitate the language learning anytime and anywhere. Besides, it is interactive and easy to be linked to other platforms that means that it can provide more authentic input for the students easily. This paper is aimed to discuss (1) how is the development of web-based learning using Hot Potatoes and EditPlus; and (2) how web-based learning model optimize the language acquisition. This paper discusses the detailed steps to build a web-based learning using HotPotatoes combined with Editplus, in order to optimize the input in English language learning.

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THEORETICAL FRAMEWORKS

Input in English Language Learning

According to Krashen (1982), the single most important source of L2 learning is comprehensible input, or "language which learners process for meaning and which contains something to be learned, that is, linguistic data slightly above their current level, as termed by Krashen as i+1". In other words, in order to build an L1 grammar, learners only need to be exposed to the language that parents or caretakers direct to them for the purpose of meaning making. The input hypothesis runs counter to our usual pedagogical approach in second and foreign language teaching which has been pointed out by Hatch (1978a): we first learn structures, then practice using them in communication, and this is how fluency develops. However, the input hypothesis says the opposite: we acquire by "going for meaning" first, and as a result, we acquire structure (Krashen, 1982). The input hypothesis also says that input must contain i + 1 to be useful form language acquisition, but it does not contain only i + 1. This implies that the best input should not even attempt to deliberately aim at i + 1. Last, the input hypothesis states that speaking fluency cannot be taught directly since it "emerges" over time, on its own. According to Krashen (1982), the best way, and perhaps the only way, to teach speaking, is simply to provide comprehensible input. Early speech, that is not typically grammatically accurate, will come when the acquirer feels "ready"; and this state of readiness arrives at somewhat different times for different people. Accuracy develops over time as the acquirer hears and understands more input.

Characteristics of Optimal Input for Acquisition

According to Krashen (1982), optimal input for acquisition must be: (1) comprehensible, (2) interesting and/or relevant, (3) not grammatically sequenced, and (4) in sufficient quantity. To aid comprehensible input for acquisition, there are basically two ways in which the teacher can aid comprehension, linguistic and non-linguistic. Meanwhile, according to Chapelle (2003), input enhancement can be accomplished by, for example, underlining text on a page, or stressing lexical phrases in aural input, etc., as summarized in Table 1 under the three general types of enhancement by Chapelle (2003), namely input salience (means to make input can be salient for their own particular reasons), input modification (refers to the provision of an accessible rendition of the L2 input; appear as hypertext or hypermedia links that help the learners to comprehend the input; can be any form of symbolization through images or video (non-verbal) (Chapelle, 2003), simplification, repetition, clarification, or L1 translation (Larsen Freeman & Long 1991), L2 definitions (e.g., Hegelheimer 1998)), and input elaboration (intended to help learners gain access to the meaning of the text by adding grammatical phrases and clauses such as defining appositives, relative clauses, and

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restatements). Such enhancements of the linguistic input are intended to transform the language that the learner reads or hears into a potential language lesson.

Table 1 Types of enhanced input expected to be beneficial to learners by Chapelle (2003)

Input Enhancement	Description
Salience	- Marking a grammatical form on the screen or phonologically through stress - Repeating a grammatical form or lexical phrase
Modification	Making the input understandable to the learner through any means that gets at the meaning (e.g., images, L1 translation, L2 dictionary definitions, simplification)
Elaboration	Increasing the potential for understanding the input through addition of plausible, grammatical L2 elaborations to the original text (e.g., defining relative clauses)

For addition, to optimize the input in language learning, output seems to have a contribution to make to language acquisition, but it is not a direct one: simply, the more you talk, the more people will talk to you (Krashen, 1982). This means that when performers speak, they encourage input (people speak to them). In other words, actual speaking on the part of the language acquirer will thus affect the quantity of input people direct at the speakers (Krashen, 1982).

Web-based Learning

Internet immersion is new, but the more traditional forms of immersion for developing second language ability find support from many English language teachers (Chapelle, 2003). Principles for explaining why immersion is expected to help develop language ability derive from Krashen's (1982) idea about the value of "comprehensible input": language comprehended without the learner knowing all of the linguistic forms in the message. By using web-based learning, surely with all of the material in English on the Internet, any learner can find sufficient comprehensible input for a kind of virtual immersion. One of the innovations of CALL is the use of web-site in language learning, or commonly known as Web-based Language Learning (WBLL). Web-based Language Learning (WBLL) is understood as language learning conducted on the web using web material and

resources (Son, 2007). Son (2008) explained that WBLL is a mode for the students to explore themselves while self-studying and provide an access to the online data resources. Khan (1997) defines WBLL as "...a hypermedia-based instructional program which utilizes the attributes and resources of the World Wide Web to create a meaningful learning environment where learning is fostered and supported". Thus, it can be concluded that the use WBLL can support students to learn a language in many ways. In addition, Web-based Language Learning (WBLL) has the potential to increase learner's motivation and engage learners in culturally authentic and highly interactive language experience. However, Egbert, Chao, and Hanson-Smith (1999) identified eight conditions for computer assisted language learning. There are ten commandments, which explain the conditions that can be developed further and be used as the principles or, to show their significance for the success of language learning, as commandments which language teachers have to observe in their teaching, namely (1) create interactive learning, (2) engage learners as authentic audience, (3) engage learners in authentic tasks, (4) provide language exposure, (5) encourage learners to use the language (6) adjust material and techniques to learners' learning style, (7)create a good atmosphere, (8) develop learners' autonomy, (9) provide feedbacks, and (10) allocate sufficient time.

METHOD

This study is a research and development study, which aims to develop new products or improve existing products (Sukmadinata, 2013), and this paper aims to combine Hot Potatoes with Editplus to create an interactive web-based learning model which could optimize input in English language learning. This study applied ADDIE steps in Ghirardini (2011, p. 21), and due to limited time and access, the researchers only carried out the first three stages of ADDIE, namely analysis, design, and development. First, the analysis stage is based on Krashen (1982), as he hypothesized that what was really at issue in language learning is comprehensible input. This means that the classroom would be of benefit when it is the major source of comprehensible input. To get broader input besides the material provided by the teacher, and input from the other fellow learners in one class, a multi-wrap-up media that can open up access to the outside world and supply more input in various ways is needed. since classroom cannot always match the variety of the outside world. However, by using web-based learning which can wrap up and link various platforms and media, it is possible for the teachers to provide and supply the classroom with comprehensible input by bringing the informal, but more real and authentic environment. It is very clear that the outside world can supply more input, and using web-based learning, which can connect us with the outside world, can help the teachers to bring the learning into a more natural, real and authentic environment through real discourses, videos and pictures (from Youtube, Instagram, Twitter, etc.), news, articles and stories (from blog, website, Wordpress, etc.), interactive online games and platforms (Moodle, Kahoot, Edmodo, etc.). Second, the design stage (where

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the blue print or lay out of the materials and task inventory were created) is based on the English subject curriculum. The pilot project of the web-based learning in this paper is for Grade 8 in Junior High School. However, for future design and development, the website can be developed into full materials for Junior High School all grades, or even Senior High School, or else, since the materials can be adjusted according to the learning needs, curriculum, or pre-survey of need analysis. Thirdly, the development stage involves some author wares, such as hot potatoes application, adobe reader, picture editors and Editplus as web page maker. The pilot product was created in this stage. In addition, without implementation stage, the researcher also evaluates the pilot project to find out how web-based learning optimizes input in English language learning. The evaluation was carried out based on the input hypothesis theory by Krashen (1982), input enhancement theory by Chapelle (2003), and ten commandments in CALL by Egbert, Chao, and Hanson-Smithn (1999).

FINDING AND DISCUSSION

There are so many ways to conduct a web-based language learning, one of them that is considered as the easy one to be done and adjusted creatively by the teachers are the web-based language learning development by combining Hot Potatoes and EditPlus. EditPlus is a text editor for Windows with built-in FTP, FTPS and sftp capabilities. It is used to support in creating an interactive web-page which contains many interesting materials. It allows the project maker to design a web-site which can be inserted other links, some videos or pictures, tables, hyperlinked menu buttons, other platforms, even Hot Potatoes, etc. Making a web-based learning using EditPlus can help the teachers provide a website platform that wrap up all the materials, the assignment and task, the used resources and references, even the schedule and activities at once in a complex web-page that can be opened anywhere and anytime, and that can be adjusted creatively by the teachers. Here is the EditPlus interface:
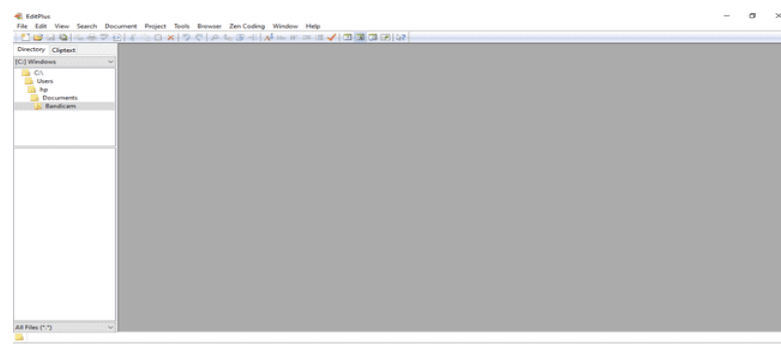

Figure 1 EditPlus Interface

Meanwhile, the Hot Potatoes software helps the teachers to make interactive exercises that can be linked with the web-page made with EditPlus. Hot Potatoes includes six applications/quiz authoring tools, enabling teachers to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and fill-in the gap exercises for the World Wide Web. The 'Hot Potatoes' software is created by the Research and Development team at the University of Victoria Humanities Computing and Media Centre, currently known as "Half-Baked Software Inc" and here is the Hot Potatoes interface:

Figure 2 Hot Potatoes Interface

As mentioned before, there are several features of Hot Potatoes, namely JCloze (fill-in-the gaps exercise as seen in Figure 3), JQuiz (text-entry quizzes as seen in Figure 4), JCross (crosswords as seen in Figure 5), JMix (jumbled words and jumbled sentence exercises as seen in Figure 6), JMatch (ordering or matching exercise (can be either text or images, or a combination, as seen in Figure 7), and The Masher (compile all kinds of exercises into a unit).
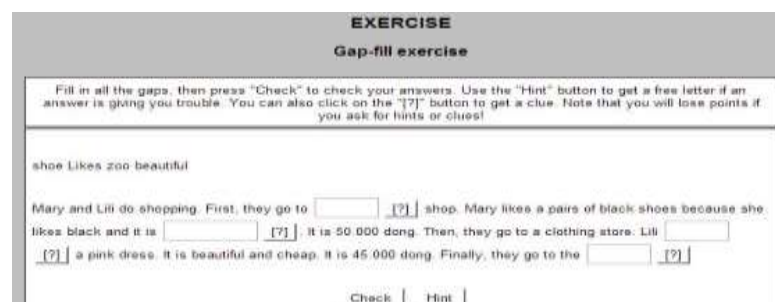
Figure 3 JCloze Feature in Hot Potatoes

Figure 4 JQuiz Feature in Hot Potatoes

Figure 5 JCross Feature in Hot Potato

Figure 6 JMix Feature in Hot Potatoes

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Figure 7 JMatch Feature in Hot Potatoes

The exercises created by Hot Potatoes can be uploaded to Internet basing on exporting function, teachers can flexibly in making their own pages to contain exercises and instructing students to do these exercises on web pages. Also, Hot Potatoes allow teachers link exercises together using the Next Exercise, Contents and Back button. This will be convenient for students if they want to jump to exercises or jump back to the index and choose another one. In addition, teachers can also control student's learning on their web pages so that they can think of more necessary teaching methods to help students learn more effective.

Develop Web-Page using EditPlus

Basically, the basic structure of a web-site is text. In order to create all the pages on the web-site, a tool needed is a text editor. The very first step to make website, it is needed to make the web-page of each page in the website: Main or Home Page (as the main page that contains main menu), other pages (they are the sub-menu pages of the main/home page). As an English teacher, the Home Page can be made based on the grade level of the students, i. e. English materials of Grade 8 in Junior High School. Then, the sub-menu pages of the main page might be *Making A Request; Asking for Permission; Offering Help; Giving and Refusing Opinion; Giving Advices*; *Offering; Accepting, and Declining an Offer; Asking and Giving Information; Expression to Start a Conversation; Expressing Agreement; Narrative Text* and *Recount Text.* So, the website has one main menu with several sub-menus (contains of the materials and exercises and/or other activities). Besides making the submenu pages, the sub-sub-menu in the sub-menu pages also must be made at the beginning. Basically, the first step is to make **all the needed pages in the website.** For addition, all the pages **must be saved in the same folder**, so they can be interlinked with each other.

Actually, there are many basic tools for creating the web-site. Windows has Notepad, WordPad, EditPlus, NotePad++, etc., Mac has Simple Text, Unix

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has Emacs and other word processor can also be used as a text editor to make a web-site – like Microsoft Word, OpenOffice Writer, etc. In this project, EditPlus-3 is used as the Text Editor. It considered as a simple and affordable text editor. To build a web-site project, the project maker needs to create some command. The command is used to design layout, background, word, color, text, and other components. There are many tools provided in the toolbar which helps building the web-site easier. Figure 8 below is the basic command used in this project for all the pages. To change the content of the page, change the adjusted body content part (line 77 – 84, see Figure 8). To change the setting, change the adjusted setting shown in Figure 8. Other setting like *style1, style2,* etc. are editable. The final result of the project can be seen after the command file is saved using .html format.

ADJUSTED SETTING
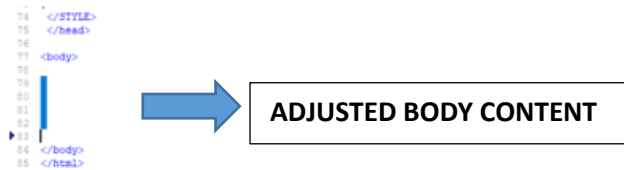(background, color, text indent, font, margin, etc.)

Figure 8 Basic Command in Editplus 3

(1) The Main or Home Page

In this project, the main menu (look at Figure 9) contains of eight sub-menu that consists of three materials of Grade 8 in Junior High School, namely: *Making A Request, Asking for Permission* and *Recount Text;* three exercise made by Hot Potatoes, namely: *Exercise 1, Exercise 2*, and *Exercise 3*; and two assignment sub-menu: *Assignment 1* and *Assignment 2*.

Figure 9 Example of Main Menu or Home Page

This project *Main Menu* has 3 parts or bars: the header, the side bar, and the homepage bar. **The header** shows the identity of the web-site, it consists of the title of the web-site and the name of the project makers: 'English World' (as it contains explanation and exercises on English language). The names of the project makers are also written below the web-site title (optional). **The side bar** provides the menu on the web-site, there are some buttons that can be clicked and linked into other sub-menu pages. Each button takes learners into some explanation and exercise provided for the learners. **The home page** is the welcoming page.

To make several bars on one page, firstly we must make one coding in EditPlus 3 for the Main Menu page (which consists of three bars). In this project since we have three bars in one page of *Main Menu*, thus, we must make three pages for each bar (top bar (title and author/institution name), side bar (sub-menu bar), and homepage bar (welcoming and explanation bar). Here is the coding (the adjusted body content part, Figure 10a) to make the Top Bar (Figure 10b for the interface):

```
77  <body>
78
79
80
81  <center><span class="style2">(English World)</span>
82  <br> <center> <span class="style3">By Christina Atika and Patricia Rhea </span></br>
83  <center> <span class="style3">Universitas Sanata Dharma</span>
84
85
86
87  </body>
```

Figure 10a Header/Top Bar Coding

Figure 10b Header/Top Bar Interface

Here is the coding (Figure 11a) to make the Side Bar (Figure 11b for the interface):

```
76
77  <body>
78
79  <center><span class="style3"><font size="30"> <font color="#330000"> MENU </font size></font color></span>
80  </center>
81
82  <br><a href="MR.html" target="main"><font size="3">Making A Request</font></a></br>
83  <br><a href="AP.html" target="main"><font size="3">Asking for Permission</font></a></br>
84  <br><a href="RT.html" target="main"><font size="3">Recount Text</font></a></br>
85  <br><a href="Exercise3.htm" target="main"><font size="3">Exercises 1</font></a></br>
86  <br><a href="Exercise1.htm" target="main"><font size="3">Exercises 2</font></a></br>
87  <br><a href="Exercise2.htm" target="main"><font size="3">Exercises 3</font></a></br>
88  <br><a href="Assignment1.html" target="main"><font size="3">Assignment 1</font></a></br>
89  <br><a href="Assignment1.html" target="main"><font size="3">Assignment 2</font></a></br>
90
91  </body>
```

Figure 11a Side Bar Coding

Figure 11b Side Bar Interface

Here is the coding (Figure 12a) to make the Homepage Bar (Figure 12b for the interface):

Figure 12a Homepage Bar Coding

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Figure 12b Homepage Interface

To make the combined bars into one menu, we need to make a new other board in EditPlus 3 and interlinked each bar page into one frame with the command as in Figure 13 below:
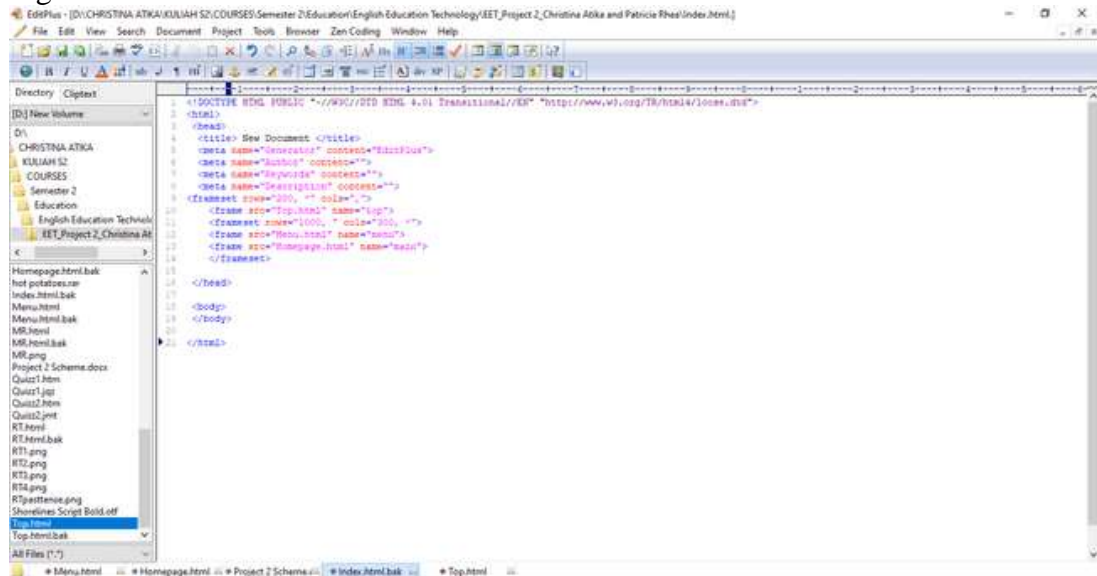

Figure 13 The Command to Combine Several Pages in One Frame

(2)   The Sub-Menu Pages

When the learners click one of the button on the menu bar, the page will directly move to the submenu page that the learners' clicked. As mentioned before, there are eight sub-menu pages in this project that consists of three materials of Grade 8 in Junior High School, namely: *Making A Request, Asking for Permission a*nd *Recount Text*; three exercise made by Hot Potatoes, namely: *Exercise 1, Exercise 2,* and *Exercise 3*; and two assignment sub-menu: *Assignment 1* and *Assignment 2.*

a. *The Material Pages*

*Making A Request, Asking for Permission a*nd *Recount Text* pages only consists of one explanation page with a back button. When the learners click the back button, the page will be back at the Home Page. On the explanation page, there are title of the topic, some sub-sections, and the main explanation. The content of the material pages in this project is in JPG/PNG forms that is put in the coding, as seen in the Making Request Sub-menu coding and interface in Figure 14a and 14b.

```
74  <body>
75
76  <br><a href="EET_Project 2_Christina Atika and Patricia Rhea.html"><font size="3">Back to Menu</font></a></br>
77
78
79  <center><span class="style3"><font size="30"> <font color="#330000"> MAKING A REQUEST</font size></font color></span>
80  </center>
81
82  <br>
83  <br><blockquote><font size=5><b>Social Function</b></font></blockquote>
84  <blockquote><i>You use these expressions when you want to ask or request someone to do something.</i></blockquote>
85
86  <div align="center">
87  <img src="MR.png" width="1000"
88  height= "" title="Making Request" border=0 align=center>
89  </div></img>
90
91  </body>
```

Figure 14a Making Request Sub-menu Coding

Figure 14b *Making Request* Sub-menu Interface

b.   The Exercises Pages

There are three exercise sub-menu made by Hot Potatoes, namely: *Exercise 1, Exercise 2,* and *Exercise 3.* When the learners click on the exercise button, they will be directed into the exercise page that has several exercises (see Figure 15b, 16b, and 17b) and one back button. This submenu pages are made by referencing **The Masher** feature in Hot Potatoes into Editplus coding with the code <a href="Name_of_The_Masher_File.htm"> (see Figure 15a, 16a, and 17a). Each exercises inside sub-menu pages of *Exercise 1, Exercise 2,* and *Exercise 3* are made with Hot Potatoes (that will be explain in the next section).

```
89  <body>
90  <br><a href="EET_Project 2_Christina Atika and Patricia Rhea.html"><font size="3">Back to Menu</font></a></br>
91  <div class="Titles">
92      <h2 class="ExerciseTitle">Making A Request and Asking for Permission Exercise</h2>
93  </div>
94
95  <div style="text-align: center;">
96  <div class="IndexDiv">
97  <ul class="Index">
98
99  <li><a href="Quizz2.htm">Making Request and Asking for Permission</a>     </li>
100 <li><a href="Quizz1.htm">Requesting and Asking for Permission</a>     </li>
101
102 </ul>
103 </div>
104 </div>
105
106 </body></html>
107
```

Figure *15*a Sub-Menu Page of Exercise 1 Coding

Figure 15b Sub-Menu Page of *Exercise 1* Interface

```
89  <body>
90  <br><a href="EET_Project 2_Christina Atika and Patricia Rhea.html"><font size="3">Back to Menu</font></a></br>
91  <div class="Titles">
92      <center><span class="style2"><font size="6"> <font color="#330000"><h2 class="ExerciseTitle">(Making A Request and Asking for Permission)</h2></
        size></font color></span>
93  </center>
94  </div>
95
96  <div style="text-align: center;">
97  <div class="IndexDiv">
98  <ul class="Index">
99
100 <span class="style3"><font size="5"> <font color="#330000"><h2 class="ExerciseTitle">
101
102 <li><a href="Exercise1_1.htm">Christina's Unforgettable Experience (1)</a>     </li>
103 <li><a href="Exercise1_2.htm">The Battle of Ambarawa (2)</a>    </li>
104 <li><a href="Exercise1_3.htm">My Memorable Time in Singapore (3)</a>     </li>
105
106 </font size></font color></span>
107
108 </ul>
109 </div>
110 </div>
111
112 </body>
```
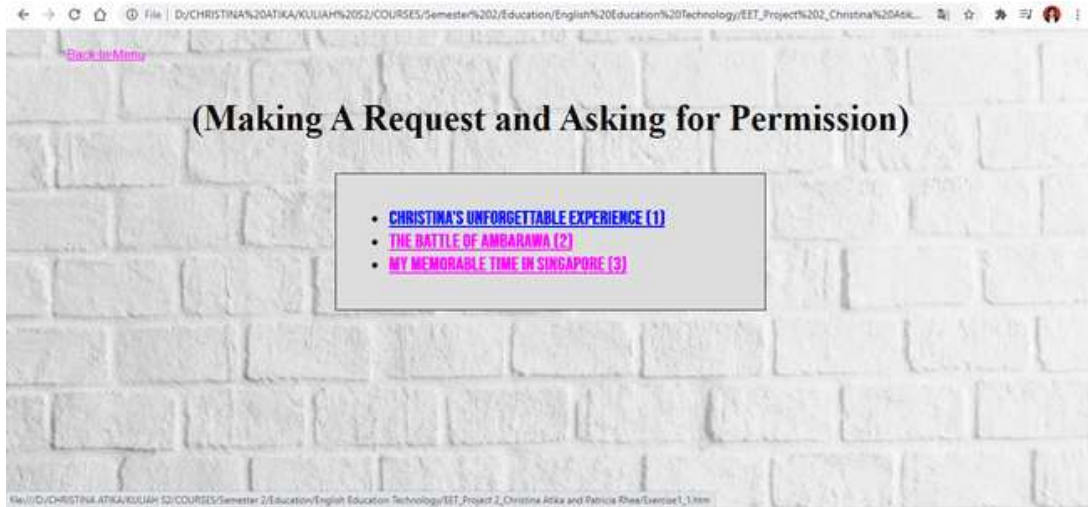
Figure 16a Sub-Menu Page of Exercise 2 Coding

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Figure 16b Sub-Menu Page of Exercise 2 Interface

Figure 17a Sub-Menu Page of Exercise 3 Coding
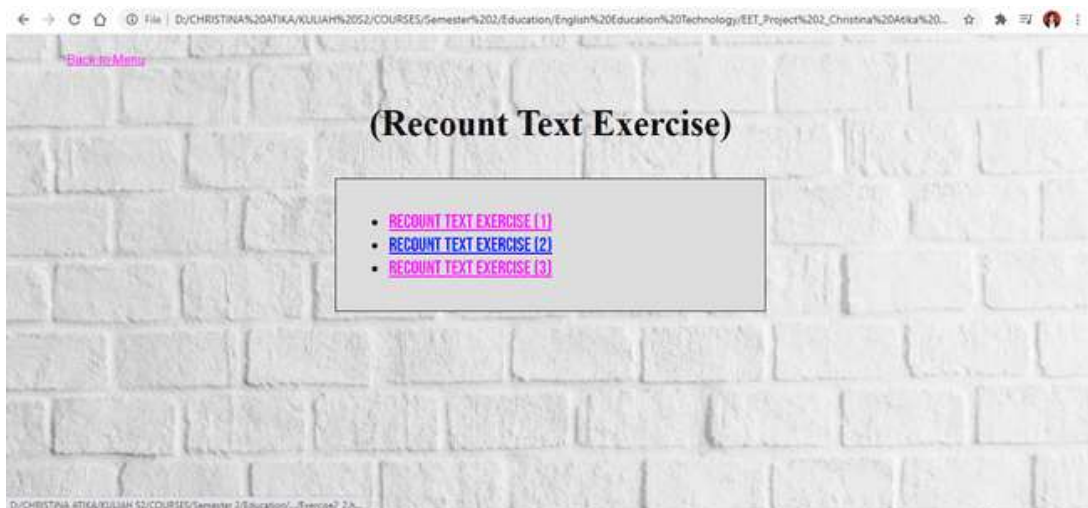
Figure 17b Sub-Menu Page of *Exercise 3* Interface

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c. *The Assignment Pages*

There are two assignment sub-menu pages: *Assignment 1* and *Assignment 2*. They are made only with the EditPlus 3 without Hot Potatoes. It only consists of a title and a sub-topic. Below the sub-topic, there is a short direction on what the students must do.

Develop Interactive Exercises using Hot Potatoes

To support the material of the course, the use of web-site in language learning can be combine with several **interactive** exercises. The exercises provided in this project was made with Hot Potatoes 6. From the six features of Hot Potatoes mentioned before, this projects used JCloze, JQuizz, JMatch, JMix and The Masher. The Masher is used to make the compilation exercises in sub-menu page of *Exercise 1, Exercise 2* and *Exercise 3*. JMatch and JQuizz are used to make the exercises in *Exercise 1,* JClozed is used to make the exercise in *Exercise 2,* and JMix is used to make exercises in Exercise 3.

1) Exercise 1: JMatch, JQuizz and The Masher

The first feature used to develop Exercise 1 is JMatch (for *Making A Request and Asking for Permission* exercise). JMatch is used to create ordering, listing, or matching exercises.   The ordered/matched objects may be either text or images or a combination. It is so easy to develop an JMatch exercise. What we need to do is to fill the provided spaces after we clicked the JMatch feature (as seen in Figure 18). *Title* bar is for title, left column is for the ordered items of the exercises, and the right column is for the jumbled items (that must be blank in the final look as seen in Figure 19). We can adjust the number of item, the default of the responses, and others features provided in the JMatch.
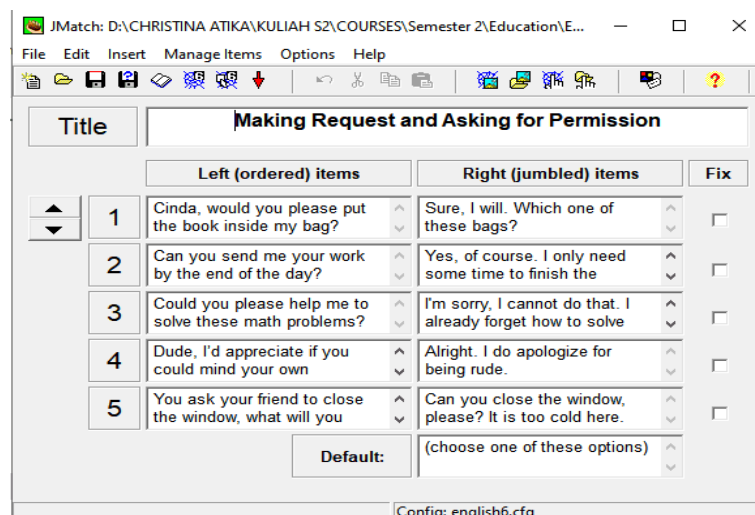
Figure 18 Developing JMatch Feature

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Figure 19 Final Look of Exercise Made with JMatch Feature

The second feature used to develop Exercise 1 is JQuiz (for Recount Text Exercise). JQuiz is used to create text-entry quizzes like multiple choices, short answer, hybrid and multi-select for each question. This is used when teachers want students to insert the answers rather selecting it from a list. The tool also allows incorporation of the hint button, which will progressively display each letter of the answer every time it is clicked. This tool is very useful for teachers to create many types of questions as well as attract student's attention. Also, teachers can insert sounds and videos to the program by embedding media players on Web page. It will be helpful for teachers in the process of teaching.

Just like the other features, what we need to do is to fill the provided spaces after we clicked the JQuizz feature (as seen in Figure 20). *Title* bar is for title; Q1, Q2, Q3 and so on are the number of the items; *answer column* is the multiple choices given for each item; and *feedback column* is for the feedback every time the multiple choice button is being clicked. Check the correct answer and change the percentage into 100% (or as the score you want). We can adjust the number of item, the default of the responses, and others features provided in the JQuizz. The final look of the exercise made with JQuizz can be seen in Figure 21.

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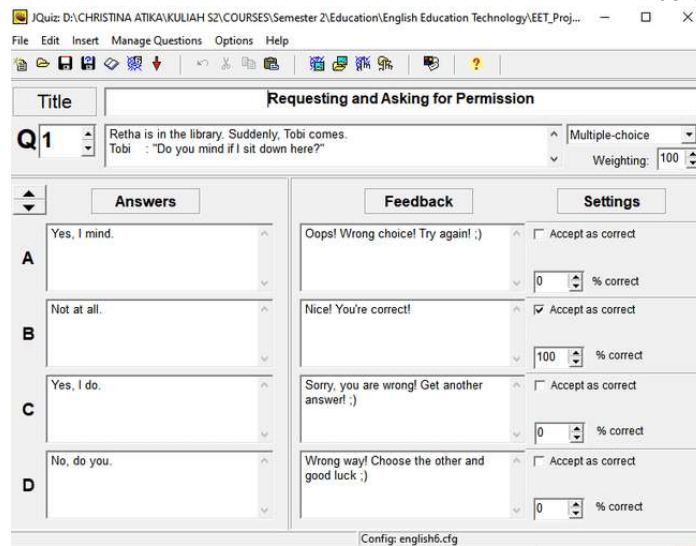
Figure 20 Developing Exercise using JQuizz Feature
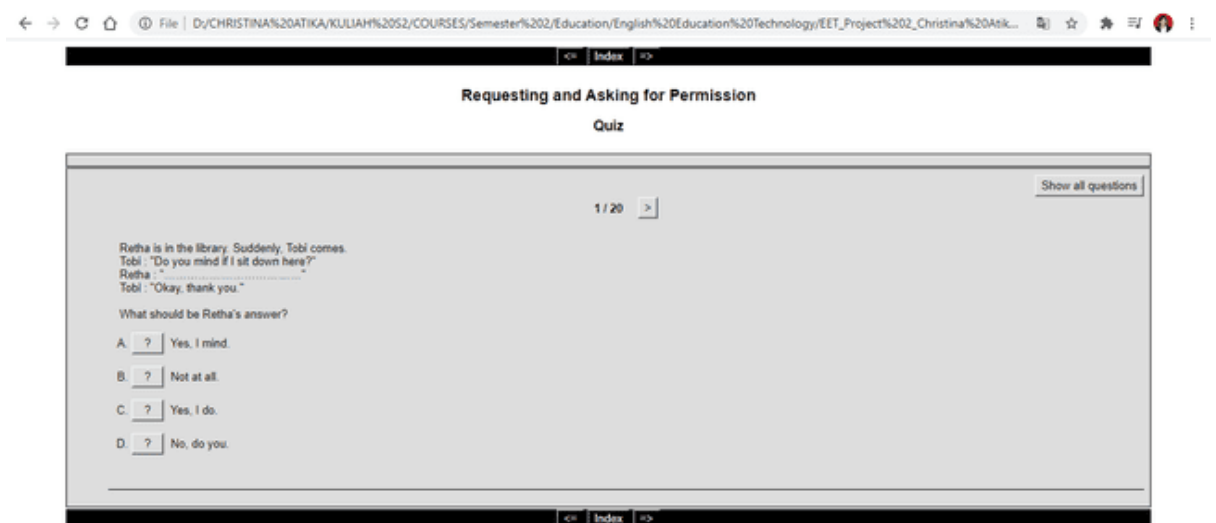
Figure 21 Final Look of The Exercise Made with JQuizz Feature

The learners can choose the final format of the quizzes: it can be shown one by one per item or shown all the questions at once. Index button is to go back to *Exercise 1* menu page, that is made with The Masher. The Masher is to combine two or more types of exercises made by Hot Potatoes. What we need to do is to add files of the exercises and then click the ***build unit*** button (see Figure 22)***.*** Don't forget to keep the files in the same folder with the EditPlus files and other Hot Potatoes files (save in Hot Potatoes Format and .html file). After being integrated with EditPlus, the final look of The Masher in Exercise 1 can be seen in the sub-menu of Exercise 1 page that can be clicked (look at Figure 16b).

Authors: C. A. Yuliana
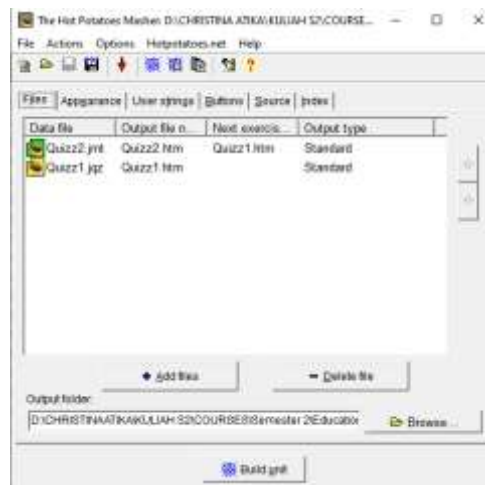
Figure 22 Combining Exercises using The Masher Feature

2) Exercise 2: JCloze and The Masher

The feature used to develop Exercise 1 is JCloze –to create a fill-in-the-blank exercise template which allows the project maker to write a text with several blank spaces left between the text. It is so easy to use Hot Potatoes, we just need to fill the provided space based on its function (see Figure 23). For JCloze, firstly we must provide the passage. Then fill in the title and the body of the text. Teachers can enter their answers into the gaps, and click on the Check button to check their answers. All the answers are checked at the same time, which could be undesirable in certain cases. The teachers can customize this exercise in various ways to create diversified exercises. In JCloze, each gap can be assigned multiple correct answers. Besides, teachers can add a timer to exercises by the Timer tab of the Configuration screen. This will help teachers control students' learning time easier.
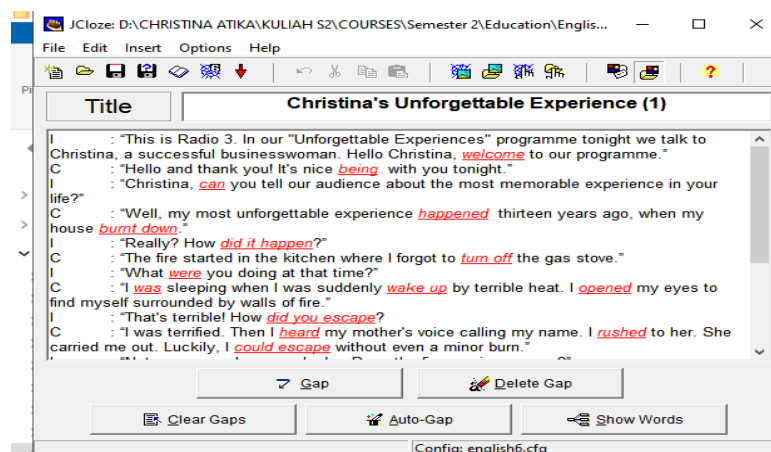
Figure 23 Developing Exercise using JCloze

Authors: C. A. Yuliana

There are several passages in this exercises, thus this Exercise 2 menu page also use the help of The Masher feature to combine three exercises from JCloze. Look at Figure 24 to see the final look of the exercise made with JCLoze.

Figure 24 The Final Look of The Exercise Made with JCloze Feature

3) Exercise 3: JMix and The Masher

The first feature used in this sub-menu is Jmix. JMix is used to create jumbled words and jumbled sentence exercises. This tool will be useful for teacher in the process of teaching writing as well as grammar knowledge. Especially, teachers can add reading texts to the program by typing directly into or importing from an external Web page by clicking on ***Add Reading Text*** from the file menu the button on the toolbar.
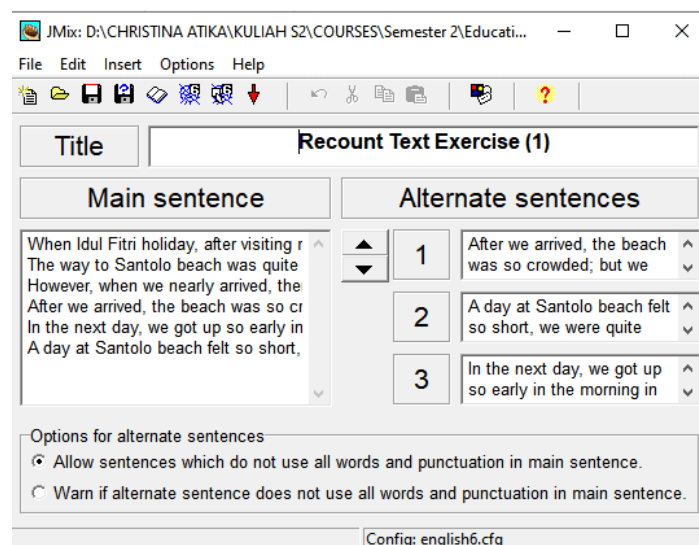
Figure 25 Developing Exercise using JMix

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It is so easy to develop an JCloze exercise. What we need to do is to fill the provided spaces after we clicked the JCloze feature (as seen in Figure 25). *Title* bar is for title, left column is for the main passage, and the right column is for the jumbled sentences or paragraphs (that must be jumbled in the final look as seen in Figure 26). We can adjust the number of item, the default of the responses, and others features provided in the JCloze. We can also allow the sentences which do not use all the words and punctuation in main sentence (to detect any small possibilities answer from the students) and can provide other alternate sentences or paragraphs.

Figure 26 The Final Look of The Exercise Made with JMix Feature

Web-Based Learning Using Hot Potatoes Optimizes English Language Learning

The web-based learning can optimize English Language Learning, although this needs further researches to take empirical data about this. This project is created to be a really useful web-site that can be implemented in the real learning activity as well as a distance learning, especially in certain circumstances like in this pandemic condition. This website is well-designed, simple yet still attractive. Every aspect in this web-site, i.e. the background, color and shape of the text, and other details are chosen carefully so that it would not distract learners' focus while learning the material.

Moreover, web-based learning can provide optimal input that are comprehensible (since it contains of explanations, examples (that can be gained from other resources linked into the learning and world widely connected), exercises, project/assignment (for output), etc.), interesting and/or relevant (since the resources/references/materials/examples used can be taken from the newest, the most actual, natural, and real daily situation that are more natural and authentic.), not grammatically sequenced (since it has various activities that are not focused on grammar only) and in sufficient quantity (since the resources/references/examples used can be taken unlimitedly and word widely).

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The input enhancement used in the web-based learning, especially in this project, is designed to helps the students access various input salience, input modification and input elaboration. However, not only focus on input, this web-based learning model is also able to provide opportunity for students to explore more in their productivity through various media: video, podcast, story-telling, writing (from comment and caption sections), and even web-based learning also can provide online interactions in various forms (pictures (like memes and ads), videos, texts, etc.).

As mentioned before that ten commandments can be developed further and be used as the principles or, to show their significance for the success of language learning. This project as a web-based learning model can develop the ten principles of the ten commandments: First, it can create interactive learning through many ways: JCloze (fill-in-the gaps exercises), JMatch (matching games exercises), JQuizz (multiple choice exercises), JMix (jumbled games exercises), JCross (crossword games). Besides, it also can connect the learning with other interactive platform like puzzle games, jigsaw game, online tournament, Edmodo, kahoot, etc. Second, it can engage learners as authentic audience. Third, it can engage learners in authentic tasks since resources/references/materials/examples used can be taken from the newest, the most actual, natural, and real daily situation that are more natural and authentic. Forth, it provides language exposure since the instructional language used in the web-based learning is whole in English (as TL). As web-based learning is connected with internet, thus, there are so many language exposures from various resources and references. Fifth, it can encourage learners to use the language through its exercises, discussion and the assignment projects done in the web-based learning must be in English as Target Language. Six, it adjusts material and techniques to learners' learning style by providing various explanation page that can be in text or audio, or even audio-visual; and various exercises with various project and activities, which are suitable for various learning styles. Seventh, it can create a good atmosphere since it is not boring like the traditional class (which was usually only stuck with theories). Eight, it can develop learners' autonomy since the students can access the website anytime and anywhere as long as it has a good connection. This means that they can learn anytime and anywhere as they want. Ninth, it can provide feedbacks, not only from the teachers, but from the peer or other students. It is also possible to let other classroom interact with another. Thus, the students can get more feedbacks, not only from the teachers and their classmates, but also the other class. Even, if the learning is also linked with other platforms, or integrated with other social media, the feedback gained from the students can be from the netizen or the public users of the platforms. Tenth, since it can be opened anytime, it gives more that allocate sufficient time.

Table 2 How Web-based Learning Optimize Input (2003)

Theory	Aspect	Description (if available)	Part of The

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			Project
Input Hypothesis (Krashen, 1982)	Comprehensible	It contains of explanations, examples (that can be gained from other resources linked into the learning and world widely connected), exercises, project/assignment (for output), etc.	- Explanation Pages - Exercise 1 - Exercise 2 - Exercise 3 - Assignment 1 - Assignment 2
	Interesting and/or relevant	The resources/references/materials/examples used can be taken from the newest, the most actual, natural, and real daily situation that are more natural and authentic.	All
	Not grammatically sequenced	• JCloze supports students' exploration in problem solving because in the process of filling the blanks, students must understand all the sentences and words that are already available very well to find the answers which are suitable with the context in the passage. • JMix is a kind of jumbled exercise shich is beneficial for students to give them a controlled writing activity. Raimes (1983) points out that controlled writing is all the writing that students do for which a great deal of the content or form is supplied. Controlled writing provides students with an example of the text, a modelling text to follow, an outline to complete, and other exposures about the text. Moreover, jumbled sentence is a good kind of exercise which can increase	All

		students' attention on specific features of written language, for example grammar, vocabulary, and syntax in context. • Mertler (2017) states that a matching exercise is best for measuring students' factual knowledge. It can also permit efficient assessment of related facts or concepts. Moreover, Jolliffe (2012) mentions another benefit of this type of exercise is that matching exercise is relatively easy to construct because the same set of options is being used for each stimulus.	
	In sufficient quantity	The resources/references/examples used can be taken unlimitedly and word widely	All
	Role of output for input enhancement (Krashen, 1982)	Web-based learning is not only possible the teachers to provide more real, natural and authentic environment input and sources; but it also provides space for the students to produce output: they can upload their own videos or pictures through social platforms. They can do interactive activity and online exercises through web-based games activity.	- Assignment 1 - Assignment 2 - Exercise 1 - Exercise 2 - Exercise 3

Theory	Aspect	Description (if available)	Part of The Project
Input Enhancement (Chapelle, 2003)	Salience	Marking a grammatical form on the screen or phonologically through stress	- Explanation Page - JCloze (Exercise 2)
		Repeating a grammatical form	- Exercise 1

Theory	Aspect	Description (if available)	Part of The Project
		or lexical phrase	(JCloze and JQuizz) - Exercise 2 (JCloze) - Exercise 3 (JMix)
	Modification	Making the input understandable to the learner through any means that gets at the meaning (e.g., images, L1 translation, L2 dictionary definitions, simplification)	- Explanation Page - Assignment 1 - Assignment 2 - Exercise 1 - Exercise 2 - Exercise 3
	Elaboration	Increasing the potential for understanding the input through addition of plausible, grammatical L2 elaborations to the original text (e.g., defining relative clauses)	- Explanation Page - Exercise 1 - Exercise 2 - Exercise 3
Theory	Aspect	**Description (if available)**	**Part of The Project**
Ten Commandments in CALL (Egbert, Chao, and Hanson-Smith, 1999)	Create interactive learning	Web-based learning provides opportunities to create interactive learning through many ways: JCloze (fill-in-the gaps exercises), JMatch (matching games exercises), JQuizz (multiple choice exercises), JMix (jumbled games exercises), JCross (crossword games). Besides, it also can connect the learning with other interactive platform like puzzle games, jigsaw game, online tournament, Edmodo, kahoot, etc.	All
	Engage learners as authentic audience		
	Engage learners in authentic tasks	The resources/references/materials/ examples used can be taken from the newest, the most	

		actual, natural, and real daily situation that are more natural and authentic.
	Provide language exposure	The instructional language used in the web-based learning is whole in English (as TL). As web-based learning is connected with internet, thus, there are so many language exposure from various resources and references.
	Encourage learners to use the language	The exercises, discussion and the assignment projects done in the web-based learning must be in English as TL
	Adjust material and techniques to learners' learning style	The website provides various explanation page (that can be in text or audio, or even audio-visual) and various exercises with various project an activities, which are suitable for various learning styles
	Create a good atmosphere	
	Develop learners' autonomy	The students can access the website anytime and anywhere as long as it has a good connection. This means that they can learn anytime and anywhere as they want.
	Provide feedbacks	Feedback aren't not only from the teachers, but froom the peer. Even, if the learning also link the web or integrate other social media, the feedback are also from the netizen or the public user of the platforms.
	Allocate sufficient time	Since it can be opened anytime, it gives more that allocate sufficient time.

CONCLUSION

Developing a web-based learning that can optimize the input in English language learning is an essential thing, as a form of adaptation in educational

world. However, the development of web-based learning can be combined with several other technologies since working with technology offers several benefits for teachers and students as they can work in a collaborative way and use it to facilitate the language teaching and learning process. This project focused on the use of EditPlus 3 and Hot Potatoes 6 to develop a learning website. EditPlus is used to design and wrap up the appearance of the website. Meanwhile, Hot Potatoes is one of the technologies to provide many kinds of interactive exercises which can support students' experience in learning certain material in the website. It has five types of exercises which can be made using certain program namely JQuiz, JCloze, JMix, JMatch, and JCross. However, this web-based learning model still can be linked and integrated with other platforms and social media (like youtube, other link website, etc.); and the further research is still need to be conducted to study more about web-based learning and its real effectiveness towards the students in various aspects (it can be students learning autonomy, students' engagement, students learning styles and strategies, etc.).

To sum up, using EditPlus and Hot Potatoes to develop web-based learning provides many benefits for both the teacher, as the project maker, and also the students. Some of the benefits are: teacher can create the web-site as needed so that the content and design would not bother students' focus, Hot Potatoes provides many kinds of interactive exercises which has certain benefits for each type to support students' understanding and support students' exploration on the material, and the technologies are accessible and easy to be used. Last, web-based learning support the students with optimal input which are comprehensible, interesting and relevant, not grammatically sequenced and in sufficient quantity. Through web-based learning, the students can access various input enhancement, namely input salience, input modification and input elaboration.

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