



**IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH HOT
POTATOE GAME AT THE SECOND GRADE OF SENIOR
HIGH SCHOOL STUDENTS**

A SKRIPSI

*Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic University of
North Sumatera Medan as a Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan*

By:

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**DEPARTEMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF
NORTH SUMATERA
MEDAN
2018**



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Assalamu'alaikum Wr.Wb

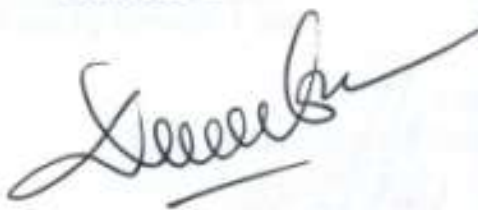
Dengan Hormat,

Setelah membaca, meneliti, dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n **Jenny Arista** yang berjudul **"Improving the Students' Speaking Skill through Hot Potatoe Game at The Second Grade of Senior High School Students"**, maka kami berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikian kami sampaikan, atas perhatian saudara kami ucapkan terima kasih.

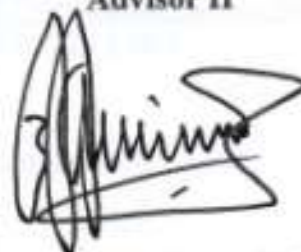
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SURAT PENGESAHAN

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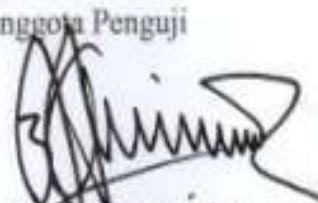

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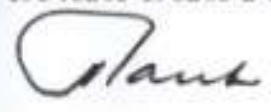
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

Medan, September 2018

Yang membuat pernyataan

A green 6000 Rupiah Indonesian postage stamp is placed over the signature. The stamp features the Garuda emblem of Indonesia, the text "POSTERAI KEMPEL", the serial number "K 28AFF296483610", and the denomination "6000 RUPIAH".

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ABSTRACT

IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH HOT POTATOE GAME AT THE SECOND GRADE OF SENIOR HIGH SCHOOL STUDENTS

JENNY ARISTA

34.14.1.044

Keywords: Hot Potatoe Game, Students' Speaking Skill.

This research aimed to improve the students' speaking skill in English by applying Hot Potatoe Game. This research was conducted by using Classroom Action Research (CAR). The objective of this research was to prove whether Hot Potatoe Game can improve the students' speaking skill at the eleventh grade of MAS PAB 2 HELVETIA.

The subject of this research was XI MIA -2 MAS PAB 2 HELVETIA in 2018/2019 academic year which consists of 32 students. This research was conducted in two cycles where each cycle consists of planning, action, observation, and reflection. The technique of analyzing data of this study was applied by using qualitative and quantitative data. The qualitative data were taken from interview and observation. The quantitative data were taken from the speaking test.

Based on quantitative data, the result of this research showed that there was improvement of students in speaking skill. In the pre-test, there were 31,25% (10 of 32 students) who got score ≥ 75 . In the post-test I, there were 53,125% (17 of 32 students) who got score ≥ 75 . In the post-test II, there were 81,25% (26 of 32 students) who got score ≥ 75 . the coefficient of t-observation = 6,58. The improvement scores from post-test I to post-test II were 28,125%. and from the pre-test to post-test II were 50%. Most of students' score improved from the first test to the third test. While on the qualitative data, it was found that the students were active, enthusiast, and interest in the teaching and learning process.

From the data above, It can be concluded there was significant improvement of the students' ability in speaking by applying Hot Potatoe Game at the second grade students of MAS PAB 2 HELVETIA.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the beneficent, and the Merciful. Praise and gratitude be to Allah for giving the strength and guidance for the writer, so this skripsi can be finished. Peace and blessing be upon Prophet Muhammad SAW, his family, his relatives, and all his followers.

The written of this skripsi entitled “Improving the Students’ Speaking Skill through Hot Potatoe Game at The Second Grade of Senior High School Students”. This skripsi is written to fulfill one of requirement to obtain the S-1 Programat Department of English Education of Faculty Tarbiyah Science and Teachers Training UIN-SU Medan.

Finishing of writing this skripsi is actually a miracle for me since it was firstly regarded as a task would be very hard to do. However, it has now been denied since this skripsi has finally been written. Then, I would like to thank Allah Subhanahu Wa Ta’ala for the blessing given to me so that the writing of this skripsi had been finished without any meaningful problem. My deepest thanks, gratitude, and appreciation to:

1. A profound gratitude is directed to my beloved parents, **Suhariono** and **Sutinah**, who always give me supports, advices, and motivations. Thank you for the love, support, and encouragement I have gotten over the years. You are the light that feeds the sun in my world and I undoubtedly could not have done this skripsi without you.

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Finally, it is obviously that this skripsi is not perfect yet, either in content or grammar, etc. So, the suggestion or critical from the reader is needed to make the skripsi be better. I hope this skripsi can be useful for everyone.

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JENNY ARISTA

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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is the most important thing in our life. It uses as a tool of communication used by many people or society in order to build a relationship to other. This belief leads the English teachers to teach the students how to communicate in English. Therefore, the materials, the methods, the techniques, and the activities of the learning should encourage and support the students to use English as a means of communication.

English Language consists of four skills. They are listening skill, speaking skill, reading skill, and writing skill. All those skills have different characters but they are related each other. For instance, when you listen to someone voice, you can write down what you have listened, then you can read what you have written, and you can speak what you have read.

On this occasion the researcher conducted research on the speaking skill. As we know that speaking skill is really important and need to be mastered especially for senior high school students. They are expected to communicate English well.

Based on the research that the researcher conducted during the Teaching Practice (PPL), the researcher got problems on students speaking skill. Speaking is supposed to be something complex in student opinions. They have ever found themselves stressed out in the learning process when the teacher ask them to speak, most of the students don't have words to say and they just ended up with

being quiet. Beside, students also have no confidence to express their ideas in front of the class. Students only given several activities of learning in the traditional models, such as reading aloud the dialogues/monologues from a written transcript, reciting texts, or doing some written exercises.

Furthermore, in the formal education, Listening and speaking as the important of language skills get less proportion in the English teaching and learning. The English examination in formal education gives too much proportion in reading-writing test. There is rarely speaking test or oral production test. The teachers too often teach reading and writing. Some teachers assume that giving the students writing/reading tasks will make them keener and more excited. It also made the learning process become more efficient and more effective rather than give them speaking tasks which usually seems to make the class very noisy. So, the students assume that listening and speaking are not very important to study.

To sum up, students only focus on the written and reading English tasks. Teacher doesn't give the scope in the students speaking ability which lead the students to have less vocabulary. Students always lost themselves when the teacher invited them to speak up. The situation above made the students bored and confused to speak in the classroom.

In order to face the speaking problems, the teacher should hold the prior role in changing the old strategy of learning and applying the suitable technique in teaching speaking skill. The teacher should applies a technique that emphasizes prior knowledge as the main point in teaching and learning process and have a big possibilities to build students desire to learn English. For this purpose, Hot Potatoe Games applied in the classroom to improve students speaking skills. Hot

Potatoe Game is an interactive game which deals with a teamwork. Through Hot Potatoe Game, students invited to speak spontaneously. Beside, learning through a game make the learning process became more interesting and avoid the boredom of the students.

Related to the explanation above, the researcher decided to carry out a research entitled “*Improving The Students’ Speaking Skill Through Hot Potatoe Game at The Second Grade of Senior High School Students*”.

B. Statement of The Problem

Based on the above background , the identification of problems in this research are:

1. The students have low ability in speaking.
2. The student’s motivation is still low in learning English.
3. The students are still clumsy and not confident to deliver speech in the classroom
4. Teacher only teaches the students the traditional method of learning which speaking skills get less proportion.
5. The students are not enthusiast and courage enough to involve in the learning process.

C. Research Questions

Based on the background and restricting of the above problems, the boundry problem in this study are:

1. How is the implementation of Hot Potatoe Game to improve the students speaking skills at the second grade of Senior High School students?

2. Is there any significant improvement of using Hot Potatoe Game in teaching English on the students' ability in speaking skill?

D. Purposes of The Study

The objectives of this research are:

1. To describe the use of of Hot Potatoe Game to improve the students speaking skills at the second grade of Senior High School students.
2. To find out the result of using Hot Potatoe Game to improve the students speaking skills at the second grade of Senior High School students.

E. Significant of The Study

As this study concerned with the implementation of Hot Potatoe Games to improve students speaking skills, the findings of this study are expected to be useful information both theoretically and practically.

1. Theoretically Benefit

This research provided a foundation for other researchers to conduct similar research in order to improve the students speaking ability and language skills.

2. Practically Benefit

1. For the students, this research can improve students speaking skill through the implementation of Hot Potatoe Game.
2. For teacher, this research can be used as the input of how to learn speaking skill so the students can get the high ability at speaking skill through the implementation of Hot Potatoe Game.

3. The reader, this research can be a resource to explore information in order to expand the reader's knowledge and understanding in improving speaking skills and to be reference to them who interested to do related study.

F. Limitation of The Problem

Based on the background and the identification of the above problems, the problem that will be discussed is limited only on the implementation of Hot Potatoe Game to develop the students' speaking skill at the second grade students of MAS PAB 2 Helvetia in the 2018/2019 academic year.

CHAPTER II

THEORETICAL REVIEW

A. **Theoretical Framework**

A theoretical (or conceptual) definition is an abstract concept that defined a term in an academic discipline. Without a falsifiable operational definition, conceptual definitions assume both knowledge and acceptance of the theories that it depends on. A hypothetical construct may serve as a theoretical definition, as can a stipulative definition.

A theoretical definition is a proposed way of thinking about potentially related events. Indeed, theoretical definitions contain *built-in* theories; they cannot be simply reduce to describing a set of observations. The definitions may contain implicit inductions and deductive consequences that are part of the theory.

B. **Definition of Speaking Skill**

Speaking skill is the skill that gives us the ability to communicate effectively. This skill allows the speaker to convey his message in passionate, thoughtful, and convincing manner. For more definitions will be discussed bellow.

a. **Speaking**

Speaking skill is one of the four important skills that should be mastered by students to be good at English. No one can deny the importance of speaking skill in foreign language learning since speaking is the most vital part of communication. When the communication takes place, a person will be a speaker

to convey her idea, and will be a listener to accept the information. The speaker needs to be able to deliver the idea or the information that she wants to tell to the listener, so the listener could catch the point of what has been said. As the result, the listener gives appropriate responses and it will build a good communication.

There are many definitions about speaking stated by some experts. Lindsay and Knight state that speaking is a productive skill includes putting, communicating, and interacting the message to others.¹ Brown & Priyanvada wrote that speaking is a productive skill which involves oral production task that can be empirically and directly observed. The speaking processes involve the participation of an interlocutor and only in limited context do not need the interlocutor (e.g. monologues, speeches, etc.)². It can be concluded that speaking is one way of oral communications (where the speaker constructs the messages) which obviously can be seen and need an interlocutor as the one who is involved in a conversation.

Speaking is an interaction process between speaker and listener. Speaking as an exchange of thoughts and ideas about one or more topic between two or more speakers.³ So, speaking is the informal interchange of thoughts and information by spoken words. It means that speaking is a tool to transfer information to other.⁴

¹Lindsay, Cora, and Paul Knight, (2006), *Learning and Teaching English: A Course For Teacher*, Oxford University Press, United Kingdom, p. 57

²Brown, H. Douglas & Priyanvada Abeywickarma, (2010), *Language Assesment: Principles and Classroom Practice*, Longman, United States, p. 183

³GreeneS, (1983), *Communciating Naturally in Second Langage*, Cambridge University Press, United States, p. 91

⁴DobsonF, *Communication in The Class*, Longman, United States ,p. 17

Luoma wrote in her book that “speaking skill is an important part of curriculum in language teaching.”⁵ Many countries that learn English as a foreign language or second language have been involving speaking skill as one of important part in their curriculum; include Indonesia. Speaking skill as one of the English skills has been taught with various techniques to the students, but it seems that the students always find difficulties and obstacles in learning it.

Speaking itself also explained in the Qur’an surah Ali-Imran verse 46

الصَّالِحِينَ وَمِنْ وَكَلَهُمُ فِي النَّاسِ وَيُكَلِّمُ

Meaning : “*He shall speak to the people in childhood and in maturity. And he shall be (of the company) of those nearest to Allah* ”.⁶

We speak through language. By good speaking we can send our messages, opinions, and words to other clearly. In uttering our speaking, there are several things that need to be noticed. They are, first, you should select a suitable topics. When you meet someone and then you talk during your visit, say only what fits the situation and be brief. Second, Do not prolong your speech. If you speak to a guest or any other person, whether in gathering or alone, make sure that your voice is pleasant with a low audible sound. You should use a proper tone of speaking when you have a conversation with other people. So, the communication between speaker and listener will work smoothly.

The important of using good speaking to communicate well had been explained in Holy Qur’an in surah Ibrahim verse 4:

⁵LuomaSari, *Assessing Speaking*,(2004), CambridgeUniversityPress, London, United Kingdom,p. 1

⁶ Abdullah Yusuf Ali, (2004),*The Meaning of The Holy Quran*, Amana Publications, Beltsville, Maryland, p. 139

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلَّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ ﴿١٠١﴾

Meaning : “We sent not a Messenger except (speaking) in the language of his own people, in order to make (things) clear to them, now Allah leaves straying those whom He pleases and guide whom he pleases and He is exalted with power, full of wisdom”.⁷

Based on the above verse, Allah told us the importance of learning English in our life. English is the language of an International communication. We need to master English language in this life. Allah sent a messenger with a capability to speak based on his own people. It means that, as a leader, we should master at least one foreign language. It may help us to understand about the latest issue about the world, newest information in the world, and many other things that is really important to know if we master English.

So, based on the above surah, we as a human beings should have a good talk to anyone. Good talks which is literally consists of good words is really needed to build a good conversation in society. No matter are our partners in the conversation, we should deliver a good words or good talks to them.

Based on the definitions above, it can be synthesized that speaking is the process of using the urge of speech to pronounce vocal symbols in order to share information, knowledge, idea, and opinion to other person. Speaking, especially in a foreign language is a very necessary activity for all ages of learners because

⁷ Ibid P. 604

from this activity people can understand what the other said. Moreover, speaking can not be separated from listening aspect because speaking involves speaker and listener.

b. Definition of Skills

Based on Welford in Winterton, skill is a combination of factor resulting in competent, expert, rapid, and accurate performance, regarded this equally applicable to manual operations and mental activities.⁸ There are three stages of framework for skill acquisition: 1) the cognitive phase of understanding the nature of the task how it should be performed involves conscious cognitive processes; 2) the associative phase involves inputs linked more directly to appropriate actions and reduced interference from outside demands and finally 3) the autonomous phase occurs when actions are automatic requiring no conscious control.⁹

Furthermore, Shah and Burke state that skill is an ability to perform a productive task at a certain level of competence. As a skill associates with particular task, a person who does not process such a skill is unlikely to be able to carry out this task or will be less productive than somebody who does process this skill. Skills are often associated with a qualification and its acquisition through formal education and training.¹⁰

⁸Jonathtan Winterton,, (2006), *Typology of Knowledge, skills and Competences: Clarification of The Concept and Prototype*, Office for Official Publisher Of The European Community, Luxemburg, p. 26

⁹Ibid., p. 29.

¹⁰Chandra Shah and Gerald Burke, (2003),“*Skills Shortage: Concepts, Measurement, and Implications*”, no. 52, Monash University, Australia, p. 5

As an addition, Boyatziz and Kolb convey that skill is a combination of ability, knowledge, and experience that enable a person to do something well.¹¹ It means that skill is the ability to something based on the knowledge and the experience. Education and experience will be the basic field where the skills are build. Skill is the capability of to do something. Skill has character that can be transferred from an individual to another individual through the process of learning. Practice and repetition are two main keys for someone to acquire new skills.

Based on the above definitions, can be said that skill is the capability of to do something appropriately which is deal with practice, exercise, and repetition. Skill also needs education and experience to establish its capability.

From the definitions of speaking and definitions of skill, it can be concluded that speaking skills is the skills that gives us the ability to communicate effectively. It allows the speaker to convey her message in a passionate, thoughtful, and convincing manner. This skill is going to be better during the learning process as long as the speaker keeps doing those repetitions, practices, and exercises.

C. Function of Speaking

There have been numerous attempts made to classify the function of speaking in human interaction. Richard distinguishes the function of speaking into three categories which are quite distinct in terms of form and function and

¹¹Richard E. Boyatziz and David A. Kolb, “*From Learning Style to Learning Skills: the Executive Skills Profile*,in *Journal Of Managerial psychology*, vol. 10. No. 5, p. 4

requires different teaching approaches. Those functions are categorized into talk as interaction, talk as transaction, and talk as performance.

Talk as interaction, refers to what we normally mean by “conversation” and describes interaction that serve a primarily social function. The focus on this category is more on the speakers and how they wish to present themselves to each other than on the messages.

Talk as transaction, refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with other.¹²

Talk as performance refers to public talks, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. This type of talk tends to be in form of monologue rather than dialogue.

D. The Elements of Speaking

In order to measure the speaking ability there are some elements that should have got attention: *accent, grammar, vocabulary, fluency, and comprehension*.¹³

1. Pronunciation

Pronunciation is manifestation of speech in sound. The speaker must first decide be able to articulate the words, and create the physical sounds of

¹²Jack C. Richards, (2008), *Teaching Listening and Speaking: From Theory to Practice*, Cambridge Press, United Kingdom, p. 21-24

¹³Jhonstone, (2008), *Communicative Interaction : A Guide For Language Teachers*, Center for Information on Language Teaching and Research, London.

meaning.¹⁴ As stated by Harmer, if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech.¹⁵

2. Grammar

Grammar is the sounds and the sounds patterns, the basic units of meaning, such as words and the rules combine them to form new sentences.¹⁶ Grammar is the system of a language. Since spontaneous speech is produced in clause-length rather than sentence length ones, a sentences grammar will be of limited usefulness for speaking. It is sentence grammar, however, that has always been the main focus of language teaching. Learners are taught to manipulate relatively lengthy and complex constructions that are more typical of written than off spoken language.

Most of foreign learners are afraid to speak up whenever they do not know about the grammar. They think that English grammar is very complicated, especially for those whose their structure language is very simple, like Indonesia which it does not have verb changing or tenses.

3. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms.¹⁷

¹⁴ Gleen Fulcher, (2003), *Testing Second Languge Teaching*, Longman, London, p. 25

¹⁵ Jeremy Harmer, (2007), *The Practice of English Language Teaching: Fourth Edition*, Pearson Education Limited, United Kingdom, p.343

¹⁶ Victoria Promkin and Robert Rodman, (1998), *An Introduction to Language*, Harcourt Brace College Publishers, United States p. 14

¹⁷ Keith S. Folse, (2004), *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*, University of Michigan Press, Michigan, p.2

Vocabulary plays an important role in developing the speaking skill. The more vocabulary learners have, easier for them to develop their speaking skill.

4. **Fluency**

A fluent listener is able to make meanings from a flow of continuous sound even when this is partly above the threshold of comprehension. A fluent speaker can keep going, both when interact with other speakers and when monologue. Fillmore looks at fluency as the ability to fill time of talking most productive. He will pronounce words needed for communication purpose. The speed of rendering is distinctive. When the speaker wastes time or delaying his speech, he is said to be unproductive. Thus, one's fluency can be measured in the efficiency of time. In simple terms, fluency is the ability to talk freely without too much stopping or hesitating.¹⁸

So, the definition of fluency is derived as 'the ability of an individual to speak without undue hesitation.

5. **Comprehension**

Based on The America Heritage Dictionary of The English Language states that comprehension is the act or the fact of grasping the meaning, nature, or importance of something. It also the act of understanding ; understanding means the recognition of a general rule or principle or pattern.

This is more likely if there are several instances of the item that is being targeted for learning, so that the pattern or rule can be more easily perceived. It means that what the listener hears and understands from a speaker is to show his comprehension. In other way , the listener takes in the sounds uttered by a speaker

¹⁸ David Riddel, (2001), *Teach English as a Second Language*, McGraw – Hill Companies, United States, p. 118

and uses them to construct interpretation of what they think the speaker intended to convey. As a conclusion, comprehension is the ability to listen, to understand and to speak intended.

E. **Types of Classroom Speaking Performance**

Speaking performances have different functions in daily communication, as Brown states that there are six categories applied to the oral production those students are expected to carry out in the classroom. They are:

1. **Imitative**

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where for example, learners practice an intonation contour or try to pinpoint certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.¹⁹

2. **Intensive**

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activities, where learners are “going-over” certain forms of language.

3. **Responsive**

A good deal of student in the classroom is responsive. It is short replies to teacher or student initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

¹⁹ H. Douglas Brown, (2001), *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Pearson Education, Upper Saddle River, United States, p. 271

4. **Transactional (*dialogue*)**

The transactional language carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language.

5. **Interpersonal (*dialogue*)**

The other form of conversation mentioned in the chapter was into personal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

6. **Extensive (*monologue*)**

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.²⁰

F. **The Roles of Teacher In Speaking**

The roles of the teacher in language teaching especially in pairwork activity should be flexible, it means he should come closer to the learners and pay attention to their language use. The roles that the teachers use in the classroom should be dynamic not static. It will make the teacher easier managing their classroom and learners.

According to Harmer, teachers need to play a number of different roles during different speaking activities. Below are some particulars relevance if we are trying get students to speak fluently:

²⁰H. Douglas Brown, (2007), *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Pearson Education Press, United States, p. 271-274

a) **Prompter.**

This role could be applied by the teacher when the student's "get lost", can not think of what to say next, or in some other ways lose the fluency expected from them. The teacher could help the students by offering discrete suggestions.

b) **Participants.**

The teacher should be good animators when asking students to produce language. Sometimes, this can be achieved by setting up an actively clearly and enthusiasm. At other times, however, teacher needs to be careful not to participate too much and dominate the speaking and drawing all the attention to themselves.

c) **Feedback Provider.**

The teacher feedback's on the students' speaking depends upon the teacher tact and the appropriateness of feedback given in particular situations. The feedback could cover the content of the activity as well as the language used.

G. **The Concept Of Hot Potatoe Game**

Hot Potatoe Game is fast-paced cooperative learning structure that promotes the contribution of a range of different ideas. According to Pinto, the Hot Potatoe Game includes a big group and give a chance to the students to offer their knowledge or their opinion in front of their friends with the special topics from the teacher.²¹ So the students can get a new information from their friend and also can enhance their confidence and force the students to be more critical in speaking.

²¹Pinto, Laura E, (2014), *Strategies for Remodeling Instruction: Ideas for Incorporating CCSS*. Translated by Widiastuti, Hartati, *95 Strategi Pembelajaran*, PT Indeks, Jakarta, p. 37

Vargan and Monge state that Hot Potatoe Game gives immediately feedback to the students. The students will always try to create a new idea in every topic. It pushes the students keep digging or more divergently to create ideas.²²

Hot Potatoe Game is a game which is inspired from the hot potato game. The thing that will be the hot potato here is the story. The students are grouped into circles consist of four or five students. Then the teacher points one of each group to be the first speaker to start the game. Next, the teacher plays the music and says a sentence as the story starter to open the story to the entire group. Then, the entire first speaker in each group continues the story by adding a sentence. After the first speaker finished her sentence, the second student adds another sentence, and so forth. When the music stops, the student who is in the middle of the sentence or who is struggling to say the sentence is out. Then the students play the second round to continue the story. Play the game until it left one person as the winner.

a) **Description Of Hot Potatoe Game**

In Hot Potatoe Game, students are put into groups and each student in the group is given a sheet of paper with a different topic or a question written at the top of the page. They are then given a short length of time to brainstorm and write down all the key points they can think of that are related to the topic before passing their paper on to the next person. Each time they receive a new topic the students read what is already written and add their statements. Key points cannot

²²Monge Giannina S and Juan P.Z.V,(2014), *Considering the Use of Hot Potatoes in Reading Comprehension, Autonomy in TEFL, and Learning Styles*, University of Costa Rica, Costa Rica, p.313

be repeated. The paper keeps getting passed around until it arrives back with its original owner. This strategy is effective in activating prior knowledge and vocabulary or it can also be used as a review tool.

b) Procedures of Hot Potatoe Game

1. The teachers divide the students into teams containing an equal number of members, if it possible.
2. The teachers ask each of the teams to stand in a circle, so that the Hot Potatoe Ball can be easily passed from one person to the next. The first person who get the ball will be the first speaker of the game.
3. The teachers provide each team member with a sheet of paper for recording their ideas.
4. The teachers assign a particular task to all teams e.g. What do you think about your mother? What is your opinion about her?
5. The teachers ask each team member to record as many ideas as possible in a set time e.g. two minutes.
6. The teacher appointment the signal e.g. a ringing bell, they pass their sheet to the next person.
7. That person then reads the ideas in front of them, and proceeds to add some more ideas and the other person records what their friends are saying.

c) The Advantages of Hot Potatoe

1. Teachers can find out what the students know and use this game for planning the learning process.
2. It keeps students to keep digging deeper or more divergently to create ideas.

3. Hot Potatoe Game can stimulate the students to speak spontaneously with the sense of urgency.
4. Hot Potatoe Game can reduce the boredom in learning speaking because this game will be accompanied by music.
5. It will build competitive environment for the students, so they would be actively involved in the speaking activity of the game.

d) **The Disadvantages of Hot Potatoe**

1. The technique requires a large classroom. If it apply in a small classroom, it will be so difficult to the teacher for applying Hot Potatoe Game.
2. The technique has long process.
3. Teacher needs more preparation before applying the technique. Such as preparing Laptop, loudspeaker, and Hot Pottaoe ball.

H. **Related Sudy**

1. Rahmawana, the student of The State Islamic University of Alauddin Makasar (UIN Alauddin Maakasar) has done her research on speaking under the title of "*Using Story Completion In Teaching Speaking To The Second Grade Students of SMAN 6 Sopeng*". The subject of this research was the students of XI IPA 1 which was consist of 25 students. The findings of this research is improvement such as: in the pretest: 3 students got Very good value (14,28%), 12 students reached the average value (57,12%), and 1 student got the Very Poor value (4,76%). After the researcher applied the Story Completion, the score was improved. There were 2 students who got Excellent score (9,52%), 11 students got Very Good score (52.36%), 5 students got Good score (23,8%), and no one got the Poor score. In

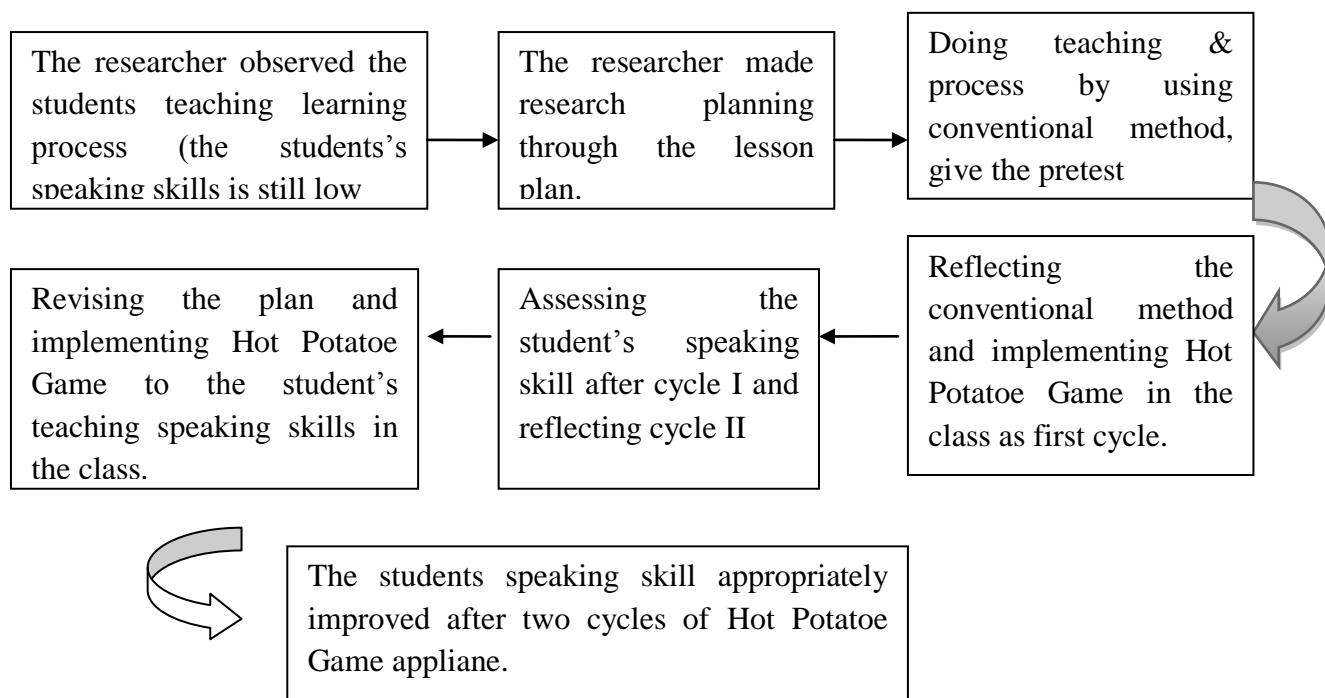
conclusion, the percentage between pre-test and post-test are improved, it means the use of Story Completion improved the students speaking skills.

2. Putri Maya Alimah, the student of IAIN Tulungagung has done her research on speaking skills through the implementation of Hot Potatoe Game. The subject of this research was the students of VIII-1 Of SMPN Ngunut Tulung Agung. The purpose of this research was to know the students' ability at speaking that taught by Hot Potatoe Game. The result showed us that there is increasing of the students' ability at speaking if they are taught by using Hot Potatoe Game. It is proven from the percentage of the students' scores in three tests: pre-test (30,38%), post-test I (50,4), and post-test II (80,2%).
3. Karo, a students from UIN-SU, in 2016 wrote *“The Implementation of Humor Teaching English Material to Improve Students’ Achievement in Speaking at Grade of XI of Madrasah Aliyah DarulAzharKutacane”*. The purpose of this study was to improve students’ achievement in speaking through Humor English Teaching Material. The result of this research showed that the students’ achievement in speaking was improved. In the pre-test, the percentage was 20%. After doing cycle I, the students’ percentage was 50% and in cycle II, the students’ percentage was 90%.

I. Conceptual Framework

Based on the problems, Hot Potatoe Game could be applied as an effort to improve the student’s speaking skills. This game allows students to participate and contribution in their own group, because literarily, this game will be done in a group. Hot Potatoe Game also helps those who have low motivation and shy students to improve their participation during the learning process. By using this

game, the students will have more opportunity to speak up, every students have a chance to speak because Hot Potatoe Game known as a fun game.



J. Actional Hypothesis

To answer of the problem of research that has been described can put forward hypokripsi as follow: Hot Potatoe Game can improve the students' speaking skill of second grade of senior high school students at MAS PAB 2 HELVETIA.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

The researcher conducted the research in MAS PAB 2 HELVETIA which is located in Pasar 4 Jl. Veteran, Medan Helvetia. This research was done in the first semester of 2018/2019 academic year. The subject of this research was the second grade of senior high school students of 2018/2019 academic year. Especially in XI MIA-2.

B. Data and Data Source

In this research, the data consists of two forms: qualitative and quantitative data. The qualitative data are the result of interview, observation, diary notes and photographs. While quantitative data was the result of speaking test.

While the data sources was from teacher and students when teaching learning process activity. (1). Students was as a learner, in this research students was the important object as a source of the data, (2). Teacher was a collaborator who assisted the researcher in conducting the action research.

C. Research Method

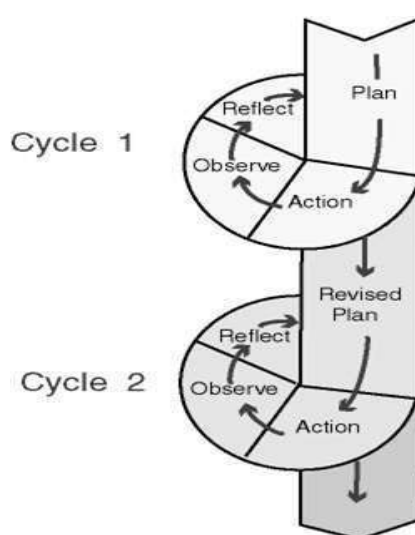
This research applied the Classroom Action Research (CAR). Classroom Action Research is utilized because it's aimed to improve outcomes of teaching and learning. It helped the teacher to be aware of the process. Classroom Action Research portrayed as a cycle or spiral process involving steps of planning,

acting, observing, and reflecting with each for these activities being systematically and self critically implemented and interrelated.²³

Wallace said that action research refers to classroom investigation initiate by researcher, perhaps teacher, who looked critical at their own practice with the purpose of understanding and improving their teaching and the quality of education.²⁴ It is a loop process, in the sense that the process could be repeated (reframing the problem, collection fresh data, rethinking the analysis) until found satisfied solution. Action Research is directed toward an action or cycle action that researcher wanted to address a situation. This is why the term “action” is used for the research.²⁵

In apply a classroom action research by using several cycles through four steps, as follows: (1) Planning, (2) Acting, (3) Observing and (4) Reflecting.

Figure 1. Cycle of Classroom Action Research²⁶



²³MeisiNMarantika,(2010),*ImprovingStudents’VocabularyMasteryThroughCross wordPuzzle*, State Islamic University of North Sumatera, Medan.

²⁴M.JWallace,(1998) *Action Research for LanguageTeacher*,CambridgeUniversityPress, London, p.16-17

²⁵Ibid. 112

²⁶Gupitasari.Hilda,(2013),*TheImplementation of Process Genre Approach to Teaching Writing*, Education University of Indonesia, Indonesia.

Planning is an arrangement for doing something. The researcher prepared everything needed in teaching learning process. The activities are done in the step of planning such as: making lesson plan, doing first observation to identify the problems that need to be solved, preparing the pre test as instrument to collect the data about the students' problem in speaking, preparing research instrument, deciding the material that is suitable with the study and preparing the test to measure the result of the study.

Action is the application of the planning that has been made. This step discussed about implementation the plan, which is made in previous phase in the field of research. What the researcher had planned in planning step, it is applied in this step. The researcher teaches how to improve the students' speaking skill by applying Hot Potatoe Game in the process of teaching and learning. At the end of action, the researcher evaluated the students speaking skill.

In observation, a researcher observes all activities during the research. The observation is done during the research in purpose of getting any data to show students' condition while research is conducted. Some activities done by researcher: (1)Observe the teacher's activities during teaching learning process, (2)Observe the students' activities and participation during teaching learning process, (3)The researcher records everything happens during teaching learning process including the effects of the action, (4) The reseacher also take notes all students' activities and participation during theteaching learning process.

Reflection was done as the evaluation of the action which has been done. It is how researcher can investigate whether the teaching learning process is success

or not in reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research.

D. Technique of Collecting The Data

To collect the data, there are five techniques: (1) Speaking test, (2) Conducting Interview, (3) Observation, (4) Diary notes, and (5) Photographs

1. Speaking Test

In scoring the data of speaking test, there are some categories that must be consider to asses the students' speaking skill . The categories are pronunciation, fluently, accuracy, and vocabulary.²⁷

Table 3.1 Language Skills Assessment

1) Pronunciation

NO	Classification Ability	Score	Criteria
1	Excellent	5	There is no problem with pronunciation
2	Good	4	Always intelligible thorough one is conscious od definite accent.
3	Average	3	Pronunciation problem necessitate concentrate listening and lead to misunderstanding.
4	Poor	2	Pronunciation hard to understand because of Pronunciation problem. Most frequently is asked repeated.
5	Very poor	1	Pronunciation problem is so hard and difficult to understand.

²⁷Finocchairo, M and Sako, S. (1983), *Foreign Language Testing: A Practical Approach to Language Pedagogy*, Prentice Hall, San Fransisco, p. 145

2) Grammar

NO	Classification Ability	Score	Criteria
1	Excellent	5	Make few noticeable errors of grammar and word order.
2	Good	4	Occasionally make grammatical and word order error which do not however observe meaning.
3	Average	3	Make frequent error of grammar and word order which occasionally observe meaning.
4	poor	2	Grammar and word order error make comprehension difficulty
5	Very poor	1	Error grammar and word order as severe as to make speech untellable.

3) Vocabulary

NO	Classification Ability	Score	Criteria
1	Excellent	5	Use of vocabulary and idiom is like native speaker.
2	Good	4	Sometimes uses inappropriate term and must rephrase ideas because of lexical inadequate.
3	Average	3	Frequently uses the wrong word; conversation somewhat limited vocabulary.
4	Poor	2	Vocabulary makes comprehension quite difficult.
5	Very poor	1	Vocabulary limitation so extreme to make conversation virtually impossible.

4) Fluency

NO	Classification Ability	Score	Criteria
1	Excellent	5	Speak without too great an effort with fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
2	Good	4	Although has to make an effort and search for words, there are not too many unnatural pauses. Occasionally fragmentary but succeeded in conveying the general meaning.
3	Average	3	Has to make an effort too much of the time, often has to search the desire meaning.
4	Poor	2	Has to make an effort too much of the time, often has to search the desire meaning. Rather halting delivery and fragmentary, range of expression often limited.
5	Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range expression.

Table 3.1 The Rating Scale of Students Score

Rating	Skill to communicate orally
5.01-6.00	Excellent
4.01-5.00	Very good
3.01-4.00	Good
2.01-3.00	Average
1.01-2.00	Poor
0.00-1.00	Very poor

2. Conducting Interview

The main purpose of conducting an interview is to gather responses which are richer and more informative by using tape recorder to record the conversation during interview process. Before implementing this research, the researcher interviewed about the student's difficulties in speaking activity in the classroom. Beside, the researcher also interviewed about the strategies that usually adopted by the teacher in teaching speaking.

3. Observations

Observation is a natural process, the researcher observe people and incidents all time based on the observations, the researcher make judgments. Two types of observations are often refereed, they are: participant and non-participant observation. Here, the researcher used participant observation that means the researcher doing the teaching process directly.

4. Diary Notes

The researcher used diary note as an essentially private document where the researchertold everthing that occurs in the class. It contained about researcher's private note, feeling, opinion, estimation, reflection, and explanation. The entries varied from one day to the next and be either short or long.

5. Photographs

Photograph is an image/picture created by camera. It becomes a documentation that record the fact and be a part of history.

E. Technique of Analyzing The Data

To analyze the data, the researcher used t-test for the quantitative data and Miles and Huberman technique for the qualitative data. The formula of t-test is:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N - (N - 1)}}$$

Where :

\bar{D} = Mean of difference of post-test 1 and post-test 2

D = Differences

N = Subject of students

Miles and Huberman consists of 3 steps: data reduction, data display and conclusion drawing and verification²⁸.

1. Data Reduction

Data reduction was the process of selecting, focusing simplifying, abstracting and transforming the data that appear in written-up fields notes or transcriptions. It means that the researcher had been reducing the data before, during, after the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript.

2. Data Display

The next step was analyzing the data is data display. It is an organized, compressed assembly of information the permits conclusion drawing and action.

²⁸Andrea Daniel, (2010), *Perception Gaps between Headquarters and Subsidiary Managers: Differing Perspectives on Subsidiary Roles and Their Implications*, Wiesbaden: Gabler, p.138.

By displaying the data, the researcher will easy to understand and to analyzed what will happen with the data presented. In this study, the researcher will use interview, observation, diary notes and photographs in displaying the data, because it is most common data display was used in qualitative research.

3. Conclusion of Drawing and Verrification

The last step of analysis that drew conclusion and verification. From the start of the data collection, the qualitative data analysis is beginning to decide what things mean is nothing regulation, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in the from description of the object of this study. Finally, in this step the researcher got the result and conclusion of the research.

F. Establishing Trustworthiness of The Study

According to Lincoln and Guba (1985), trustworthiness consists of: (1). Credibility; in preferences to internal validity, (2). Transferability; in preference to external validity/generalisibility, (3). Dependability; in preference to realibility, (4). Confirmability in preference to objectivity. In this research, the researcher uses credibility to establish the trustworthiness.

There are several techniques to increase credibility degree, one of them is triangulation. There are four kinds of triangulation, they are: (a). Source triangulation, (b). Method triangulation, (c). Researcher triangulation, and (d). Theory triangulation. In this research, researcher used source triangulation.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Research Findings

The data for this research are qualitative and quantitative data. The qualitative data were taken from observation sheet, interviews of teacher and students, and documentations. The quantitative data were taken from the mean of students' score of speaking test (asking and giving opinion). This research was conducted in XI MIA 2 class consisted of 32 students. The researcher implemented Hot Potatoe Game to improve students' speaking skill at the second grade of senior high school students of MAS PAB 2 Helvetia. The research was accomplished in two cycles. Each cycles consisted of four steps of action research (planning, acting, observing, and reflecting). Before starting the first cycle, the researcher did a pre-test and gave test as post test I for cycle I and post test II for cycle II in the last meeting of each cycle.

1. Preliminary Study

The preliminary study was conducted to find out the fundamental problem related to the research. It was important to the research before carrying out the research in order to know from where and how the research done. In the preliminary study, the researcher used speaking test to see the students' speaking skill before Hot Potatoe Game was applied. The results showed that the students' still confused to speak English language fluently. The Minimum Passing Grade (KKM) in that school was 75. The number of students who followed the test were 32 students. The result of pre-test, the total mean of students' score was 62,96.

The quantitative data above indicates that the students' speaking skill was still score of the students was 2.015 and the low. It can be seen from the mean score of the students was 62,96 and the percentage of the students' score of the test was 31,25% or only 10 students who success or got score up to 75. On the other hand, 22 students unsuccessful or didn't get score up to 75. This data can be seen in the Appendix.

To support the quantitative data, it can be seen from the qualitative data that was taken by using observation and interview. The observation was done before the researcher applied the gist strategy in learning process. The result of observation could be seen from the following data: when the researcher observed some of students, the researcher saw that the students difficult in uttering english expressions, and the students found it's really hard to answer the teacher's questions in the classroom.

This data showed that the students' ability in reading comprehension was not good yet. Because the students could not speak english correctly. And the interview was done before the first cycle. The interview also informed that students listening skill is still low.

From the qualitative data above, it could be proven that the reason why the students not motivated in learning English especially speaking skill it caused they cannot express what they want to said and they also shy.

2. Cycle 1

In this cycle, the student's interest and skill in speaking will be measured and the problems in teaching speaking skills were analyzed.

Planning

Planning was the arrangement for doing something considered in advance. Planning has to be flexible because it depended on circumstance and the curriculum. After the problem have been known, the researcher as the teacher and the other teacher working together to plan everything need in order to solve the students' problem. So, the researcher prepare everything related to her teaching and learning process.

In this phase, there were some activities done by researcher. They were:

- a. Developing a lesson plan that consists of steps for action.
- b. Preparing research instruments, such as an observation sheet for the students and teacher to observe their activities in the learning process.
- c. Preparing the material and give the topic to each group in class.
- d. Designing a procedure of teaching speaking skills based on Hot Potatoe Game.

Action

Action is the process of doing something. It is the implementation of planning. The researcher is flexible and ready to situation changing in the school. Thus, the action is dynamic, needed immediately decision for what will be done and completed simple evaluation.

In this phase, the researcher explained the importance of speaking. Then the teacher introduced the Hot Potatoe Game and its procedure. Next, researcher will distribute the material in teaching and learning process, then introduce the topic to the students. The students discussed about the topic and after that the

researcher ask them to findout the meaning of the topic and the students gave critic or comment about that. The activities are:

- a. Giving the orientation test for the students.
- b. Implemented the scenario of teaching and learning process in classroom by using Hot Potatoe Game.
- c. Assignment the post test cycle for the students.

Observation

In this phase, researcher observed and write students' activities during teaching and learning process, such as the students attitude, behavior even the obstacles that happen while the students read text and did their work individually. The observation is done to write the result of the learning teaching process by administrating some question orally and following item were analyzed: Pronunciation (include the segmental features vowel and consonant and the stress and the intonation pattern), Grammar, Vocabulary, Fluency (the case and the speed of the flow speech), and Comprehension.²⁹

Reflection

Reflection is the feedback process from the action that has been done. It is use to help teacher make decision by analyzing the situation and the students' difficulties of problem in understanding the lesson. In this phase, researcher took the feedback from teaching and learning process from the result of the observation sheet and students test. The purpose is to increase the students'

²⁹David P. Haris, (1996), *Teaching English as a Second Language*, Georgetown University, United States, p.81

speaking ability. Based on the data the researcher continue to the cycle II to get better result.

3. Cycle 2

In this cycle, the researcher made a lesson plan based on the difficulties of the students that have been found on the first cycle. Based on the result observed in the first cycle, the students weakness will be found. So, the researcher makes a concept of planning for the second cycle:

Planning

The result of cycle I indicated that there was an improvement in the students' vocabulary, but it may didn't improve significantly. In order to get better improvement and to solve the problems found in the first cycle, so the cycle II will be conducted. It is also has three meetings with the same steps.

Action

Action is the process of doing something. It is the implementation of planning. Researcher is flexible and ready to situation changing in the school. Thus, the action is dynamic, needed immediately decision for what will be done and completed simple evaluation.

In this phase, researcher explained the importance of speaking. Then researcher introduced Hot Potatoe Game and its procedure. Next, the researcher distributed the the material in teaching and learning process, then introduced the topic to the students. The students discussed about the topic and after that the teacher ask them to find out the meaning in topic and the students gave criticor comment about that.

Observation

As in the cycle I, observation activities are carried out to determine the improvement of the student's speaking skills.

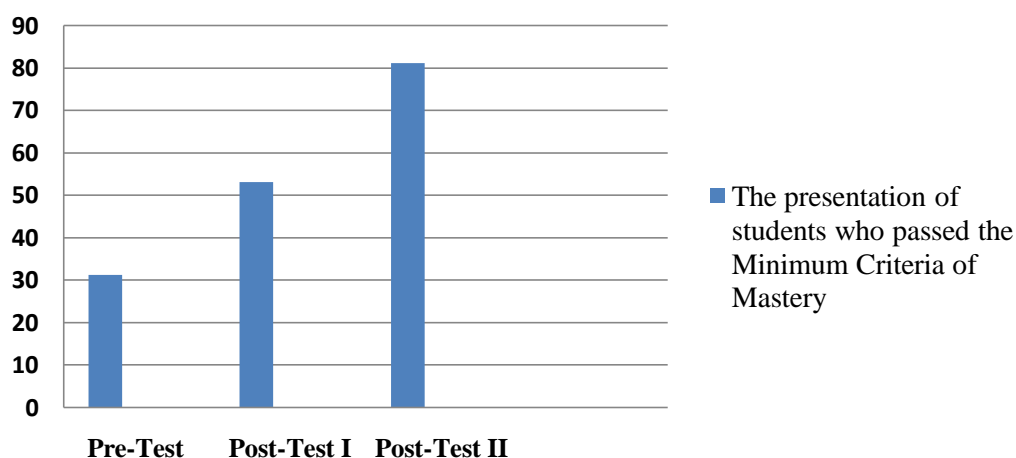
Reflection

At the end of the cycle II, researcher discussed about the result of the implementation of the modified action, Hot Potatoe Game. If the classroom action research target haven't achieved yet , the researcher will be continue to the cycle III but if the student's result has reached the criterion, the cycle of this classroom action research will be stopped.

B. Discussion

This research was conducted to find out the improving of students' speaking skill by applying Hot Potatoe Game. The Hot Potatoe Game could be used by the teacher in teaching English especially to help the students to improve the students' speaking skill. This also had been proved by the result of observation and interview. Both of them showed that the students' speaking skill improved since Hot Potatoe Game applied either in cycle I or in cycle II though the result in cycle I was still not enough.

The Presentation of Students Who Passed The Minimum Criteria of Mastery



Based on the quantitative data, students' score increased significantly. In the pre-test, there were 31,25% (10 of 32 students) who got score ≥ 75 . In the post-test I, there were 53,125% (17 of 32 students) who got score ≥ 75 . In the post-test II, there were 81,25%(26 of 32 students) who got score ≥ 75 . the coefficient of t-observation = 6,58. It means that there was improvement scores from pre-test to post-test I were 21,875%. Theimprovement scores from post-test I to post-test II were 28,125%. and from the pre-test to post-test II were 50%. Most of students' score improved from the first test to the third test.

The improvement was not only showed by the increasing score in quantitative data but also from the qualitative data; interview, observation, diary notes and photographs. The students become more enthusiastic, more active in discussion, and easily controlled. At least, when the students were given the test in the cycle II, they looked more confident.

From the explanation above, the research can be concluded that the use of The Hot Potatoe Game can improve the students' speaking skill. The students'

score improved and the students were more serious to learn. The students' attitude changed after the researcher used The Hot Potatoe Game. Hot Potatoe Game shown a simple concept of making students can be speak to another people step by step. The students were more interested in Hot Potatoe Game and the students also were active to ask and to give their opinion. Most of students were able to improve their score. As the result above, Hot Potatoe Game can improve the students' speaking skill with good and true. But there were a little problem in doing the game, it is about the time. The time is not enough, the researcher and the students forget about the time when done the Hot Potatoe Game.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. In the preliminary study, students' speaking skill was found still low. It was proven by both the result of quantitative and qualitative data. When the test in preliminary study was given, quantitatively, the students score in the average was only 62,968. It was only 31,25%, or 10 of 32 students passed the test in preliminary study. Qualitatively, based on the result of the interview and observation showed that the students' speaking skill was still low, they found difficulties in speaking test.
2. Next, the result of the cycle I showed that quantitatively, there were only 53,125% or 17 of 32 students passed the test in cycle I, in which, the average of the students' score was 70,468. It meant, there was a little bit improvement if compared with result in preliminary study, however, it was still not enough. On the other hand, qualitatively, it was also showed a better changed. It could be seen from the result of the learning process but, the cycle I considered still unsuccessful.
3. In the cycle II, there was a significant improvement of students' speaking skill. It was proven by the result of the test in the cycle II which 26 of 32 students passed the test, or as many as 81,25% or 26 of 32 students passed the test. All students who passed the test success with the mean score 78. On the other side, the result of the observation and interview in the cycle II showed that there was a significant improvement too. From the interview

result, generally, students claimed that Hot Potatoe Gamewas fun and made their English improved so that they could answer the questions of the test.

At least, according to the result from the preliminary study until the cycle II, step by step, students's speaking skill improved. Therefore, it was concluded that the students' speaking skill was improved by using Hot Potatoe Game.

B. Suggestion

Based on the result of this research, the researcher give suggestions:

1. For the Headmaster

The headmaster can suggest to their English teacher to use this technique in teaching speaking because the result of this research show that Hot Potatoe Game can improve students' ability in speaking.

2. For the English Teacher

It is better for the English teacher to apply Hot Potatoe Game in teaching speaking because it can improve the students' speaking skill.

3. For the Students

The students are expected to improve their speaking because speaking is the important skill.

4. For the Researchers

For the further researcher can consider Hot Potatoe Game to conduct the research.

5. For the Readers

For the reader, this research can be a reference for the new research or it can be an idea to apply Hot Potatoe Game in teaching learning process.

C. Implication

Implications are drawn from the research findings. The research came with a finding that there is a significant difference on the students' speaking skill between the strategy that is use in learning process. Moreover, this research implies that the use of Hot Potatoe Game is needed in teaching speaking.

The use of Hot Potatoe Game during the research can improve the students' achievement in their speaking skill. Therefore, the application of Hot Potatoe Game needed to be applied continuously in teaching speaking. It is because the use of Hot Potatoe Game helped the students practice speaking and create active learning process so that the standard of the learning process can be achieved.

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APPENDICES

Appendix I
Lesson Plans

LESSON PLAN

CYCLE I

Name of School : MAS PAB 2 HELVETIA
Subject : English
Class/Semester : XI MIA-2/I
Academic Year : 2018/2019
Topic : Asking and Giving Opinion
Time Allocation : 2 x 45

A. Core Competence

KI 1 : Appreciating and accomplishing the devotion of the religion adhered.

KI 2 : Appreciating and accomplishing behavior of honest, discipline, responsibility, caring (tolerant, cooperative, peace), polite, responsive and pro-active, act as a part of the solution of the various problems in social interaction and natural environment effectively within their community and existence.

KI 3 : Understanding, applying, analyzing, and evaluating the factual, conceptual, procedural, and metacognitive knowledge based on the curiosity on science, technology, art, cultural phenomena, and humaniora by using the concept of humanity and nationality related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.

KI 4 : Processing, reasoning, and presenting various things in the concrete and abstract realm in accordance with the development which have been learned in school independently and be able to use the method according to the rules of science.

B. Basic Competence and Indicators

Basic Competence	Indicators
<p>1.1 Expressing sincere gratitude to the god for the opportunity can learn English as a language of international communication instruction embodied in the spirit of learning.</p>	
<p>2.2 Indicating honest, discipline, self-confidence, and responsible in conducting transactional communication between the students and teacher, and also his/her friends.</p> <p>2.3 Indicating responsibility, care, cooperative, and pece in conducting functional communication.</p>	
<p>3.2 Analyzing the social function, text structure, and language aspects in Asking and Giving Opinion .</p>	<p>3.2.1 Students are able to identify an opinion.</p> <p>3.2.2 Students are able to identify various types of expressing Opinion.</p> <p>3.2.3 Students are able to explain the function of an opinion appropriately.</p>
<p>4.2 Developing oral and written text to explain, ask, and respond talking about self regarding to the social function, the tructure of the text, and linguistics elements that are correct and appropriate.</p>	<p>4.2.1 Students are able to ask other's opinion appropriately.</p> <p>4.2.2 Students are able to give opinion appropriately.</p>

C. Learning Purposes

After studying this chapter, students are expected to:

- Students are able to identify the opinions.
- Students are able to explain the function of opinion appropriately.

Indicators of Basic Competence 4.2:

- Students are able to ask other's opinion appropriately.
- Students are able to give opinion appropriately.

D. Learning Material

Learning materials that will be taught in the classroom is Asking and Giving Opinion.

a. Definition of Opinion

In general, an opinion is a subjective belief, and is the result of emotion or interpretation of facts. An opinion may be supported by an argument, although people may draw opposing opinions from the same set of facts. Opinions are never right or wrong, they are merely a figment of what someone believes. However it can be reasoned that one opinion is better supported by the facts than another by analysing the supporting arguments.

b. Expressing of Asking Opinion

<ul style="list-style-type: none">○ What do you think about.....?○ What do you think of.....?○ What is your opinion?○ Why do they behave like that?○ Do you think it's going?	<ul style="list-style-type: none">○ How do you like?○ How was the trip?○ How do you think of Mahar's idea?○ How do you feel about this diction?○ Do you agree that ...?
---	---

c. Expressing of Giving an Opinion

<ul style="list-style-type: none">○ I think....○ In my opinion....○ What I mean is....○ In my humble opinion....○ Personally, I believe that....○ In my experience	<ul style="list-style-type: none">○ According to me...○ I strongly believe that....○ As far as I am concerned...○ From my point of view...○ As I understand....○ I reckon...
---	---

d. Expressing of Agreement with an Opinion

<ul style="list-style-type: none">○ Of Course○ This is absolutely right○ I agree with this opinion○ I agree, I never thought of that○ Neither do I	<ul style="list-style-type: none">○ That's good point.○ I think so too○ I agree with what you are saying but have you ever....○ You're right
--	---

e. Expressing disagreement with an Opinion

<ul style="list-style-type: none">○ I am sorry, I don't agree with you○ I am not sure I agree with you○ I don't agree with you○ I am afraid I have to disagree with you○ I do not believe that.○ I disagree with you.	<ul style="list-style-type: none">○ I think you are wrong○ That's not the same thing at all○ It is not justified to say so○ I am not convinced that....○ I can't say I agree with this, and here's why.....○ I am not sure
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f. Examples Dialogue of Asking and giving opinion.

At a department store in Bali, a tourist from Washington, Miley and Daniel are going to buy some clothes.

Daniel : This store has various items. There are many clothes and souvenirs here.

Miley : Yes, you're right.

Daniel : What do you think about this shirt?

Miley : Mmmm... but I don't think red is the right color for you. I think blue will be better.

Daniel : Do you really think so? I think red is nice.

Miley : Actually, I think red is too bright for you.

Daniel : mmmm... I guess you're right.

Miley : But there is no blue shirt here. Let's ask to the shopkeeper.

Daniel : Yeaah...

E. Teaching Method

1. Approach : *Scientific Learning*
2. Method : *Discovery Learning*
3. Technique : *Hot Potatoe Game*

F. Media, Instruments, and Sources of Material

1. Media : Texts
2. Instruments : Laptop, Speaker, Potatoe Ball, marker, and white board
3. Sources of material : English book for Senior High School students at the second grade, Curriculum 2013

E. Learning Activities

Activity	Description of Activity	Time Allocation
Pre Activity	<ul style="list-style-type: none">▪ Teacher greets the students using English in order to create English environment.▪ Teacher and students pray together.▪ Teacher checks the attendance list.▪ Teacher delivers the outline of the materials and explained about “Asking and Giving opinion”▪ Gives the Brainstorming about “Asking and Giving opinion” by giving the students a question: What do you think about National Examination? How do you feel about that?	10 Minutes
Core Activities	<p>Observing</p> <ul style="list-style-type: none">• Students listen to the teacher’s explanation about various kinds in expressions Asking and Giving Opinion.• Students observe the social function, the tructure of the text, and linguistics elements of Expression of Asking and Giving	70 menit

Opinion.

- Students observe various kinds in expressing Asking and Giving Opinion which have been explained by teacher.

Questioning

- With teacher guidances and directions, students questioning about the differences between various kinds in expressing Asking and Giving Opinion.
- Students are divided into several group t answer the question that teacher gave.

Exploring

- Students stand in a small/big circle in their own group that the techer has been determined.
- Students start to apply the Hot Potatoe Game in the learning and teaching activity in the classroom. By the teacher's help, students start to throw the Hot Potatoe ball in the circle. The first student who rececives the ball should be the first speaker and directly answer the question.
- Students answer/practice the expression of Asking and Giving Opinion based on their turn in the Hot Potatoe Game.
- Students in their learning group write/speak the various kinds of expression in expressing Asking and Giving Opinion.

	<ul style="list-style-type: none"> • After that, students record their own opinions based on their opinion on National Examination. <p>Associating</p> <ul style="list-style-type: none"> • Students analyze the social function, the structure of the text, and linguistics elements of Expression of Asking and Giving Opinion and their responds. <p>Communicating</p> <ul style="list-style-type: none"> • Students in pairs make an example of dialogue about expressing their opinions and thoughts and the responses. • Students write down all the teacher's explanations about giving opinions from the structural aspects of the text, linguistics and speech aspects, word pressure, and intonation. 	
Closing	<ul style="list-style-type: none"> • Teacher provides feedback on the learning process and outcomes by saying: “Thank you very much for your participation. You did a good job today, I’m very happy with your activity in the class. How about you, did you enjoy my class?” • Teacher conducts follow-up activities in the form of individual assignments. • Inform students about the planned learning activities for the next meeting in the learning and teaching activities. 	10 inutes

F. Scoring

1. Scoring Technique : Oral Test
2. Scoring Instrument : Asking and Giving Opinion
3. Scoring Rubric :

Rated Qualities	Points	Behavioral Statements
Pronunciation	5	Has few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (any) noticeable errors of grammar or word order.
	4	Occasionally make grammatical and/or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension. Must often rephrase sentences and/or restricts himself to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes use inappropriate terms and/ or must rephrase ideas because of lexical inadequacies.

	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.

Total skor: $4 \times 5 = 20$

Nilai : $\text{Total skor} \times 5 = 100$

Medan, 19 July 2018

Principle of MAS
PAB 2 HELVETIA

English Teacher

Dr. H. M. Fauzi, M.A

Decy Rahayu Sormin, S.Pd

Researcher

Jenny Arista

**LESSON PLAN
CYCLE II**

Name of School : MAS PAB 2 HELVETIA
Subject : English
Class/Semester : XI MIA-2/I
Academic Year : 2018/2019
Topic : Expression of Dream and Hope
Time Allocation : 2 x 45

A. Core Competence

- KI 1 : Appreciating and accomplishing the devotion of the religion adhered.
- KI 2 : Appreciating and accomplishing behavior of honest, discipline, responsibility, caring (tolerant, cooperative, peace), polite, responsive and pro-active, act as a part of the solution of the various problems in social interaction and natural environment effectively within their community and existence.
- KI 3 : Understanding, applying, analyzing, and evaluating the factual, conceptual, procedural, and metacognitive knowledge based on the curiosity on science, technology, art, cultural phenomena, and humaniora by using the concept of humanity and nationality related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
- KI 4 : Processing, reasoning, and presenting various things in the concrete and abstract realm in accordance with the development which have been learned in school independently and be able to use the method according to the rules of science.

B. Basic Competence and Indicators

Basic Competence	Indicators
<p>1.1 Expressing sincere gratitude to the god for the opportunity to learn English as a language of international communication instruction embodied in the spirit of learning.</p>	
<p>2.2 Indicating honest, discipline, self-confidence, and responsibility in conducting transactional communication between the students and teacher, and also his/her friends.</p> <p>2.3 Indicating responsibility, care, cooperative, and peace in conducting functional communication.</p>	
<p>3.3 Analyzing the social function, text structure, and language aspects expression of Dream and Hope based on the content.</p>	<p>3.3.1 Students are able to understand the social functions, text structures, and linguistic elements in expressing Hope and Dream based on their own dreams, hopes, and their perspectives.</p> <p>3.3.3 Students apply the social functions, text structures, and linguistic elements to express Hope and Dream based on their own dreams, hopes, and their perspectives.</p>
<p>4.3 Developing an oral and written text to express and respond the expression of Dream and Hope regarding to the</p>	<p>4.2.1. Students are able to use the written and oral text to express, state, and ask about</p>

<p>social function, the structure of the text, and linguistic elements that are correct and appropriate.</p> <p>4.4 Developing oral and written text to explain, ask, and respond talking about self regarding to the social function, the structure of the text, and linguistic elements that are correct and appropriate.</p>	<p>the expression of Hope and Dreams based on their own perspective.</p>
---	--

C. Learning Objectives

Students are able to use expressions of Hope and Dream whether in oral and written texts in context regarding to the social functions, text structures, and linguistic elements, which are correct and show honest, disciplined, confident, and responsible behavior.

D. Learning Materials

1. Social

- Expressing Hope and Dreams.

2. Definition

Hope is something that we want to happen and we work very hard for it to happen. But we are not sure whether it will happen or not and sometimes we can't do anything about it. Hopes and dreams signal future intentions (Ben, 2012).

3. Structure

The verb 'hope' is to express:

1. **An event that possibly happen in present time (present)**
 - I hope he's all right.
 - I hope he knows where the clinic is.
 - I hope he's having a good time in Florida.
 - I hope he likes Italian food.

2. **An event that will possibly happen (future):**

- I want to become a doctor.
- I am hoping to finish all my work on time.
- I hope I will realize all my dreams.
- I hope that I will always be honest.
- I hope that I will never lie.
- I hope that I will never smoke.
- I want to get my homework done.

3. **To say what you hope about the past, you use the simple past:**

- I hope she found the restaurant.
- I hope he passed his class last semester.

3. **Linguistics Elements**

Verbs in the Expression of Hope and Dream :

- I am hoping for some good weather tomorrow. (S+V-ing+Complement)
- I hope to study in America next year. (S+V+to/That+ Complement)
- I hope Rahmat found the place. (S+V+complement/object)

4. **Example of Dialogue**

Amanda : Bayu, why you always look so happy?

Bayu : I don't know, I just want to live my life.

Amanda : By the way, what is your dream in the future? If you don't mind, you can tell me about that.

Bayu : I hope that I can be a successful person and then travel the world.
How about you?

Amanda : I hope someday, I can have a house with sea view, and can spend my time there. I'm really sure that will be the best time of my life.

Bayu : Ah, really nice. We must have an effort to make it come true.

Amanda : Yes, you're right.

E. Learning Method

1. Approach : *Scientific approach*
2. Method : *Project Based Learning*
3. Technique : *Hot Potatoe Game*

F. Media, Instruments, and Learning Sources

1. Media : *Text and poster*
2. Instruments : *Laptop, Speaker, Potatoe Ball, marker, white board*
3. *Learning Sources* : *an English text book curriculum 2013 for senior highschool.*

G. Learning Activities

Activity	Descriptions	Time Allocation
Pre Activities	<ul style="list-style-type: none">▪ Teacher greets the students using English in order to create English environment.▪ Teacher and students pray together.▪ Teacher checks the attendance list.▪ Teacher delivers the outline of the materials and explained about “Asking and Giving opinion”▪ Teacher gives the students a brainstorming to start the class related to the learning topic , Hope and Dream by asking them several questions, they are:<ol style="list-style-type: none">1. What is your dream in the future?2. What is your hope?	10 menit
Core	<p>Observing</p> <ul style="list-style-type: none">• Students listen carefully to the teacher’s explanation on various kinds of expression Hope and Dream.	70 menit

	<ul style="list-style-type: none"> • Students observe the social function, text structural, and the linguistic elements of various kinds of expression Hope and Dream. • Students observe various kinds of expression Hope and Dream that the teacher have been explained in the classroom. <p>Questioning</p> <ul style="list-style-type: none"> • With teacher’s guidances and directions, students questioning about the differences between various kinds of expression Hope and Dream • Students are divided into several group t answer the question that teacher gave. <p>Exploring</p> <ul style="list-style-type: none"> • Students stand in a small/big circle in their own group that the techer has been determined. • Students start to apply the Hot Potatoe Game in the learning and teaching activity in the classroom. By the teacher’s help, students start to throw the Hot Potatoe ball in the circle. The first student who rececives the ball should be the first speaker and directly answer the question. • Students answer/practice the expression of Hope and Dream based on their turn in the Hot Potatoe Game. • Students in their learning group write/speak the various kinds of expression in expressing Hope and Dream 	
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	<ul style="list-style-type: none"> • After that, students record their own opinions based on their Hope and Dream in the future. <p>Associating</p> <ul style="list-style-type: none"> • Students analyze the social function, the structure of the text, and linguistics elements of Expression of Hope and Dream . <p>Communicating</p> <ul style="list-style-type: none"> • Students in pairs make an example of dialogue about expressing their hope and dream in the futre based on their own desires. • Students write down all the teacher's explanations about expressing Hope and Dream from the structural aspects of the text, linguistics and speech aspects, word pressure, and intonation. 	
Closing	<ul style="list-style-type: none"> • Teacher provides feedback on the learning process and outcoemes by saying: “Thank you very much for your participation. You did a good job today, I’m very happy with your activity in the class. How about you, did you enjoy my class?” • Teacher conducts follow-up activities in the form of individual assignments. • Inform students about the planned learning activities for the next meeting in the learning.and teaching activities. 	10 Minutes

G. Scoring

1. Scoring Technique : Oral Test
2. Scoring Instruments : Expressing Hope and Dream
3. Scoring Rubric :

Rated Qualities	Points	Behavioral Statements
Pronunciation	5	Has few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (any) noticeable errors of grammar or word order.
	4	Occasionally make grammatical and/or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension. Must often rephrase sentences and/or restricts himself to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes use inappropriate terms and/ or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words; conversation

		somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.

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Appendix II

INSTRUMENT OF PRE-TEST

There are several steps in speaking test:

1. In this speaking test there is one question that will be asked, that is: “What is your opinion about National Examination?”
2. The students answer the question orally.
3. The answers will be recorded by phone.

Appendix III

STUDENTS' TRANSCRIPTS OF PRE-TEST

1. Aliyah Pasha Dalimunthe

“If you wanna know what I’m thinking about it, I just wanna tell you something. I am really afraid of it. That’s all”.

2. Khusnul Khotimah

“Hello, my name is khusnul. In my opinion, National Examination is so important. It is decide. And also, decide the future eee... after senior high school”.

3. Shinta Bella

“To me, UN or National Examination is so difficult. Alyways make me confuse and so eehhh...boring”.

4. Sheira Makharani Berutu

“I am think that National Examination is the last exam for us. And so hard to do miss”.

Appendix IV

INSTRUMENT OF POST TEST I

There are several steps in speaking test:

1. In this speaking test there are three questions that will be asked, they are:
 - a. What is your opinion about National Examination?
 - b. How do you feel about that?
2. The students answer the question orally.
3. The answers will be recorded by phone.

Appendix V

STUDENTS' TRANSCRIPTS OF POST-TEST I

1. Aliyah Pasha Dalimunthe

“Just like before, National Examination is the last exam for us. I have ever in that situation in junior high school. Like I am afraid of National Examination. I’m afraid too much if I can not pass the exam, I am the kind of learning hard students, so you know how afraid I am”.

2. Khusnul Khotimah

“In my opinion, UN is the final exam for students in the last class. I am not afraid with National Examination because I have prepared everything to fight with it”.

3. Shinta Bella

“I think National Examination that we are tested and repeat, is so crazy examination. Teacher say we have be able to answer all questions. Number two, I am fear to not pass the exam”.

4. Sheira Makharani Berutu

“I think, National Examination is really difficult exam for me. I am afraid of this, because if I don’t pass the exam, I can’t go to university like USU”

Appendix VI

INSTRUMENT OF POST TEST II

There are several steps in speaking test:

1. In this speaking test there two questions that will be asked, they are:
 - a. What is your dream in the future?
 - b. Tell me about your dream, what you are going to be, and your reason!
2. The students answer the question orally.
3. The answers will be recorded by phone.

Appendix VII

STUDENTS' TRANSCRIPTS OF POST-TEST II

1. Aliyah Pasha Dalimunthe

“In the future, I wanna be a good writer for my readers because my hobby is writing. I have some sites of my writing in the web. Im also so unhappy that my father is not accept it. He said to me it will be better if I take medicine class and if I study harder he believe that I can get a better dreams more than just a writer. But If I believe and try, I can take all my dreams ”.

2. Khusnul Khotimah

“My dream is I hope to be a doctor. Professional doctor because I can help people of the illness they have. The job is really good because we help other everyday”.

3. Shinta Bella

“I think National Examination that we are tested and repeat, is so crazy examination. Teacher say we have be able to answer all questions. Number two, I am fear to not pass the exam”.

4. Sheira Makharani Berutu

“I hope I can go to Korea, I hope I can meet all of my idols because I dream it everyday. And I really hope it can come true because that's make me so happy”

Appendix VIII

TEACHER'S INTERVIEW TRANSCRIPT

Interview Script before the Implementation Hot Potatoe Game

R : Assalamualaikum miss.

I : Waalaikumssalam .

R : Begini miss, saya mau menanyakan beberapa pertanyaan terkait dengan penelitian yang akan saya lakukan di kelas miss.

I : Silahkan, Tanya aja ngga usah sungkan ke saya.

R : Miss sudah berapa lama mengajar di sekolah ini?

I : Kira-kira saya mengajar di sekolah ini sudah hampir selama dua tahun setengah. Saya mengajar di kelas X dan kelas XI. Ehh tapi itu hanya MIA saja ya.

R : Masalah yang biasa miss hadapi saat mengajar itu apa miss?

I : Masalahnya? Masalah maksudnya kek gimana? Ooo masalah kalau mengajar bahasa inggris gitu kan ya?

R : Iya miss, masalahnya atau kendalanya gitu.

I : Eh... kalau misalkan mengajar bahasa inggris itukan kadang-kadang siswanya suka bosenan. Kadang kalau misalkan saya ngejelasin di depan, mereka suka ngga fokus. Gimananya, kan ini bahasa asing, jadi mereka agak sulit untuk ngikutinya. Tapi, ada beberapa siswa yang bener-bener excited untuk belajar.

R : Terus miss, sikap miss untuk menanggapi sifat siswa yang seperti itu gimana?
Atau mungkin miss menerapkan teknik atau metode terbaru yang lebih pas ke mereka gitu?

I : Ehh... Gimana ya. Kalau siswa SMA bandel itukan udah biasa, itu semua tergantung gurunya, bias atau nggak dia ngontrol kelasnya itukan. Kalau saya sendiri, saya kadang ngasih kek game jugak kan sama orang itu, terus media. Saya bagikan flash cards ke mereka, ataupun kami kalau bosan di kelas belajarnya ke lab bahasa, gitu. Jadi ya sebisa mungkin untuk bisa buat mereka lebih tertarik lagi untuk belajar bahasa inggrisnya.

R : Ohh iiya miss. Terus miss, saya di sini kan meneliti kemampuan berbicara siswanya, speaking miss. Nah kalau menurut miss sendiri, kemampuan berbicara mereka bagaimana miss? Khususnya di kelas XI MIA-2 ini?

I : Ehh kalau kemampuan MIA-2 ini lebih kurang ya kalau dibandingin sama MIA-1, Karena mereka lebih bagus speakingnya. Ehhh dasarnya pun dulu mereka pas tsanawiyah nya nggak pala di apakan sama gurunya. Jadinya ya gitu, susah. Apalagi kalau pronunciation nya, mereka susah kali menyebutkan nya gitu. Padahal saya sering juga ngetes orang ini baca teks kan, nah, disitu baru ketauan kan kalau pronunciation mereka itu kurang.

R : Hanya pronunciation saja kendalanya mam?

I : Nggakla dek, grammar juga sih. Tapi kan kalau speaking saya suka ngebilangin ke mereka, yang penting kita speak up dulu. Sama mereka juga kekurangan vocab. Kan payah itu kalo apa kurang kan. Jadi itulah. Anak – anak inikan payah speaking karena keseringan pakek bahasa Indonesia, kadangpun bahasa daerah. Jadi nggak terampil dia. Udah ini aja?

R : Ehh iya miss. Makasih banyak atas waktunya ya miss.

I : iya iyaa. Sama sama.

Interview Script after the Implementation Hot Potatoe Game.

R : Bagaimana miss menurut miss tentang teknik yang saya terapkan ini?

I : Apa namanya ini? Hot apa?

R : Hot Potatoe Game miss.

I : Oooh iya itu. Kalau menurut saya sih sudah bagus ya. Apalagi topic yang di ambil itu pas, tentan opini atau pendapat kan. Sama apa tadi? Ha iituu dream in future. Jadi orang itu bisa ngucapin pendapatnya sendiri kan, sama yang terakhir itu cita-cita. Jadi terkesan siswanya seneng pas belajar. Kamu juga tadi ada play music, nah mereka seneng juga. Ketawa-ketawa gitu. Berartikan teknik kamu ini enak. Cocok sama orang itu.

R : Saran miss kira-kira apa miss untuk saya?

I : Udah bagus sih tekniknya tapi kamu juga harus perhatiin anak-anak lain yang belum maju. Kalau bias dikasih tugas gitu biar gak rebut yang anak cowok, hehehe.

R : okay miss. Thankyou very much.

Appendix IX

STUDENTS' INTERVIEW TRANSCRIPT

Interview Script before the Implementation of Hot Potatoe Game

1. Lisna Azizah

R : Namanya siapa dek ?

S : Lisna miss, Lisna Azizah.

R : Menurut kamu, Bahasa Inggris itu susah atau nggak sih ?

S : Gampang-gampang susah miss.

R : Kenapa?

S : Ginilo, kalau kita bener2 niat belajar kan pasti mudah. Tapi susahhnya itu penyebutannya. Apa itu namanyaa?

R : Pronunciation?

S : Iya miss itu susah banget. Udah bolak-balik di ajarin guru juga tetep susah pengucapannya. Sama satu lagi kurang kosa kata miss.

R : Emang dikelas belajarnya gimana ?

S : Bahasa inggris nya ya gitu, gurunya jarang ngasih praktek untuk dialog di depan kelas. Jadi kami susah kalau mau ngomong pakai Bahasa Inggris miss.

R : Ok, terimakasih ya.

2. Putri Ariska Ramadhani

R : Ehh pertama kenalin dulu namanya dek.

S : Hallo, nama saya Putri. Nama lengkapnya Putri Ariska Ramadhani.

R : Kamu suka pelajaran Bahasa Inggris ngga?

S : Nggak miss. Bhasa Inggris itu susah kali di ngertiin miss. Karena kan saya ngga paham artinya, jadi sulit miss.

R : Hmm... selain itu, permasalahan apa lagi yang putri punya?

S : Sama sih kayak kawan-kawan lainnya. Susahnya itu di pengucapannya miss.

Kadang suka bingung. Kan beda itu.... Baca sama tulisannya. Jadi payah.

R : Kalau speaking dek?eh.. ngomong pakai bahasa inggris gitu. Hah gimana menurut kamu?

S : Sulit miss. Kami jarang praktek loh.

R : Jarang praktek? Berarti ngga pernah dong berdialog pakai bahasa inggris di depan kelas? Atau baca gitu..?

S : Iya miss ga pernah. Dulu sih pernah pas SMP. Hehehe

R : Ada lagi?

S : heheh udah itu aja miss.

R : Oke, makasih ya.

Interview Script after the Implementation of Hot Potatoe Game

1. Lisna Azizah

S : Nama saya Lisna Azizah. Saya siswa kelas XI MIA-2.

R : Bagaimana pendapat kamu setelah miss menerapkan Game, eeh Hot Potatoe Game di kelas? Ada nggak peningkatan dalam speakingnya?

S : Ada miss, saya jadi suka belajar Bahasa Inggris, terus juga game nya seru, kita

semua dapet gilliran untuk ngomongkan, jadi enak gitu miss.

R : Kalau materi yang miss kasih waktu mainin game nya, kira-kira menurut kamu susah dipahami nggak?

S : Nggak susah kok. Kan kita tinggal nguapin pendapat kita sama cita-cita aja.

R : Hehehe, thankyou Lisna.

2. Putri Ariska Ramadhani

R: Bagaimana menurut kamu teknik yang telah saya aplikasikan dalam mengajar di kelas ini? Ehh Hot Potatoe Game nya?

S : Kalau menurut saya miss, Hot Potatoe Game ini bagus kalo misalkan untuk ngajar speaking tiap hari. Hehehe soalnya kan seruu. Ada musiknya, terus juga seru lah pokoknya.

R : Jadi, lewat game ini, kemampuan berbicara nya meningkat gak tuh?

S : Iya miss. Saya juga jadi ketagihan pas speaking tadi. Soalnya seru, terus miss juga ngasih instruksi kan jadi kami ngga bingung.

R : ehh, Okelah. Makasih ya putri.

S : Iya miss, sama-sama.

Appendix X

Observation Sheets

OBSERVATION SHEET (CYCLE I)

Date : 19 Juli 2018
Students : XI MIA-2
School : MAS PAB 2 HELVETIA
Subject : English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	1. The teacher uses target language and native language in the learning process.		✓
	2. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.	✓	
	3. Teacher tells to students the goal of the study.	✓	
	4. Teacher gives explanation about the topic of study.	✓	
	5. Teacher explains the material clearly.	✓	
	6. Teacher uses media of teaching.	✓	
	7. Teacher divide the students into some groups	✓	
	8. Teacher ask students to make a dialogue based on the expression of Asking and Giving Opinion.	✓	
	9. Teacher gives students chance to ask the teacher related to the topic of study.	✓	
	10. Teacher gives test to the student.	✓	
	11. Teacher concludes the material of teaching.	✓	

FOCUS	TOPIC	YES	NO
Students	1. Students are interested and enthusiastic in studying giving opinion by implementing video dubbing.	✓	
	2. The students participate in learning process.		✓
	3. Students ask the teacher about material that they do not understand.	✓	
	4. Students answer the question who is giving by the teacher.	✓	
	5. Students do the test seriously.		✓

English Teacher

Deci Rahayu Sormin, S.Pd.

OBSERVATION SHEET
(CYCLE II)

Date : 02 Agustus 2018
 Students : XI MIA-2
 School : MAS PAB 2 HELVETIA
 Subject : English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	1. The teacher uses target language and native language in the learning process.	✓	
	2. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.	✓	
	3. Teacher tells to students the goal of the study.	✓	
	4. Teacher gives explanation about the topic of study.	✓	
	5. Teacher explains the material clearly.	✓	
	6. Teacher uses media of teaching.	✓	
	7. Teacher divide the students into some groups.	✓	
	8. Teacher ask students to make a dialogue based on the expression of Hope and Dream in the future.	✓	
	9. Teacher gives students chance to ask the teacher related to the topic of study.	✓	
	10. Teacher gives test to the student.	✓	
	11. Teacher concludes the material of teaching.	✓	

FOCUS	TOPIC	YES	NO
Students	1. Students are interested and enthusiastic in studying giving opinion by implementing video dubbing.	✓	
	2. The students participate in learning process.	✓	
	3. Students ask the teacher about material that they do not understand.	✓	
	4. Students answer the question who is giving by the teacher.	✓	
	5. Students do the test seriously.	✓	

English Teacher

Deci Rahayu Sormin, S.Pd.

Appendix XI**STUDENTS' ATTENDANCE LIST**

No	Name	Initial	Sex	Students' Attendance					
				I	II	III	IV	V	VI
1.	Attala Sucipto Rahmansyah	ATR	M	✓	✓	✓	✓	✓	✓
2.	Ahmad Yusril Yasarta	AYY	M	✓	✓	✓	✓	✓	✓
3.	Aliyah Pasha Dalimunthe	APD	F	✓	✓	✓	✓	✓	✓
4.	Cahyani Khairunnisa	CK	F	✓	✓	✓	✓	✓	✓
5.	Chairunnisa Albar Nst	CAN	F	✓	✓	✓	✓	✓	✓
6.	Choirunnisa	C	F	✓	✓	✓	✓	✓	✓
7.	Dian Safitry	DS	F	✓	✓	✓	✓	✓	✓
8.	Dian Savitri Nasution	DSN	F	✓	✓	✓	✓	✓	✓
9.	Elvira	E	F	✓	✓	✓	✓	✓	✓
10.	Khairi Mutmainnah	KM	F	✓	✓	✓	✓	✓	✓
11.	Khairunnisa Mabuha	KM	F	✓	✓	✓	✓	✓	✓
12.	Khusnul Khotimah	KK	F	✓	✓	✓	✓	✓	✓
13.	Lisna Azizah	LA	F	✓	✓	✓	✓	✓	✓
14.	Luthfiah	L	F	✓	✓	✓	✓	✓	✓
15.	Mega Septiana	MS	F	✓	✓	✓	✓	✓	✓
16.	Miswati	M	F	✓	✓	✓	✓	✓	✓
17.	M. Fakhurrozi	MF	M	✓	✓	✓	✓	✓	✓
18.	M. Razi Irawan Nasution	MIN	M	✓	✓	✓	✓	✓	✓
19.	Nabila Syafinka Putri	NSP	F	✓	✓	✓	✓	✓	✓
20.	Ningtias Erika	NE	F	✓	✓	✓	✓	✓	✓
21.	Putri Ariska Ramadhani	PAR	F	✓	✓	✓	✓	✓	✓
22.	Rahma Yanti	RY	F	✓	✓	✓	✓	✓	✓
23.	Risma Permata Sari	RPS	F	✓	✓	✓	✓	✓	✓
24.	Sheira Makharani Berutu	SMB	F	✓	✓	✓	✓	✓	✓
25.	Sinta Bella	SB	F	✓	✓	✓	✓	✓	✓
26.	Siti Lutfi Milzahara	SLM	F	✓	✓	✓	✓	✓	✓
27.	Siti Nuravivah	SN	F	✓	✓	✓	✓	✓	✓
28.	Suraihenna Aprillia	SA	F	✓	✓	✓	✓	✓	✓
29.	Sunndari	S	F	✓	✓	✓	✓	✓	✓
30.	Syafikah Hafsyari Hasibuan	SHH	F	✓	✓	✓	✓	✓	✓
31.	Wilda Khairani Lubis	WKL	F	✓	✓	✓	✓	✓	✓
32.	Syahrian Hadidtya Pohan	SHP	M	✓	✓	✓	✓	✓	✓

Appendix XII

Instrument of Students' Pre-Test Score

No.	Initial	Sex	Indicators				SUM	Score
			Pron.	Gram.	Voc.	Fluen.		
1	ATR	M	3	4	4	4	15	75
2	AYY	M	2	1	1	1	5	25
3	APD	F	5	5	4	5	19	95
4	CK	F	3	3	4	4	14	70
5	CAN	F	3	3	3	4	13	65
6	C	F	4	3	4	4	15	75
7	DS	F	4	3	4	4	15	75
8	DSN	F	3	3	4	3	13	65
9	E	F	3	3	2	2	10	50
10	KM	F	3	4	3	3	13	65
11	KM	F	4	3	3	3	13	65
12	KK	F	4	5	4	4	17	85
13	LA	F	3	2	3	3	11	55
14	L	F	3	4	4	2	13	65
15	MS	F	2	3	4	3	12	60
16	M	F	3	3	3	2	11	55
17	MF	M	3	4	4	3	14	70
18	MRIN	M	3	4	4	4	15	75
19	NSP	F	5	4	4	4	17	85
20	NE	F	3	3	3	2	11	55
21	PAR	F	2	2	3	2	9	45
22	RY	F	2	1	2	2	7	35
23	RPS	F	2	3	2	3	10	50
24	SMB	F	4	5	4	4	17	85
25	SB	F	4	3	4	4	15	75
26	SLM	F	3	3	2	3	11	55
27	SN	F	2	2	3	2	9	45
28	SA	F	4	4	3	4	15	75
29	S	F	2	1	3	3	9	45
30	SHH	F	3	3	2	2	10	50
31	WKL	F	3	3	3	4	13	65
32	SHP	M	3	3	3	3	12	60
Total								2015
Mean								62.96875
Percentage								31.25 %

Appendix XIII

Instrument of Students' Post-Test I Score

No.	Initial	Sex	Indicators				SUM	Score
			Pron.	Gram.	Voc.	Fluen.		
1	ATR	M	4	4	5	4	17	85
2	AYY	M	3	2	3	3	11	55
3	APD	F	5	5	4	5	19	95
4	CK	F	4	3	4	4	15	75
5	CAN	F	3	3	3	4	13	65
6	C	F	4	4	4	4	16	80
7	DS	F	5	4	4	4	17	85
8	DSN	F	4	3	4	4	15	75
9	E	F	2	2	4	3	11	55
10	KM	F	4	4	3	3	14	70
11	KM	F	5	3	4	3	15	75
12	KK	F	4	5	4	4	17	85
13	LA	F	4	2	4	3	13	65
14	L	F	4	4	4	3	15	75
15	MS	F	3	2	2	4	11	55
16	M	F	4	3	3	3	13	65
17	MF	M	5	4	4	3	16	80
18	MRIN	M	3	4	4	4	15	75
19	NSP	F	5	4	4	4	17	85
20	NE	F	3	3	3	3	12	60
21	PAR	F	4	4	4	3	15	75
22	RY	F	3	3	3	1	10	50
23	RPS	F	3	3	4	3	13	65
24	SMB	F	4	5	4	4	17	85
25	SB	F	4	4	4	4	16	80
26	SLM	F	3	3	4	3	13	65
27	SN	F	2	3	3	2	10	50
28	SA	F	4	4	4	4	16	80
29	S	F	2	3	2	3	10	50
30	SHH	F	2	3	3	2	10	50
31	WKL	F	4	3	4	4	15	75
32	SHP	M	4	3	4	3	14	70
Total								2255
Mean								70.46875
Percentage								53.125 %

Appendix XIV

Instrument of Students' Post-Test II Score

No.	Initial	Sex	Indicators				SUM	Score
			Pron.	Gram.	Voc.	Fluen.		
1	ATR	M	5	4	5	4	18	90
2	AYY	M	4	3	3	3	13	65
3	APD	F	5	5	5	5	20	100
4	CK	F	4	3	4	4	15	75
5	CAN	F	4	3	4	4	15	75
6	C	F	4	4	4	4	16	80
7	DS	F	5	4	4	4	17	85
8	DSN	F	4	3	5	4	16	80
9	E	F	3	2	4	3	12	60
10	KM	F	4	4	3	4	15	75
11	KM	F	5	3	4	3	15	75
12	KK	F	5	5	5	4	19	95
13	LA	F	4	3	4	4	15	75
14	L	F	4	4	4	3	15	75
15	MS	F	4	3	4	4	15	75
16	M	F	4	3	5	3	15	75
17	MF	M	5	4	5	4	18	90
18	MRIN	M	5	4	4	4	17	85
19	NSP	F	5	4	4	4	17	85
20	NE	F	3	3	3	3	12	60
21	PAR	F	4	4	4	4	16	80
22	RY	F	3	3	4	3	13	65
23	RPS	F	4	3	4	4	15	75
24	SMB	F	4	5	4	4	17	85
25	SB	F	5	4	5	4	18	90
26	SLM	F	4	4	4	3	15	75
27	SN	F	4	3	4	4	15	75
28	SA	F	4	4.2	5	4	17.2	86
29	S	F	2	3	4	3	12	60
30	SHH	F	4	3	3	4	14	70
31	WKL	F	4	4	4	4	16	80
32	SHP	M	4	4	4	3	15	75
Total								2491
Mean								78
Percentage								81.25 %

Appendix XV

Students' Pre-Test Score

No	Students Name	Score	Category
1	Attala Sucipto Rahmansyah	75	Passed
2	Ahmad Yusril Yasarta	25	Failed
3	Aliyah Pasha Dalimunthe	95	Passed
4	Cahyani Khairunnisa	70	Failed
5	Chairunnisa Albar Nst	65	Failed
6	Choirunnisa	75	Passed
7	Dian Safitry	75	Passed
8	Dian Savitri Nasution	65	Failed
9	Elvira	50	Failed
10	Khairi Mutmainnah	65	Failed
11	Khairunnisa Mabuha	65	Failed
12	Khusnul Khotimah	85	Passed
13	Lisna Azizah	55	Failed
14	Luthfiah	65	Failed
15	Mega Septiana	60	Failed
16	Miswati	55	Failed
17	M. Fakhrurrozi	70	Failed
18	M. Razi Irawan Nasution	75	Passed
19	Nabila Syafinka Putri	85	Passed
20	Ningtias Erika	55	Failed
21	Putri Ariska Ramadhani	45	Failed
22	Rahma Yanti	35	Failed
23	Risma Permata Sari	50	Failed
24	Sheira Makharani Berutu	85	Passed
25	Sinta Bella	75	Passed
26	Siti Lutfi Milzahara	55	Failed
27	Siti Nuravivah	45	Failed
28	Suraihenna Aprillia	75	Passed
29	Sundari	45	Failed
30	Syafikah Hafsyari Hasibuan	50	Failed
31	Wilda Khairani Lubis	65	Failed
32	Syahrin Hadidtya Pohan	60	Failed
Total			2015
Mean			62.96875

Appendix XVI

Students' Post-Test I Score

No	Students Name	Score	Category
1	Attala Sucipto Rahmansyah	85	Passed
2	Ahmad Yusril Yasarta	55	Failed
3	Aliyah Pasha Dalimunthe	95	Passed
4	Cahyani Khairunnisa	75	Passed
5	Chairunnisa Albar Nst	65	Failed
6	Choirunnisa	80	Passed
7	Dian Safitry	85	Passed
8	Dian Savitri Nasution	75	Passed
9	Elvira	55	Failed
10	Khairi Mutmainnah	70	Failed
11	Khairunnisa Mabuha	75	Passed
12	Khusnul Khotimah	85	Passed
13	Lisna Azizah	65	Failed
14	Luthfiah	75	Passed
15	Mega Septiana	55	Failed
16	Miswati	65	Failed
17	M. Fakhurrozi	80	Passed
18	M. Razi Irawan Nasution	75	Passed
19	Nabila Syafinka Putri	85	Passed
20	Ningtias Erika	60	Failed
21	Putri Ariska Ramadhani	75	Passed
22	Rahma Yanti	50	Failed
23	Risma Permata Sari	65	Failed
24	Sheira Makharani Berutu	85	Passed
25	Sinta Bella	80	Passed
26	Siti Lutfi Milzahara	65	Failed
27	Siti Nuravivah	50	Failed
28	Suraihenna Aprillia	80	Passed
29	Sunndari	50	Failed
30	Syafikah Hafsyari Hasibuan	50	Failed
31	Wilda Khairani Lubis	75	Passed
32	Syahrin Hadidtya Pohan	70	Failed
Total			2255
Mean			70.46875

Appendix XVII

Students' Post-Test II Score

No	Students Name	Score	Category
1	Attala Sucipto Rahmansyah	90	Passed
2	Ahmad Yusril Yasarta	65	Failed
3	Aliyah Pasha Dalimunthe	100	Passed
4	Cahyani Khairunnisa	75	Passed
5	Chairunnisa Albar Nst	75	Passed
6	Choirunnisa	80	Passed
7	Dian Safitry	85	Passed
8	Dian Savitri Nasution	80	Passed
9	Elvira	60	Failed
10	Khairi Mutmainnah	75	Passed
11	Khairunnisa Mabuha	75	Passed
12	Khusnul Khotimah	95	Passed
13	Lisna Azizah	75	Passed
14	Luthfiah	75	Passed
15	Mega Septiana	75	Passed
16	Miswati	75	Passed
17	M. Fakhurrozi	90	Passed
18	M. Razi Irawan Nasution	85	Passed
19	Nabila Syafinka Putri	85	Passed
20	Ningtias Erika	60	Failed
21	Putri Ariska Ramadhani	80	Passed
22	Rahma Yanti	65	Failed
23	Risma Permata Sari	75	Passed
24	Sheira Makharani Berutu	85	Passed
25	Sinta Bella	90	Passed
26	Siti Lutfi Milzahara	75	Passed
27	Siti Nuravivah	75	Passed
28	Suraihenna Aprillia	86	Passed
29	Sunndari	60	Failed
30	Syafikah Hafsyari Hasibuan	70	Failed
31	Wilda Khairani Lubis	80	Passed
32	Syahrin Hadidtya Pohan	75	Passed
Total			2491
Mean			77.84

Appendix XVIII

The Statistic Analysis of the Students' Score Post Test I and Post Test II

Number	Initial	Post Test 1	Post Test 2	D	D ²
1	ATR	85	90	5	25
2	AYY	55	65	10	100
3	APD	95	100	5	25
4	CK	75	75	0	0
5	CAN	65	75	10	100
6	C	80	80	0	0
7	DS	85	85	0	0
8	DSN	75	80	5	25
9	E	55	60	5	25
10	KM	70	75	5	25
11	KM	75	75	0	0
12	KK	85	95	10	100
13	LA	65	75	10	100
14	L	75	75	0	0
15	MS	55	75	20	400
16	M	65	75	10	100
17	MF	80	90	10	100
18	MRIN	75	85	10	100
19	NSP	85	85	0	0
20	NE	60	60	0	0
21	PAR	75	80	5	25
22	RY	50	65	15	225
23	RPS	65	75	10	100
24	SMB	85	85	0	0
25	SB	80	90	10	100
26	SLM	65	75	10	100
27	SN	50	75	25	625
28	SA	80	86	6	36
29	S	50	60	10	100
30	SHH	50	70	20	400
31	WKL	75	80	5	25
32	SHP	70	75	5	25
TOTAL				$\Sigma D = 236$	$\Sigma D^2 = 2986$

From the last computation have been found that:

$$\bar{D} = \frac{236}{32} = 7,37$$

As follow :

$$t = \frac{\bar{D}}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

$$t = \frac{7,37}{\frac{\sqrt{\sum 2.986 - \frac{(236)^2}{32}}}{32(32-1)}}$$

$$t = \frac{7,37}{\frac{\sqrt{\sum 2.986 - \frac{(55,696)}{32}}}{992}}$$

$$t = \frac{7,37}{\frac{\sqrt{\sum 2.986 - 1.740}}{992}}$$

$$t = \frac{7,37}{1,120}$$

$$t = 6,58$$

Form the computation above, it could be seen that the coefficient of

$$t - \text{observation} = 6,58$$

Appendix XIX

DISTRIBUSI NILAI r_{tabel} SIGNIFIKANSI 5% Dan 1%					
N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

APPENDIX XX

DIARY NOTES

First Meeting (Thursday , 19 July 2018)

It was the first meeting of my research. I entered the class, said salam and introduced myself to the students. After introduced myself, I asked the students to introduced themselves one by one. After that, I gave the students the pre-test to know how far their capability in English especially in speaking. I gave them the questions about their opinion on National Examination. The students seemed very difficult to answer the question. Some of them just kept silent, but other students tried their best to answer the question seriously. Most of the students did not know how to speak in English. It can be seen from their faces and expressions. They looked confused and bored. Many problems have been found during pre-test. The condition of classroom was not conducive. So, it could be concluded that the students still had difficulties in speaking.

Second Meeting (Thursday, 26 July 2018)

In second meeting, I entered the class, said salam and also checked the attendance list. After that, I explained the material and wrote it on the whiteboard. The students were taught about expression of giving and asking opinion by using Hot Potatoe Game. Then, I divided them into some groups and the situation was so noisy because they changed their sit. I asked them to stand in circle, gave them a potatoe ball, turned on the music and started to play the Hot Potatoe Game. Every students in a circle had their own chance to speak up and uttered their

own opinion on the questions given. They were so excited in performing their result and then I asked them to record their voice.

Third Meeting (Thursday, 2 August 2018)

It was the third meeting. Just like the previous days, I entered the class and said salam to the students. They looked more serious than before. At this meeting, I tested them for the post test I. It was about their opinions about National and their feeling about it. They answered by speaking around 2 minutes and I recorded it by my phone. Unfortunately, the score of post-test I was not satisfied.

Fourth Meeting (Thursday, 9 August 2018)

It was the fourth meeting. My purpose was to make the learning process better than before. I gave some modifications in the learning process. As usual, I entered the class and said salam to them. In this meeting, I changed the topic. It was about how to tell Hope and Dream. I gave them a brief explanation about it and applied the material in Hot Potato Game. The students played the game better than before. I was so glad to see that.

Fifth Meeting (Thursday, 16 August 2018)

In the fifth meeting, I asked them to remember about the lesson before. After that I tested them for the post test II. It was about their Dreams and Hopes in the future. They answered by speaking around 2 minutes and I recorded it by my phone. I was happy, because the improvement is higher than before. And my technique is successful to make their skill improved. Based on the reflection of the cycle II, this research could be stopped because students' ability had been

increased. But I had to come again to this school, the English teacher asked me to come and give the students last meeting of the Hot Potatoe Game.

Last Meeting (Thursday, 30 August 2018)

It was the last meeting of my research. I continued the test. It was so nice, because the students' scores were better than before. In the end of the meeting I said my big thanks to them who always listened every instructions from me. Beside that, we also took some pictures together. And the last but not least, I told them to always speak in English, especially in English lesson.

Appendix XXI

PHOTOGRAPHS







KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Jl. Willem Iskandar Pasar V Medan Estate 20171 Telp. (061) 6615683-6622925 Fax. 6615683
Website : www.fik.uinsu.ac.id e-mail : fik@uinsu.ac.id

Nomor : B-7746/ITK/ITK.V.3/PP.00.9/06/2018
Lampiran : -
Hal : Izin Riset

Medan, 08 Juni 2018

Yth. Ka. MAS PAB 2 Helvetia

Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : JENNY ARISTA
Tempat/Tanggal Lahir : Cinta Rakyat, 30 Mei 1996
NIM : 34141044
Semester/Jurusan : VIII/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MAS PAB 2 Helvetia, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH HOT POTATOE GAME AT THE SECOND GRADE OF SENIOR HIGH SCHOOL STUDENTS'.

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam



Dekan
Fakultas Jurusan PG

[Signature]
D. Golihatul Hamidah Dly, M.Hum
19750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



PERKUMPULAN AMAL BAKTI
MADRASAH ALIYAH SWASTA PAB.2 HELVETIA
MAS PAB - 2 HELVETIA

NPSN : 10264726
N.S.M : 131212070006
STATUS : AKREDITASI A

NOMOR : 642/BAP-SM/PROVSU/LL/X/2015
TGL. : 16 OKTOBER 2015

Alamat : Jl. Veteran Pasar IV Helvetia Kec. Labuhan Deli Kab. Deli Serdang - 20373 Telp. 061 - 42084458

SURAT KETERANGAN

Nomor : AI-2/B. 12.20/PAB/VIII/2018

Saya yang bertanda tangan dibawah ini Kepala Madrasah Aliyah PAB – 2 Helvetia Kecamatan Labuhan Deli Kabupaten Deli Serdang dengan ini menerangkan bahwa :

- a. Nama* : *JENNY ARISTA*
b. NIM : *34141044*
c. T.Tgl.Lahir : *Cinta Rakyat, 30 Mei 1996*
d. Sem/Jurusan : *VIII/Pendidikan Bahasa Inggris*

Adalah benar nama tersebut telah melaksanakan riset di Madrasah Aliyah PAB – 2 Helvetia sejak tanggal 19 Juli – 30 Agustus 2018 guna mendapatkan data-data dan informasi yang berhubungan dengan skripsi yang berjudul :

" IMPROVING THE STUDENT'S SPEAKING SKILL THROUGH HOT POTATOE GAME AT THE SECOND GRADE OF SENIOR HIGH SCHOOL STUDENTS' "

Demikian Surat Keterangan ini diberikan agar dapat dipergunakan dengan seperlunya.

Helvetia, 30 Agustus 2018

Kepala



Drs/ H.M. Fauzi, MA

cc. Arsip