

**TEACHING READING COMPREHENSION THROUGH HOT POTATO
GAME TO THE EIGHTH GRADE STUDENTS OF STATE JUNIOR HIGH
SCHOOL 7 OF PALEMBANG**

THESIS

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UNIVERSITAS MUHAMMADIYAH PALEMBANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
AUGUST 2017

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THESIS

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In partial fulfillment of the requirement
For the Degree of Sarjana in English Language Education**

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Motto:

- *Nothing is impossible. Anything can happen as long as we believe.*
- *Always be yourself no matter what they say and never be anyone else even if they look better than you.*
- *Every successful person must have a failure, do not be afraid of failing because it is a part of success.*
- *Make a history in your life, not just a story.*

This is Dedicated to:

- *My beloved parents Padli and Pariani they're part of my life thanks for your love, prayer, support, advice, attention, and motivation, I love you so much. You are my everything.*
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ABSTRACT

Mitasari, Ildayat. 2017. *Teaching Reading Comprehension through Hot Potato Game to the Eighth Grade Students of State Junior High School 7 of Palembang*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education *Universitas Muhammadiyah Palembang*. Advisors : (I) Rini Susanti, S.Pd., M.A., (II) Masagus Sulaiman, S.Pd, M.Pd.

Key words : Hot Potato Game, Reading Comprehension, Descriptive Text.

This thesis is entitled “Teaching Reading Comprehension through *Hot Potato* Game to the Eighth Grade Students of State Junior High School 7 of Palembang”. The problems of this study was “is it effective to use *hot potato* game in teaching reading comprehension to the Eighth Grade Students of State Junior High School 7 of Palembang?”. The objectives of this study was to find out whether or not it is effective to use *hot potato* game in teaching reading comprehension to the Eighth Grade Students of State Junior High School 7 of Palembang?. The population of the study was all of the Eighth Grade Students of State Junior High School 7 of Palembang consisting of 337 students from 9 classes. The samples were 75 students which were divided into two groups, such as experimental group and control group. The test consisted of 30 questions that is multiple choice questions. The data obtained were analyzed by t-test. The data were calculated through SPSS 21.0. The result of data analysis showed that t-obtained was -4.678, with the critical value 1.665, at the significance level of 5% and df 73. Since t-obtained was higher that critical value. the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It could be concluded that there were any significant differences between students’ ability in answering reading comprehension questions to the students who were taught through *Hot Potato* Game and those who were not. In this case teaching reading through *Hot Potato* Game can develop students’ ability especially to the Eighth Grade Junior High School Students 7 of Palembang.

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Palembang, August 2017

The writers

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CHAPTER 1

INTRODUCTION

This chapter presents (1) background of the study, (2) problem of the study, (3) objective of the study, and (4) significance of the study, (5) hypotheses of the study and (6) criteria for testing hypotheses

1.1 Background of the Study

Reading is one of the most important skills in learning English, besides listening, speaking and writing. Reading is a process of getting information from written words. Scanlon, et al., (2010) stated that reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information (p.9). The main purpose of reading is comprehension which becoming the important part on it. Snow and Chair (2002) defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (p.11). It means that reading comprehension is an attempt to understand, evaluate, and also recognize the author's ideas of reading text.

Wood (2001) stated that readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page (p.10). It means that readers must be able to understand what are the information that will be given by the writer.

Based on the writer's observation conducted on July, 2017 to the Eighth Grade Students of State Junior High School 7 of Palembang, the writer found that the scores of students were still low in reading subject, there were many students got low scores. That is because there are some problems of the students in learning process, especially for eighth grade students: First, students had difficulty to read some new words in reading text.

The second, students had difficulty to find the answer of some questions after reading text. In other words, the students still had problem in comprehending the reading text. Next, the students' activity in reading are not interesting because the teacher usually asked every students to read orally them asking them to translate the story. It means that most of them still have difficulty in reading the text. This is the proof that reading is still one of the problems being faced by the students, especially by the eighth grade students of junior high school 7 of Palembang. There are some factors influencing this problem, one of them was related to the method used by teacher in the teaching and learning process. Many teachers still teach reading by using old method. There is no interesting which can build up students' curiosity. So that is why students will feel bored when they are studying.

The teacher of English should be sure that a suitable strategy was used to facilitate his or her students' rapid understanding of the reading material. Reading is the key to learning in all aspect of life particularly in this globalization era either in communication or in science. By reading, the students might improve their ability in English.

There are various reading strategies that can be applied in teaching reading.

One of them is *hot potato* game. According to Fanita (1996),

“hot potato” is an analogy that refers to the children’s game in which a potato is passed around the circle and, when the music stops, the child stuck holding the potato must pay a predetermined penalty. In the psychotherapeutic context, a hot potato is a particular instruction or suggestion transmitted by a donor to a vulnerable recipient, who then feels compelled to follow certain commands related to the hot potato. (The *Hot Potato* game is well-known in the United States. In other countries, similar games are played with cards, in which one person gets stuck with the bad card at the end of a game, as in Old Maid in England, Schwarzer Peter in Germany, and Mistigri in France. In translating the *hot potato* concept into other languages, it is advisable to use the name of a corresponding game, one that is familiar in the culture.) (p.24).

Hot potato game is the game that makes the students fun and enjoy in learning process because this game will be played with music, but there are the differences between *hot potato* game in Indonesia and the others countries, for example if in Indonesia use the paper ball, but in others countries they use card or potato to play *hot potato* game. So this game is played based on the rules of the game in each country.

1.2 Problem of the study

As the writer discussed stated, reading has been hard skill for many students, there are some problems of students in comprehending the text especially descriptive. The problems are the students might not familiar with the text, the students had limited vocabulary so they cannot interpret the words or phrases from the text, and the strategies used by the teachers in teaching which cannot motivate the students. As

guidance in doing this study, the limitation and the formulation of the problem are presented below.

1.2.1 Limitation of the problem

The problem in this study was limited on teaching reading comprehension through *hot potato* game to the Eighth Grade Students of State Junior High School 7 of Palembang.

1.2.2 Formulation of the problem

Based on the background of the problem stated, the main problem of this research was “is it effective to teach reading comprehension through *hot potato* game strategy to the Eighth Grade Students of State Junior High School 7 of Palembang?”

1.3 Objective of the Study

Based on the problem stated, the objective of this study was to find out whether or not it is effective to teach reading comprehension through *hot potato* game to the Eighth Grade Students of State Junior High School 7 of Palembang.

1.4 Significance of Study

This study might be useful for the following parties:

- a. For the writer herself

This study would be useful for the writer especially in increasing her knowledge in reading comprehension and how to do next research.

b. For the students

The results of this study might give meaningful contributions to the students to increase their reading comprehension by using *hot potato* game.

c. For the teachers of English

The results of this study might be useful for the teachers of English in solving the difficulties in teaching reading process. They could select the appropriate game such as *hot potato* game in teaching reading comprehension to make the teaching and learning process fun and enjoy.

d. For the other researchers

The results of this study might become a source of information for the other researchers and important reference in conducting the related study.

1.5 Hypotheses of the Study

According to Arikunto (2013), a hypothesis is a tentative answer to a research question (p.110). In this research, the writer proposes two hypotheses, namely the null hypothesis (H_0) and the alternative hypothesis (H_a).

H_a : It is effective to use *hot potato* game to teach reading comprehension to the Eighth Grade Students of State Junior High School 7 of Palembang.

H_0 : It is not effective to use *hot potato* game to teach reading comprehension to the eighth grade students of State Junior High School 7 of Palembang.

1.6 Criteria for Testing Hypotheses

In this research, to test hypothesis means to accept or reject the hypothesis. The writer used t-test. If the t-obtained is equal to or higher than t-table, the research hypothesis (H_a) can be accepted and the null hypothesis (H_o) should be rejected. In other words, if the t-table is higher than t-observed, it means that null hypothesis can be acceptable and the research hypothesis should be rejected.

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