

# ***THE EFFECT OF 'HOT POTATO STRATEGY' ON THE SECOND YEAR STUDENTS' ABILITY IN READING COMPREHENSION AT SMPN 18 PEKANBARU***

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**Abstract:** *This pre-experimental study was conducted by using One-Group Pretest-Posttest design to find out whether or not there is a significant effect of 'Hot Potato Strategy' on the second year students' ability in reading comprehension at SMPN 18 Pekanbaru. The sample of the research was 35 students of class VIII.6 and obtained by using cluster random sampling technique. 40 multiple choices of recount text was the instrument of the test. The students' scores were analyzed by using Microsoft Excel 2007 and SPSS 23.0 (Statistical Product and Service Solution) for windows. The collected data were analyzed by using t-test formula. The results showed that the mean score of post-test was higher than pre-test ( $74.14 > 63.93$ ). Then, it also showed that t-test was higher than t-table ( $10.048 > 2.03$ ) at significance level of 5%. Therefore, Alternative Hypothesis ( $H_a$ ) is accepted and Null hypothesis ( $H_o$ ) is rejected. It can be concluded that there is a significant effect of 'Hot Potato Strategy' on the second year students' ability in reading comprehension at SMPN 18 Pekanbaru.*

**Keywords:** *Effect, Hot Potato Strategy, Reading Comprehension*

# **PENGARUH DARI STRATEGI ‘HOT POTATO’ TERHADAP KEMAMPUAN PEMAHAMAN MEMBACA SISWA TAHUN KEDUA SMPN 18 PEKANBARU**

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**Abstrak:** Penelitian pre-eksperimental dengan desain satu grup tes awal dan tes akhir ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari strategi ‘Hot Potato’ terhadap kemampuan pemahaman membaca siswa tahun kedua SMPN 18 Pekanbaru. Sampel dari penelitian ini adalah 35 siswa kelas 8.6 dan ditentukan dengan menggunakan teknik pemilihan kelompok. 40 soal pilihan ganda dari teks recount digunakan sebagai instrument test. Skor nilai siswa dianalisis menggunakan Microsoft Excel 2007 dan SPSS 23.0 (Statistical Product and Service Solution). Data yang terkumpul dianalisis dengan menggunakan rumus uji ‘t’. Hasil analisis menunjukkan bahwa nilai rata-rata post-test siswa lebih tinggi daripada pre-test ((74.14>63.93). Hasilnya juga menunjukkan bahwa nilai t-test lebih tinggi daripada nilai t-table (10.048>2.03 pada tingkat signifikan 5%. Oleh karena itu, Hipotesis Alternatif ( $H_a$ ) diterima dan Hipotesis Nol ( $H_o$ ) ditolak. Dapat disimpulkan bahwa terdapat efek yang signifikan dari strategi ‘Hot Potato’ terhadap kemampuan pemahaman membaca siswa tahun kedua SMPN 18 Pekanbaru

**Kata Kunci:** Efek, Strategi Hot Potato, Pemahaman Membaca

## INTRODUCTION

In teaching and learning English as a foreign language, reading is one of the most important language skills that must be mastered by English learners. In reading, the readers have to construct the meaning of the text. Grabe and Stoller (2002) states that reading is a crucial means of learning for students in order to gain new information or comprehend by using different understanding. By reading students can gain the knowledge and information from all over the world without must to around it. So, reading is important skill that should be mastered by the students as language learners which is used to comprehend a text and develop students' knowledge.

Reading is one of the English language skills that should be learned and mastered in any level of education and students have to achieve certain competencies at the end of learning process. For English subject at SMPN 18 Pekanbaru, it provides reading as one of the skills that must be taught and learned. In addition, based on the 2013 curriculum, there are some kinds of text that are taught includes descriptive, procedure, recount, report, and narrative. In this case, the writer concerned on recount text. Specifically, the writer chose recount text as the reading material because of some reasons. Firstly, recount text is contained on the syllabus of the second year students of Junior High School. Furthermore, recount text is one of the text types that students will face in daily test, mid-test, semester-test, and final examination.

Based on the current issue in learning reading, there are some problems that found, such as the result of writer's observation in SMPN 18 Pekanbaru during the teaching practice on October-November 2017. Most students are still failed in reading. They could not comprehend well the texts that they were reading.

The failures of the students in comprehending the reading text are caused of some reasons. First, they do not have enough knowledge about vocabulary that influence their ability in comprehending the texts. Students have difficulty in understanding English word, phrase and sentence in English because the lack of vocabulary. Gahagan (2007) adds that students in today's society have difficulties in understanding meaning of the words and the content of the text because they have poor vocabulary. Second, when the students are given a reading material, they are passive and look bored. It might because the teaching learning process is sometimes boring, because the teacher applies a monotonous technique and strategy for students' activities in the classroom. So, it influenced students' quality in comprehending reading text.

Regarding to the problem faced by the students in learning recount text, the teacher must apply an appropriate strategy that is effective to solve the students' problems. Inappropriate strategy that the teachers used in the class caused boredom of the students because the strategies used by the teacher are mostly not really interesting. It is necessary for English teacher to make reading activities be more interesting and motivating. To solve the problem, it is important that the teachers have to apply effective strategy in Teaching English as foreign language. The objective of this study was to find out whether there is a significant effect of 'Hot Potato Strategy' on the second year students' ability in reading comprehension at SMPN 18 Pekanbaru.

Lippie (2003) explains that Hot Potato Strategy is strategy that make students deal with one – on - one the first couple of times through exercise. The goal is to foster an environment for open communication. It can be said that Hot Potato Strategy is the strategy to help the students share their ideas in reading with partner for a short time. Moreover, Frangenheim (2004) states that Hot Potato Strategy is another excellent form

of Brainstorming in a cooperative setting. By using Hot Potato Strategy the students have time to read and discuss the material first with their own group. Groups are given a time frame to respond the question. It helps the students share their ideas in reading with partner for a short time. So, the students must use time effectively. It makes the students read the text seriously because each member of the group has his/her own responsibility to share his/her ideas. It shows that the students will be active in teaching learning through discussion with the others group.

## METHODOLOGY

The type of the study was pre-experimental research by using *One-Group Pretest-Posttest* design. The design of the research is described as follows:

**Table 1. One-Group Pretest-Posttest Design**

Group	Pre-Test	Treatment	Post-Test
Experiment	O <sub>1</sub>	X	O <sub>2</sub>

(Gay, 2012)

The research was conducted at SMPN 18 Pekanbaru which is located on Jalan Lily, Pekanbaru, Riau. The research data was collected from 9<sup>th</sup> to 27<sup>th</sup> of July 2018. The population of this research was the second year students of SMPN 18 Pekanbaru which total numbers of the whole students were 212 students. The writer took only one class as the sample to be observed by using cluster sampling technique. According to Gay (2012), random sampling is the process of selecting a number of individual for study in such a way that represented the larger group from which they were selected. Cluster sampling means that the sampling in which group, not individual was randomly selected. The sample of this research was the VIII. 6 of SMPN 18 Pekanbaru which was the number of students of class is 35 students.

In doing this research, the pre-test and post-test were given to the students. Pre-test was given before the treatment and post-test was given after the treatment. A reading test in the form of multiple choice was used as the instrument to collect the data. The kind of text was recount text. The instrument was 5 texts which were consisted of 40 questions. Each text consisted of 8 questions. T-test was used by employing SPSS version 23.0 in order to analyze the data. It was used to compare the difference result of pre-test and post-test.

## RESULT AND DISCUSSION

### Result

A pre-test was administered to the students in order to know their reading comprehension in recount text before the treatment applied. After collecting the data and computing the students' score, the result of pre-test was presented in the following table:

**Table 2. Descriptive Statistic of Pre-test**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	35	32,50	82,50	63,93	11,14

Table 2 showed that the mean score of students' pre-test was 63.93. Meanwhile, the minimum score was 32.50 and the maximum score was 82, 50.

After the treatment was applied for six meetings, a post-test was administered in order to measure the students' reading comprehension after being taught by using Hot Potato Strategy. The result of the post-test were presented in the following table:

**Table 3. Descriptive Statistic of Post-test**

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	35	57,50	90,00	74,14	8,70

Table 3 showed that the mean score of students' post-test was 74.14. Meanwhile, the minimum score was 57.50 and the maximum score was 90.00.

The last stage in analyzing the data was hypothesis. In this research, t-test formula was used to compare the result of pre-test and post-test in determining whether the hypothesis could be accepted and whether the treatment could give an effect on the students' reading comprehension or not. In order to find out whether the Null Hypothesis or the alternative hypothesis is accepted, firstly we need to find out the t-test.

**Table 4. Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Posttest - Pretest	10,21429	6,01381	1,01652	8,14847	12,28010	10,048	34	,000

$$\begin{aligned} T \text{ table} &= n-1 (\alpha 5\%) \\ &= 35-1 (\alpha 5\%) \\ &= 34 (\alpha 5\%) \\ &= 2.03 \end{aligned}$$

Finally, to prove the hypothesis, the data were calculated by using t-test formula with assumption as follows:

- a.  $H_a$  is accepted if  $t_0 > t\text{-table}$  or there is a significant effect of 'Hot Potato Strategy' on the second year students' ability in reading comprehension at SMPN 18 Pekanbaru.
- b.  $H_0$  is accepted if  $t_0 < t\text{-table}$  or there is no significant effect of 'Hot Potato Strategy' on the second year students' ability in reading comprehension at SMPN 18 Pekanbaru.

Based on the table 4, the result of the t-test was 10.048, meanwhile the t-table was 2.03. The comparison between t-test and t-table showed  $10.048 > 2.03$  means that t-test is higher than t-table. Therefore, it could be concluded that there was a significant difference between pre-test and post-test. In other words, the null hypothesis was rejected and alternative hypothesis was accepted. So, there is a significant effect of 'Hot Potato Strategy' on the second year students' ability in reading comprehension at SMPN 18 Pekanbaru.

## DISCUSSION

Based on the procedure in the data collection technique, the teaching learning process was divided into three steps. The first step was giving students pre-test before doing the treatment in order to know their ability before Hot Potato Strategy was applied. Multiple choices test was designed as an instrument in order to collect the data. It was used for pre-test and post-test. The second step was giving the treatment. The treatment was applying Hot Potato Strategy in teaching reading recount text. The writer applied the Hot Potato Strategy to teach recount text for 6 meetings. The last step was giving post-test for the students. It was conducted after treatments were applied in teaching recount texts. It was conducted in order to find out whether there is a significant effect of 'Hot Potato Strategy' on the second year students' ability in reading comprehension at SMPN 18 Pekanbaru.

According to the result, it was found there were significant differences of the students' achievement after being taught by using Hot Potato Strategy. The mean score of pre-test was 63.93 and the post-test was 74.14. The result showed that the mean score of post-test was higher than pre-test. There was an improvement of the mean score in the post-test. The difference of the mean score between the pre-test and the post-test was 10.21.

Moreover, the lowest mean score in pre-test was social function with mean score 52.57 then following by inference with mean score 56. As the result, it might indicate that some students still had low ability in comprehending recount text before getting treatment. Some of students didn't know about the function of recount text. They could not comprehend the text well either so that they could not answer the inference questions and other aspects well. Furthermore, the highest mean score in pre-test was reference with mean score 76.57. It might indicate that the students had already had the background knowledge about the reference although the students had not already learnt about the recount text yet. However, the reference aspect had also been taught in other reading text types.

Meanwhile the lowest mean score in post-test was inference with the mean score 57.14. There was the difference in students' achievement after getting the treatment. The social function aspect had not been the lowest one after the students' learnt about

recount text. It might indicate that the students had already known about the function of recount text. Inference aspect was the lowest one. This might be because the inference aspect was one of the difficult aspects which the students could understand. Most of children have difficulty in drawing inferences when reading and this difficulty is casually implicated in children's poor reading comprehension (Cain & Oakhill, 1999). Moreover, the highest means score in post-test was factual information with mean score 84.57. As the result, it might indicate that the students had already known how to comprehend the recount text well after getting treatments in six meetings because most of them could get the information from the text.

There is no finding main idea aspect is one of the weakness of the research. Most of reading tests have finding main idea aspect as one of reading comprehension aspects to be assessed. However, the writer chose orientation aspect instead of finding main idea aspect. The writer didn't use finding main idea as one of the reading comprehension aspects to be assessed in the research.

In case of the students' level score, there were still found the students in the *poor* level in the pre-test for about 11.5% but in the post-test there was no more student in the *poor* level. Surprisingly, 28.6% of students reached *excellent* level in the post-test. Based on the result, teaching reading by using Hot Potato Strategy were good and effective for the second year students of SMPN 18 Pekanbaru in academic 2018/2019. The result showed that the students be easy to catch and understand the aspects of reading in recount text that the teacher had given to them and also the students were interested in and enjoyed learn the topic. The strategy could help the students in order to gain information from the text effectively and efficiently because they helped each other in group.

Furthermore, the use of Hot Potato Strategy gave positive environment in the classroom. The students were more active in participation and interaction in learning recount text by using Hot Potato Strategy. By using the strategy, the teacher divided the students into groups, so all members of the group had to read and answer the questions from the text and all the students must be understand.

In line with previous study, there were some researchers conducted a research by using Hot Potato Strategy to know the effect of the strategy toward students' reading comprehension. Those were Saputra (2017) with the title "The Effect of Hot Potato Strategy toward Students' Reading Comprehension of Second Year Students at SMPN 1 Bangkinang" and Putri (2016) with the title "The Effect of Using Hot Potato Strategy on Students' Reading Comprehension at State Junior High School 2 Pekanbaru". The results of those previous studies showed that there was a difference of students' reading comprehension score in pre-test and post-test after and before being taught by Hot Potato Strategy. It could be concluded that there was a significant effect of Hot Potato Strategy towards students' ability in reading comprehension.

Furthermore, t-test formula was used to compare the result of pre-test and post-test in determining whether the hypothesis could be accepted and whether the treatments could give an effect on the students' reading comprehension or not. The result showed that the mean score of post-test was higher than pre-test ( $74.14 > 63.93$ ). Then, the data analysis showed that t-test was higher than t-table ( $10.048 > 2.03$ ). For that result, the writer concluded that  $H_0$  is rejected and  $H_a$  is accepted. In other words, there was a significant effect of 'Hot Potato Strategy' on the second year students' ability in reading comprehension at SMPN 18 Pekanbaru.



In conclusion, based on the description of data, there is a significant effect of 'Hot Potato Strategy' on the second year students' ability in reading comprehension at SMPN 18 Pekanbaru. The writer can say that the use of Hot Potato Strategy is applicable for teaching recount text in English lesson. There is a significant difference between students' pre-test and post-test. The result showed that the post-test was better than the pre-test which indicated that there is a difference of student's reading comprehension in recount text before and after being taught by Hot Potato Strategy.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusions**

This is a pre-experimental research that aims at finding out whether or not there is a significant effect of 'Hot Potato Strategy' on the second year students' ability in reading comprehension at SMPN 18 Pekanbaru.

Based on the result of data analysis, it can be concluded that there is a significant difference in students' achievement before and after being taught by using Hot Potato Strategy. There is a significant difference between the results of pre-test and post-test. Hence, it can be stated the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis is rejected. In other words, this study has answered the research question namely that there is a significant effect of 'Hot Potato Strategy' on the second year students' ability in reading comprehension at SMPN 18 Pekanbaru.

### **Recommendations**

After getting the result of the study in this research, the researcher would like to give some recommendations that can be used to teach recount text as follows:

- a. English teachers can use Hot Potato Strategy as an alternative strategy in teaching reading recount texts due to this research proves that Hot Potato Strategy has given a significant effect for the students' reading comprehension on recount text.
- b. English teachers need to give attention in managing the time allocation since based on the procedure of the Hot Potato Strategy that there is a time frame in the application of the strategy in teaching reading comprehension.
- c. English teachers need to be more focus on inference aspect in teaching recount text since it was the lowest mean score.
- d. There are some students still find a difficulty to express their ideas during the learning process. The students are encouraged not to be nervous and afraid of making errors during the learning process.
- e. The next researchers are recommended to carry out this research on other levels of students in various contexts in order to discover its effectiveness in developing the students' ability.
- f. The next researchers are recommended to carry out this research that focuses on inference aspect since it was the lowest score in post-test of the research.



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