

**THE USE OF “STORY STARTER HOT POTATO” GAME IN
TEACHING SPEAKING FOR SENIOR HIGH SCHOOL STUDENTS**

Paper

Submitted as a Partial Fulfillment of the Requirements

to Obtain Strata One (S1) Degree



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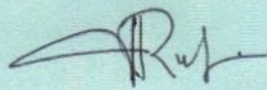
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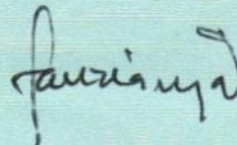
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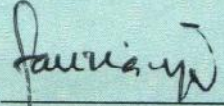
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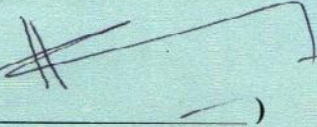
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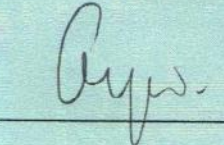
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ABSTRAK

Elza Netri. 2016. "The Use of Story Starter Hot Potato Game in Teaching Speaking." *Paper*. Jurusan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Salah satu kemampuan yang sangat penting dalam mempelajari bahasa Inggris yaitu kemampuan **speaking** (berbicara). Melalui **speaking** siswa akan mampu berkomunikasi untuk menyampaikan apa yang mereka pikirkan. Namun, kebanyakan siswa memiliki kesulitan dalam **speaking** karena bahasa Inggris merupakan bahasa asing. Untuk itu, sebuah cara yang baik dan menarik sangat dibutuhkan untuk membuat siswa bersemangat dalam mempelajari **speaking**. Permainan **Story Starter Hot Potato** merupakan sebuah kegiatan yang bagus dan menarik yang dapat digunakan dalam pengajaran bahasa **Inggris** untuk meningkatkan kemampuan **speaking** siswa. Dalam permainan **Story Starter Hot Potato** siswa diminta membentuk sebuah lingkaran, kemudian guru memutar musik sambil membacakan sebuah kalimat kepada para siswa, dan masing-masing siswa diharuskan untuk melanjutkan kalimat tersebut secara bergiliran. Disinilah siswa mempraktekkan **speaking skill** karena masing-masing siswa diminta mengucapkan sebuah kalimat untuk melanjutkan cerita berdasarkan kalimat dari teman sebelumnya. Ketika musik dimatikan, siswa yang belum selesai mengucapkan kalimatnya dinyatakan gugur sehingga siswa terakhir yang bertahanlah yang akan jadi pemenangnya. Dalam melaksanakan permainan ini siswa diharuskan untuk berpikir kritis dan sigap untuk memenangkan permainan ini. Cara ini akan dapat memotivasi mereka untuk berbicara dalam kelas, sehingga kemampuan **speaking** siswa akan meningkat dan menjadi lebih baik.

Kata kunci: *Permainan Story Starter Hot Potato, mengajarkan speaking, Permainan Story Starter Hot Potato untuk mengajarkan speaking,*

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First and foremost, the writer would like to express her sincere gratitude to her great advisor, **Dra. An Fauzia Rozani Syafei, M.A.**, whose expertise, understanding, and vast knowledge, added considerably to this paper, who also kindly and patiently gave her attention, guidance, suggestions, and advice throughout the process of writing this paper. The writer also would like to express her gratitude once again to **Dra. An Fauzia Rozani Syafei, M.A.** as her academic advisor for her supports, attention, and care during her study.

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

In Indonesia, senior high school students learn English more complicated than in junior high school. They need to understand four basics skills in English; listening, speaking, reading, and writing. All of these skills cannot be separated each other because they are integrated. Each of those skills will support the other skills.

Speaking skill is one of the four important skills that should be mastered by the 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 could give appropriate responses and good communication will take place as well.

Luoma (2004:1) wrote in her book that “speaking skill is an important part of curriculum in language teaching.” 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 has been becoming a part of skills in learning English which is contained in the

curriculum for several years. Speaking skill has been learned by using several ways with the purpose to get the students be better at speaking.

However, speaking is not an easy thing to be learnt especially for them who learn English as a foreign language (EFL) such as Indonesia. Most of English learners get difficulties in learning it. As the result, they cannot deliver what in their mind to the listener.

There are several difficulties that make speaking difficult. According to Brown (2000), those difficulties are clustering, redundancy, reduced form, performance variable, and colloquial language, rate of delivery, interaction, and stress, rhythm, and intonation. Those difficulties are the difficulties that the students have when they have ideas and words to say, but have problems in conveying them.

Lack of motivation to speak seems to be the most common problem that is often faced by the students. They often worry about making mistakes and tend to have no idea about what to say and how to say it. Brown (2000:269) states that most of the learners have obstacles in learning how to speak. They often worry about saying something which is wrong, silly, and difficult to be understood. Therefore, most of the learners lose their motivation to speak and prefer to keep their mouth closed.

The sense of urgency and spontaneity to speak is important to make the students become the autonomous user of English (Toowomba Catholic Education). However, based on the writer's experience during teaching practice, the ways that are often used in teaching speaking at senior high

school nowadays do not include the sense of urgency and spontaneity to speak. The common ways which are often applied in teaching speaking are writing, memorizing, and performing the materials. When the students are taught about speaking skills, they are often asked to write a conversation related to the topic being learned. They write a conversation which consists of several sentences for each person, memorize it, and then perform it in front of the class. Other ways that are often used in practicing speaking skills are speech and storytelling. The students are asked to write the materials, memorize it and then perform it in front of the class. That is why, there is no sense of urgency and spontaneity that the students feel. The students have time to get well prepared before they perform it. In fact, in real life the students would not have time to write about what they are going to say first. Thus, the sense of urgency and spontaneity are needed to be included in the teaching techniques.

The students' speaking ability should be helped. They need to be taught about what to say and how to say something in English without should write it first. They need to practice to speak without worrying about making many mistakes because by making mistakes the students could learn and will not do the same mistakes in another chance.

Not only need much practice, the students also need a place for them to get more experience related to speak in English. Lynch (1996:121) states that the experience of students' speaking can be wider and richer by involving the interaction tasks where the learners can take the communicative initiative. The students need a space where they can decant their creativity so that they can take a new action or movement to develop their ability in speaking.

Based on the elaboration above, it can be summarized that a teacher should be able to create a fun way and a conducive situation in teaching speaking. The teacher should present the material that will be learned in the interesting way which can attract the students' attention and also can invite the students to be active in speaking. Besides, that way should also provide a space for the students to be creative. For that reason, the teacher must use an appropriate activity.

One activity that can be used to make it real is by using game. By using game, the students can learn by playing and it can affect the students' interest and motivation in studying English especially in speaking. There are many games that have been used to improve the students speaking ability such as: the mime game, hot seat game, slow reveal game, and tic-tac-toe game. The games can make the learning process becomes relaxing, not stressful, and not boring. Using game can increase the students' motivation to get involved in the speaking activities.

Story Starter Hot Potato Game is one of the games that would improve the students speaking skill. This game is an interesting game that can invite the students to speak actively with the sense of urgency. The students can speak freely and also develop their creativity in saying the sentences to make up a story. This game is also accompanied by music, so the learning process will not be boring.

B. Formulation of the Problem

Based on the background of the study above, the problem is formulated into this following question “How does the teacher use *Story Starter Hot Potato Game* in teaching speaking for Senior High School Students?”

C. Purpose of the Paper

The purpose of writing this paper is to show and explain about how to use the story *Starter Hot Potato Game* in teaching speaking for Senior High School Students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Nature of Speaking

There are many definitions about speaking stated by several experts. Lindsay and Knight (2006:57) states that speaking is a productive skill includes putting, communicating and interacting the message to others. Brown & Priyanvada (2010:183) 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, storytelling, etc.) It can be concluded that speaking is one way of oral communications (where the speaker constructs the messages) which obviously seen and need an interlocutor as the one who is involved in a conversation.

In another book, Brown (1994:1) states that speaking is an interactive process where the speaker constructs the meaning which involves producing, accepting and processing information. The speaker builds the meaning according to the context where it takes place. It means that each of the speakers exchanges the information given by passing the processes and form the meaning based on the situation where it exists or happens.

Spoken language which is used by people in speaking is a unique indication of a person. This is in accordance with Luoma's book (2004: 9)

which states that when someone speaks, the listeners will make tentative judgments about the speaker's characters, attitudes, home region and native/non-native status. Moreover, Luoma also wrote that speed, pause, variation in pitch, volume and intonation are used by the speaker to make an image of herself to support what they are saying.

Wright (2010:155) says that speaking has important position in the humans' interaction. Whenever people interact with the others, language will be used as the media to communicate. When people speak, they will develop their language and pay attention to it so that they could convey what in their mind successfully to the listeners. They speak to the others to keep the relationship among them.

Parallel as Wright, Luoma (2004: 20) states that speaking which is a meaningful interaction in the daily life is a part of the shared social activity of talking. Two or more people have a conversation about something with various purposes such as for spending the time, amusing each others, sharing in formations, etc. It is not something that is done individually. There are a speaker and listener(s) which are called the participants, holding the event together to interact each other. It is clear that speaking has important role in the human social interaction.

B. Teaching Speaking

Recently, there are two school curriculum implemented in Indonesia: Curriculum 2013 and KTSP 2006. Both of them apply different stages in the teaching and learning process. Curriculum 2013 uses scientific approach

(observing, questioning, associating, experimenting, and communicating) in the teaching process, while curriculum KTSP 2006 uses the stages that consist of: exploration, elaboration, and confirmation in the teaching process. However, both of the curriculums include speaking activities as an important part.

Indonesian learns English as a foreign language. It is not an easy thing to teach Indonesian about English language. In fact, the ability to speak English well has become a need nowadays. For that reason, Indonesian has been including English as one of compulsory subjects. 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. The result of teaching speaking in schools is not good enough. The students speaking ability is still low.

Indonesian teachers have to work hard to face this problem. They should be able to make the students practice English often. Harmer (2007:123) states that there are three main reasons why the students should speak in the class. First, the students have a chance to practice speaking as what happen in the real life in the class. Second, the student can get feedback of speaking task conducted in the class from the students and the teacher. Third, the students will be getting used to the English language that will make the students to be autonomous language users. All of these reasons are enough for the teacher to get the students practice speaking often in the classroom.

To speak English well, the teachers should teach the students about the aspects that could help the students mastering the English. The students should understand several parts of spoken language in speaking. Those parts are grammar, vocabulary, and pronunciation. Besides mastering those three components, the students should also have ideas about what they want to say. If the students can master all of those components, they will be able to speak English well.

Speaking is part of the communication and use language as the media. To speak English well, the students need to master this language by keep practicing. Lynch (1996:105) states that speaking is an essential activity which should be practiced and can faster the progress of mastering the target language. Furthermore, Lynch also states that “speaking can cover a wide range of oral activities, from genuine interaction (i.e. actually talking to someone about something) to repetition drills”. For that reason, if the students want to be good at English, they should keep practicing speaking whether trying to speak in English in the real life (to native speakers or non-native speakers) or just by drilling.

“Good speaking activities can and should be extremely engaging for the students” (Harmer, 2007:123). A good speaking activity should be able to involve the students in it. The students should fully participate and also can get feedback. Besides, it has to be fun and interesting in order to catch the students’ attention, so the teaching and learning processes will not be boring.

The teacher should be able to find relevant and appropriate activities in teaching speaking. Activities such as controlled language practice where

the students speak sentences using a particular piece of grammar are not a good choice. According to Harmer (2007:123) good speaking activities are the activities that are designed to encourage better speaking rather than having the students speak just to practice and focus on specific language construction. This kind of speaking activity can activate the language that the students already have.

There are several types of speaking tasks in teaching speaking. The types of speaking tasks are open-ended speaking tasks, structured speaking task, task related document and materials, and test rubric and instructions to participant (Luoma, 2004:48-51). These types of tasks have been used by the teachers for many years.

C. Games in Teaching Speaking

There are so many games that are proposed by the experts which have been proved could improve the students speaking ability. These games are made with intention to develop the students speaking skills and also to accommodate the students' creativity. Many teachers have been using those games to deal with the students' difficulties in speaking too.

According to McGoninal (2011:20) games consist of four characteristics: a goal, rules, a feedback system, and voluntary participation. The goal is particular outcome that the players want to get to be the winner. The rules are the limitations that would hinder the players to be the winner. The feedback system is the thing that makes the players know how near she is to be the winner of the game. This feedback system would gain the players'

motivation to keep playing. The last one, voluntary participation makes all the players know and want to approve the goal, the rules, and the feedback. In sum, those four traits build the thing which is called game.

In teaching speaking for senior high school students, the teacher has to find a good and an appropriate game which is useful for the learning process. It should be able to make the students express what in their mind. Simpson (2013) stated in his website that " Games help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information."

There are some communicative games that can be used in teaching speaking such as: role play language games, scramble sentences game and board games (Azzahroh:2015). These games several examples that have been proved can increase the students speaking ability. Yen Hui Wang (2010) said in her Journal "teaching English through game-like activities can cheer up the class and make language learning more pleasurable and easier to learn"

There are many advantages of using games. McGoninal (2011:28) states that one of those advantages is that games provoke emotion. When someone wins a game, she will be happy and when someone lose a game, she would be curious to win the game. This condition can be used as a way in leaning speaking. Putting the learning process into a game would make the learning process become as interesting as games.

McGoninal (2011:28) also states another advantage of using games. “A game is an opportunity to focus our energy, with relentless optimism, at something we are good at and enjoy.” Using games in learning process would focus the students’ attention and energy to the games being played. They would enjoy the process because they are learning without any feeling of pressure caused by the lesson.

Furthermore, McGoninal (2011:33) states that a good game is a good media that have a great power to make someone feel that they want to do and can do the game. A good game can inspire and motivate the players to do it with hard work. If the learning process of speaking uses a good game as the media, hopefully that it can be a tool to inspire and motivate the students to actively take part in the game.

In choosing a good game that will be used in the learning process, the teacher should pay attention to several aspects. The game should be appropriate with the students. A good game should suit the students and also match the level of the students’ ability. Unsuitable game will only make the students lose their interest to play the game.

Besides, the game should be profitable for the learning process. The game should consist of the learning materials and could give expected result. Chaves (2009:3) states that games should include valuable activities which contain the language target as much as possible when being played. Game should also make the students understand about taking turns, following rules, sharing and winning. Not only contain the learning aspect, a good game should be able to make the student understand the meaning of games itself

where in every game there will be rules, the one who wins the game, and the one who loses the game.

D. Story Starter Hot Potato Game

Story starter hot potato 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. The teacher will say a sentence as the story starter to the entire group. Then, the entire first speaker in each group continues the story by adding a sentence. After the first speaker finishes 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. When the music stops, whoever's turn it is is eliminated. Play the game until it left one person as the winner.

According to Wikipedia (2015) Hot Potato is a game that is usually played in a party where the players make a circle and tossing something as the hot potato (e.g. small ball) from one to another while the music is being played. When the music stops, the one who is holding the *hot potato* will be out. This will be continued until it left one player only who will be the winner. This game is intended to gain quick responses from the players.

Chou (2015) in her website wrote that hot potato game is one of the games in teaching English that can decrease the pressure and stress in the

learning process. It can also push the students to speak up and interact with others, making the language come alive while giving opportunity to the students to learn. She also added that this game gives the students great chances to learn, use, and understand how English words work.

According to BusyTeacher.Com(2015), a website that talks about teaching activities, story starter hot potato game is an interesting and simple game that can solve problems in teaching speaking like the tendency of the students to be shy, nervous and do not have willingness to get involve in the class activities. It can be seen that they are lack of motivation to speak. By applliying story starter hot potato game in the teaching and learning process, the students would have motivation to speak up. Story starter hot potato game is a fun game that involves language use to get the student speak up while having a good time in practicing English.

Story starter hot potato game uses the hot potato strategy. Hot potato is a fast-paced cooperative learning structure that promotes the contribution of a range of ideas. It encourages the students to think deeper and differently to create ideas (Toowoomba Catholic Education). It can be seen that this game could promote the students' critical thinking. By applying this game, the students will also be getting used to the spontaneity of speaking because they have to give quick responses to continue the story.

The story starter hot potato game will be accompanied by music. This music will be played at the beginning of the game after the teacher gives the first sentence, and will be stopped whenever it is needed to make one of the students out. The teacher should pay attention to the music chosen. Harmer in

his book states “A piece of music can change the atmosphere in a classroom.” (2001: 242). It means that the teacher should choose a good music that can motivate the students and can make the students feel the spirit of the game so that it can bring expected atmosphere in the class.

This game will give opportunities to the students to practice their English without worrying about making mistakes. They will be able to think critically and creatively. The students will get involved in the game enthusiastically because they want to continue the story with their own idea and do not want the music stops on them. This game is an interesting and appropriate activity to build the students motivation to speak and to make the students able to speak spontaneously.

CHAPTER III

DISCUSSION

Game is one way to improve the students' speaking ability. Games have been being used as an activity in teaching speaking for years. Story starter hot potato game is a suitable game in teaching speaking because this game invites the students to speak with the sense of urgency. The teacher can get the students' interest, so they will be excited to speak. It is a fun activity that stimulates the students to think creatively and bravely in continuing the story. In this chapter, the writer will discuss two main points of the use of story starter hot potato game in teaching speaking: the implementation and the discussion.

A. Implementation

In this part, it will be discussed about the implementation of story starter hot potato game in teaching speaking in order to improve the senior high school students' speaking ability. To implement the story starter hot potato game, there are two considerations that need to be paid attention by the teachers: preparations and the procedures of using the story starter hot potato game in order to improve the students' speaking ability.

1. Preparations

The teachers have important roles to lead the students into the learning process. Before the teacher comes to the learning process, the teacher should consider the preparations. Teachers should prepare the material by selecting the topic that will be taught, prepare the media,

prepare a story starter, prepare the students, and explain the rules of the game to the students.

a. Preparing the Material by Selecting the Topic

Topic is the subject or theme of discourse that will be being talked during the game being played. Topic is the most important thing in playing this game. The teacher should prepare the topic of the story that will be played. The topic should relate to the materials being learned by the students and also known well by the students, so the students can develop their idea based on the topic. The topic can be in the form of:

1) Narrative Text

Narrative is kind of text which talk about a story (usually fiction). It is a text that often consists of imaginary story. It can be about legend, fable, folklore, etc. The students can make a sentence to develop the story based on their own creativity. Here are several examples of the topic in the form of narrative text.

- a) Cinderella
- b) Pinocchio
- c) Malin Kundang

2) Recount Text

Recount text is kind of text that talks about what happened in the past events. The students can compose an imaginary story

based on what possibly happen to develop their creativity. Here are several examples of the topic in the form of recount text.

- a) The experience in Kuta Beach.
- b) The experience about climbing Mount Merapi
- c) The experience about spending holiday as a cowboy in the hometown.

3) Descriptive Text

Descriptive text is kind of text that is used to describe a particular person, place or thing. The students can develop the story by describing the topic. Here are several examples of the topic in the form of descriptive text.

- a) My Beautiful Mother
- b) My Best Friend
- c) My Beloved Cat

b. Preparing the Media

The next thing that should be done by the teacher is preparing the media. The media that will be used in this game is the music that will accompany the game. The teacher needs to choose the music smartly because not all of the music is suitable for this game. Choose music that can make the students enjoy the game and can also stimulate the students to think quickly. The music which only consists of the instrument (instrumental music) is a good choice. For example: Fur Elise by Ludwig Van Beethoven, Cellogic by Kim Young Min, etc.

c. Preparing a Story Starter

After selecting the topic, the teacher needs to prepare a story starter as the opening of the story. The teacher just needs to create one sentence that will be given to the students to start the story, and the next sentences will be created by the students. Here are several examples of the story starter.

1) Narrative

a) A story starter for *Cinderella* story

- “Once upon a time, lived a beautiful girl named *Cinderella*”

b) A story starter for *Pinocchio* story

- “A long time ago, there lived an old man named *Gepetto*.”

c) A story starter for *Malin Kundang* story

- “Thousands years ago, an old lady lived with her son in a small village near the beach in west Sumatera.”

2) Recount

a) A story starter to tell an experience in Kuta Beach.

- “A month ago, my family and I went to Kuta Beach in Bali.”

b) A story starter to tell an experience about climbing Mount Merapi

- “When I was in Junior high school, my uncle invited me to climb a mountain”

c) A story starter to tell an experience about spending holiday as a cowboy in the hometown.

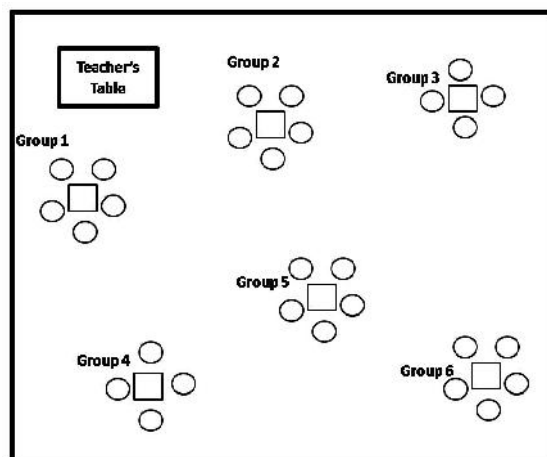
- “Last holiday was the most memorable experience that I ever had”

3) Descriptive

- A story starter to describe My Beautiful Mother
 - “My mother is the most beautiful mother in the world.”
- A story starter to describe My Best Friend
 - “I have a best friend.”
- A story starter to describe My Beloved Cat
 - “I really love my cat.”

d. Preparing the Students

The teacher groups the students into circles consist of four or five students. Arrange the space between groups. Do not let the space between groups too close because it can disturb the students’ concentration. The teacher can set the class like in the following picture.



Picture 1. Classroom Arrangement

The teacher also prepares the students to give themselves motivation and self confidence to speak by telling them that they should try to speak and do not be afraid of making mistakes. The teacher says “I want each of you dare to speak. There is no need to be afraid of making mistakes because you can learn something whenever you make mistake. Try to convey your idea in English and if you do not know how to say something in English you can say it in Bahasa Indonesia. Do not be afraid of making mistakes whether it is about the grammar or about the pronunciation. Even the English native speakers sometimes ignore the grammar, and it is very difficult for us, Indonesian, to pronounce the English words exactly the same like the English native speakers.”

Next, the teacher comes to the exploration process. The students need to know the topic that will be made as the story, so they will get the description of what they are going to say in the game. Let us say that the students will be learning about narrative text. Then, the topic can be *Cinderella*. The teacher needs to warm the students up by digging the students’ knowledge about the *Cinderella* story as the following:

1. Ask the students who *Cinderella* was,

Teacher : Do you know Cinderella?

Students : Yes Ma’am.

Teacher : Who was Cinderella?

Student : Cinderella was a beautiful girl who lived with her step mother and her step sisters.

2. Ask the students what happened to *Cinderella*,

Teacher : What happened to Cinderella?

Student 1 : She had a pitiful life.

Student 2: Her step mother and her step sisters forced her to do all of the house works.

Student 3: She went to a ball with the help of a fairy godmother.

Student 4: She danced with a prince.

Students 5: The prince fell in love with Cinderella.

3. Ask the students how the story ends.

Teacher : What happened to Cinderella at the end of the story?

Student 1: The prince married her.

Student 2: She lived happily ever after.

To make the students know more about what they are going to say, the teacher can also write some list of points about the Cinderella story in the whiteboard. Therefore, they would not easily out of idea and the story made would be organized well.

e. Explaining the Rules of the Game

Before playing the game, the teacher tells the students about the rules of the game. The teacher should explain how they can lose the game and how they can be the winner of the game. Tell the students to make up the story with things that are logic and keep the story as what it is supposed to be as the real story. The teacher can say “I will tell you a sentence to open the story, and then the entire first speaker in each group continues the story by adding a sentence. After the first speaker finishes 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 we will play the second round to continue the story. When the music stops, whoever’s turn it is is eliminated. One person left is the winner. Do not forget that in continuing the story, you should give a logic sentence and keep the story as what happened the real story.”

2. Procedures of Using Story Starter Hot Potato Game

In using story starter hot potato game, the teacher should pay attention to the stages that are used in the teaching process. Here, the teacher comes into the elaboration where the game is begun. There are some procedures of teaching speaking by using story starter hot potato game. Those procedures are:

- a. Choosing a student in each of groups to be the first speaker

The next stage is choosing a student from each group to be the first speaker. The teacher can ask a volunteer from the group members to

be the first speaker. Besides, the teacher can also ask each of group to discuss it first in determining the first speaker. If these two ways do not work (nobody wants to be the first speaker), the teacher then can freely point the first speaker because there is no special criteria to be the first speaker. The teacher says “I will point one of each group to be the first speaker to start the game”

b. Playing the music that will accompany the game

The next stage is playing the music chosen. The teacher plays the music that will accompany the game and set the volume. Make sure that everybody in the class can hear the background music, but do not let it to be so loud because it can disturb the students’ concentration.

c. Telling the students the story starter

Now it is the time when the teacher tells the story starter. The teacher needs to ask the students to listen carefully to her first. Then the teacher says the first sentence to open the story. For example, “Once upon a time, lived a beautiful girl named *Cinderella*.”

After that, it is hoped that the students would continue the story. If the students just keep silent, the teacher then stops the music and asks the students why they did not continue the story. The teacher then should encourage the students to try to speak and tell the students not to be afraid about making mistakes. Dig the students’ background knowledge about *Cinderella* one more time and deeper

to make sure that the students would have already known the description about what they will say.

- d. The student continues the sentence given by the teacher.

After the teacher saying the story starter, the first speaker (student 1) continues the story given by adding one more sentence. For example:

Student 1: “She lived with her step mother and two steps sisters”

After that, the student who is sitting next to her (student 2) continues the story by adding one sentence based on the sentence of the student 1. For example:

Student 2: “Her step mother’s name was *Maria*”

In the case of student 2, she intentionally said that the *Cinderella*’s step mother’s name is *Maria*. It is ok because the student 2 do not know the real name of *Cinderella*’s mother, so here the student 2 just shown her creativity. It will give advantages that the students can freely express their ideas. After that, the story is continued by the student 3, 4, 5 and back to student 1 and so forth until the music stops.

Student 3: “Her step sisters’ name were Selena Gomes and Taylor Swift”

Student 4: “They lived in a very big house”

Student 5: “Everyday, Cinderella had to do *pekerjaan rumah*”

In the case of student 5, she did not know how to say *pekerjaan rumah* in English and it is ok. The teacher can correct it when the music pauses and explain it at the end of the lesson.

Student 1: “Cinderella had to clean the house, prepare food, wash the plate,

In the case student 1, she said wash the plate instead of saying do the dishes. It is ok and the teacher can correct it when the music pauses. Do not let the students feel down because they make mistakes.

Student 2: “Cinderella, hmm, Cinderella was very suffering”

It is ok for the student if they have difficulty in saying the sentence as long as she tries and the music do not stop yet.

Student 3: “She. . .” (The music stop)

In the case of student 3, the music stops so she is out of the game. The teacher can use this pause time to correct the students’ sentences as what just said by the student 5. She said *pekerjaan rumah* instead of saying *the chores*. The teacher also needs to correct the words chosen by student 1. She said *wash the plate* instead of *do the dishes*. If there is a student who pronounce the word incorrectly, the teacher can fix it here.

After the student 3 is out, the players left are the student 1, 2, 4, and 5. These students continue the game. The student 4 adds one more sentence to continue the story,

Student 4: “She did not get enough food and rarely had time to sleep.”

The students then continue the story by adding a sentence until it left one survivor. The last survivor is the winner of the game.

e. Evaluating the learning process

Here, the teacher comes into the confirmation stage where the teacher evaluates the learning process. Evaluating the learning process is the last activity conducted at the end of the class. This is the final stage of teaching by using story starter hot potato game. Here, the teacher evaluates the students’ development in speaking and give conclusion about what they just learned. The teacher leads the students’ attention to what they just did and corrects the mistakes from the sentence they said while playing the game. The teacher asks the students to assess their own progress; what they feel about their progress in speaking. Some evaluation below can be done by the teacher to evaluate the students’ development.

- 1) The teacher writes several incorrect sentences that have been said by the students in the whiteboard.
- 2) The teacher reads the sentences, and the students listen to it carefully.
- 3) The teacher and the students discuss the sentences, find the mistakes, and correct them.
- 4) The teacher gives reinforcement to the corrected sentences.

- 5) The teacher asks the students about the words they do not know in English that they just used in playing the game.
- 6) The teacher and the students discuss those words and practice how to pronounce it
- 7) The students are asked to practice the new words by saying some sentences.
- 8) The teacher asks the students' opinion about the story starter hot potato game. It can be criticism and suggestion to make this game be better.
- 9) The teacher concludes the students' activities.

f. Giving Reward

At the end of the lesson, the teacher can give a reward to the students who become the winner of the game. It is used to keep motivating the students to speak. The teacher should also encourage the students who did not win the game to keep practicing and be better.

B. Discussion

In this part, it will be discussed about how the story starter hot potato game can solve some problems in teaching speaking in order to improve the senior high school students' speaking ability. It will also be discussed about the advantages of teaching speaking through story starter hot potato game and the possible obstacle in implementing the story starter hot potato game.

1. How the story starter hot potato game can solve some problems in teaching speaking.

a. Lack of motivation to speak

Lack of motivation to speak is the most common problem that the students have in speaking in English. Based on the writer's experience during teaching practice, the students tended to just keep silent and did not have any desire to speak in English. They often worried about making mistakes and saying something that was inappropriate or embarrassing. This is in accordance with what Brown (2000:269) said in his book that most of the learners have obstacles in learning how to speak. They often worry about saying something which is wrong, silly, and difficult to be understood. In other words, the students prefer keep silent to speak because they do not want to say something that makes them uncomfortable. In short, it can be seen that most of the learners lose their motivation to speak and would prefer not to say anything.

Story starter hot potato game can solve this problem. This game can invite the students to speak. In the beginning of the game, may be some students would mind to speak. Here, the teacher can give each of the students a responsibility to continue the story. Each of the students has to say a sentence. The students have to continue the sentence given by the previous person. If they are keep trying to practice speaking (by continuing the story) they will

be getting used to the English language as what Harmer (2007:123) said in his book that if the students keep practicing the language, they will be getting used to the English language. If the students have been becoming getting used to the English language, they would have no burden anymore to speak.

Story starter hot potato game is a fun activity that makes the students would not feel the pressure of learning. As what Chou (2015) wrote in his website that this game can decrease the pressure and stress in the learning process. This game pushes the students to speak up and interact with others. This game is a fun activity that gets the students to speak up while having a good time in practicing English. It can be seen that the students would have a willingness to speak if the learning process is enjoyable and fun.

b. Story starter hot potato game invites the students to speak spontaneously

The ways that are used by the teacher in teaching speaking nowadays do not include the sense of urgency and spontaneity. Based on the writer's experience during teaching practice, the ways that are often used in teaching speaking at senior high school are writing, memorizing, and performing the materials. In fact, in real life the students would not have time to write about what they are going to say first. Thus, the sense of urgency and spontaneity are needed to be included in the teaching activity.

In applying the story starter hot potato game the students do not need to write what they are going to say first. They can get the description about what they are going to say in the stage where the teacher digs their background knowledge. The teacher will also write some points as the clues that the students can use to continue the story. Here, they just need to deliver what in their mind without taking a long time before they saying the sentence.

Story starter hot potato game is a fast-paced cooperative learning structure that promotes the contribution of a range of ideas. It encourages the students to think deeper and differently to create ideas (Toowoomba Catholic Education). The students have to give quick responses to continue the story. Here, the students would feel the sense of urgency and spontaneity to speak. By applying this game, the students will be getting used to speak without taking a long time to think. If the students keep practicing speaking with the sense of urgency and spontaneity they will be able to use English spontaneously and then become the autonomous user of English (Toowoomba Catholic Education).

2. The Advantages That Can Be Gained and the Possible Obstacles in Implementing the Story Starter Hot Potato Game

Games are activities that can be used in the teaching and learning processes, include in teaching speaking. One of the games that can be implemented in teaching speaking is *story starter hot potato game*. This

game is an activity that can improve the students speaking skill. It is a fun activity that can give many advantages for the students. However, there are some obstacles that can be found in applying it. The students' basic ability to speak, the size of the classroom, and the number of the students in the class are some of obstacles that can hinder the teacher to gain the advantages of the game. Concerning to the use of story starter hot potato game in teaching speaking, let us discuss the advantages and the obstacles in applying it.

a. The Advantages That Can Be Gained

First, story starter hot potato game can invite the students to practice to speak. They have to say a sentence in continuing the story given by the previous person to keep playing in the game. If the students keep practicing to say the sentences in playing the game, the students speaking ability will be able to be improved. This is in accordance with what Harmer (2007:123) says in his book that the students should practice speaking often in the class to make the students be better at English.

Second, story starter hot potato game can build competitive environment for the students, so they would be actively involved in the speaking activity in playing the game. As what McGoninal (2011:28) wrote in his book that one of advantages of using game in teaching is that games provoke emotion. Everybody will try to be the winner of

the game. When someone wins the game, she will be happy and when she loses the game, she would be curious to win the game.

Third, story starter hot potato game can reduce the boredom in learning speaking because this game will be accompanied by music. They would also enjoy the game because they are learning without any feeling of pressure caused by the lesson. McGoninal (2011:33) states that a good game have a great power to make someone feel that they want to do and can do the game. They would play the game based on their own will without feeling bored.

Fourth, story starter hot potato game can promote the students' critical thinking. This game stimulates the students to think deeper and differently to express their idea in continuing the sentence in order to build the story (Toowoomba Catholic Education). They would think what possibilities of words and sentences they can say to make up the story.

The last one, story starter hot potato game can stimulate the students to speak spontaneously with the sense of urgency. They would feel that they have to say a sentence in continuing the story before the music stops. By applying this game, the students will also be getting used to the spontaneity of speaking because they have to give quick responses to continue the story (Toowomba Catholic Education). Then, they will speak often and be getting used to the English language that will make the students to be autonomous language users.

b. The Possible Obstacles

Even though the story starter hot potato game gives many advantages, this game still has several obstacles that make it becomes hard to be applied. The obstacles hinder the teacher to apply it well. Here are several possible obstacles in implementing the story starter hot potato game.

The first obstacle comes from the students side itself. Not all of the students have good enough speaking ability to play the story starter hot potato game. To play this game, at least the students should have basic ability to speak in English. In fact, not all of the students can make a sentence because of the limitation of vocabulary items that the students have. Some of them also do not know about grammar in making a sentence. As the result, the sentence that goes out from their mouth may be disorganized.

Second, this game will be difficult to be implemented in the class which consists of too many students. The maximum numbers of students involved in the class to play this game is 30 students. Having too many students in the class room will not make the game can be played effectively. As the result, the class will just be noisy. The students may do not want to play the game because the atmosphere in the class do not support it.

Third, this game needs to be played in a wide enough room, so the distance between groups to another group will not too close. The teacher should set the classroom arrangement well. If the distance

between the groups is too close, the voice of a student from a group might be heard easily by students from another group. Having too close space among the group would disturb the students' concentration.

Fourth, this game needs a good sound system to play the background music. Therefore, it will be difficult to be implemented if the classroom is not supported well with a good sound system. Other alternative way that the teacher can do to solve it is that the teacher should bring her own sound system. However, it might be a little bit troublesome for the teacher to prepare the sound system by herself.

The last one, it will be difficult for the teacher to notice the mistakes or errors made by all of the students. In a round, one member of each group would speak in the same time. There is always a possibility that more than one student would make mistakes in the same time. Therefore, it will be hard for the teacher to pay attention to all the groups.

To sum up, the story starter hot potato game can give some advantages that can be gained in the teaching and learning process. However, this game is also followed by some obstacles that block the teacher to get the advantages in applying it. Even though the obstacles follow this game, it cannot be denied that the advantages are also tantalizing. The teacher has to be able to face the obstacle so that the advantages can be gained.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

From the discussion above, it can be concluded that speaking skill is much needed in daily life. The students need to develop their speaking skill by practicing it often. The teacher is expected to be a smart teacher who can design the learning process in order to create a conducive environment for the students to improve their speaking ability. Therefore, a good activity is needed to facilitate the learning process. Story starter hot potato game is an effective way to improve the senior high school students' speaking ability.

Story starter hot potato game is an alternative way that can be used by the teacher in teaching speaking. This game requires the students to sit in circle consist of four or five students. The teacher then says a sentence to start the game. The student who is pointed to be the first speaker continues the story by adds one more sentence, and then the story is continued by the student next to her and so forth. Each of the students should continue the previous sentence to build a story related to the topic. Besides, this game also gets the students to speak spontaneously with the sense of urgency which stimulates the student to think creatively.

In addition, the teaching and learning process is enjoyable and interesting because the lesson is inserted in the game. No one knows what a student would say in continuing the story, and everybody is also excited to express the idea. By using this game, the students can practice speaking with a fun and interesting

activity, so it can improve the students speaking ability. As the result, the students will be motivated and have more self confidence to speak.

B. Suggestions

The success of the learning process does not depend on teachers only, but also depends on the lesson programs, the media, and also the students' interest. The media have an important role because by using a good media, the teacher can also get the students interest. The teachers should be creative in presenting the lesson to the students, so the learning process would be successful. The teachers need to use various ways to manage the students, so the class would be more interesting and exciting. Regarding to the use of story starter hot potato game in teaching speaking, the writer will give some suggestion for the teacher, the students, and researcher.

Here are some suggestions for the English teacher in using story starter hot potato game. First, in selecting the background music, choose the music that can stimulate the students to think quickly and can feel the beat of urgency in playing the game. Second, choose the music that does not contain lyrics (instrumental music) because the lyrics would disturb the student concentration. Third, do not play the music too loud because it will be noisy and also disturb the student concentration. Moreover, in selecting the topic, choose topic which is familiar to the students. Next, encourage the students to express their idea, and when the students do not know how to say something in English, allow them to use their native language. It is the teacher responsible to explain that words in the end of the lesson. The last one, the teachers should keep motivating the students so they could have self confidence to speak.

For the students, here are some suggestions. First, the students are expected not to be shy to express their idea. Second, the students are expected to actively and creatively get involved in the game. Third, the students are expected to use the English in the appropriate way, but when the students do not know how to say something in English, they can use their native language. The last one, the students are expected to ask the teacher if there is something that they do not understand about the game.

Here the suggestion for researchers who works in this field. Considering to the teaching speaking by using story starter hot potato game, the writer hopes that the researcher could continue this paper in to a research to find another fact that can support this paper. It is hoped that this paper would inspire the related research.

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