THE INFLUENCE OF *HOT POTATOES* MEDIA TOWARD STUDENTS' NOUN PHRASE MASTERY AT THE 7TH GRADE OF JUNIOR HIGH SCHOOL 2 OF PATIKRAJA DISTRICT, BANYUMAS REGENCY

IAIN PURWOKERTO

THESIS

Presented to Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Purwokerto as a Partial Fulfillment of the Requirements for *Sarjana Pendidikan* (S.Pd)

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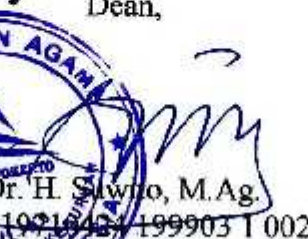
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THE INFLUENCE OF *HOT POTATOES* MEDIA TOWARD STUDENTS' NOUN PHRASE MASTERY AT THE 7TH GRADE OF JUNIOR HIGH SCHOOL 2 OF PATIKRAJA DISTRICT, BANYUMAS REGENCY

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Abstract

Grammar is one of the aspects that influences the mastery of second language. Through the correct grammar, language expression will be more formal. However, grammar mastery, especially English grammar for Indonesian learners is usually not easy. One of the grammar materials that often being considered difficult is noun phrase. This is because the structure of English noun phrase is really different from Bahasa. For that reason, creativity for teaching noun phrase is really needed. There is one of media that can be used for teaching noun phrase, i.e. Hot Potatoes media.

The objective of this research was to know the influence of Hot Potatoes toward students' noun phrase mastery. This was quantitative experimental research using nonequivalent control group design with one control class and one experiment class. This research applied population sampling and was done in Junior High School 2 of Patikraja with VII A for control class and VII F for experimental class. The data of this research were gained through test, observation, and documentation. The data were analyzed with N-Gain score. The result of this research showed that N-Gain score of experimental class is 0.05, while the N-gain score of control class is 0.326. It means that the N-Gain of the experiment class is higher than the control class. In conclusion, there is difference between control and experimental class shows that there is influence of Hot Potatoes media toward students' noun phrse mastery at the 7th grade Junior High School 2 of Patikraja district, Banyumas regency.

Key words/phrases: *influence, hot potatoes media, students' noun phrase mastery*

DEDICATION

This thesis dedicated to my special people who are supported me to finish this thesis and for my best future:

1. My beloved Mother, Rokhyatun, I love you.
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MOTTO

Let it flow, just do what you want to do.

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CHAPTER I

INTRODUCTION

A. Background of Problem

Being an international language spoken by more than two billion people in almost whole the world, English is learned by them. Every country has their own curriculum for learning this language. English is one of the foreign languages in Indonesia that learned in every grade of school, it is from kindergarten until college. Regarding how important English to people as foreign language today in Indonesia, learning English is important for us to face challenge in the future. English takes apart being an important language that should be learning in every single element in life. Nowadays, if a student wants to study abroad, at least she or he must have 550 score in TOEIC or other certificates to prove their English ability for applying some jobs in *Badan Usaha Milik Negara (BUMN)* also has requirement in TOEIC or TOEFL score. Based on these statements show that English is important to learn.

According to Heatson (1974) learning English is not only about skill but also component (Alimah, 2015: 1). The four major skills through language are listening, speaking, reading and writing. For mastering those skills, there are three components including grammar, vocabulary and pronunciation as the requirments. From those components, grammar is considered the most important as it serves as the foundation for next level of language learning.

Grammar is essentially about the systems and patterns use to select and combine words. In order to communicative, the students or language learners must share a common system which is understandable for one another. Language learners must know about grammar in order to use the language appropriately in social culture (Joyce and Burns, 1999: 4).

Teaching grammar is very complex, because of that, the teacher needs to arrange how to select the materials and activities to be used in the

grammar class. In addition to the teacher needs, There are three goals in teaching grammar for teacher to do according to Haussamen and friend (2003 : 3) are *first,* students comfort to speak and write standard English though they are from every background,*second* they will complete with ability to analyze the grammatical structure of sentences English text and *third* understand and also appreciate the natural variation that happened in language across time, social condition, and social communities. Furthermore, to achieve those goals, the teacher has to create many ways to explain the English subject so that it can be understood by the students. It is possible that the teacher will teach grammar through puzzle, guessing word, or role play.

There are a lot of discussions that have to be learned when studying grammar and one of them is phrases. According to Kim and Sells (2008) phrases are output from lexical categories. English phrases devide into five phrases, such as, noun phrase (NP), verb phrase (VP), prepositional phrase (PP), adjective phrase (AP) and adverb phrase (AP) (Ibad and friends, 2014: 2). According to the 2013 Curriculum in Indonesia, one of the phrases that students in junior high school is studying in the second semester at the seventh grade is noun phrase.

Noun phrase is noun which is not only composed by one noun but also composed by the other noun. Quirk (1985) stated that a noun phrase is consists of an article and ahead (Rysava, 2012: 4). The head divided into two manners of modifiers, it can be a pre-modifier or post-modifier. When a student is in the elementary school, they just focus on introducing of common English without studying about phrases. For instance, he or she is just studying about name of things, animals, parts of the body and any else. They are knowing English one by one of vocabularies without combining the word into other words for making more level of writing sentences. So that in junior high school, they study more complex for arranging words into a sentence in up level. They will be acquainted with noun phrase, so that their sentences are more variety. For example, student

will write a sentence *ibuku sedang memasak didapur* , so they just not to write *my mother* is cooking in the kitchen but can write more variety as follow *my mother whom I love* is cooking in the kitchen or *my mother who wore a blue glasses* is cooking in the kitchen. They can develop their sentences more variety for making unmonotonous writing.

English noun phrase is different from Indonesian noun phrase. So that for learning it may have an effort. It is the teacher's role for making students easy to understand every materials. Generally, teacher is agent of learning at present time. This means the teacher must able to make learning become contextual involving student directly and actively. No matter how good the learning mainly is, if the teacher do not able to create in delivery well, so the mainly will be not reached by student anyway. It will affect the student been bored, lack of responsibility, excitement of studying. Teacher is strived to be able to design the learning become interesting, effective, innovative and the end it will increase students' creativity (Jimmi, 2017: 167). It is possible the teacher will teach noun phrase as one of grammar topics through puzzle, guessing word, games or role play.

Based on the preliminary study, that researcher interviewed the English teacher, Mrs. Nur Azizah, she said that the conditions of students in the seventh grade Junior High School 2 of Patikraja are very bad, almost of students were uninterested with grammar lesson and learn grammar. In conclusion, they are still lack in English achievement. She said that most of them are still low neither mastering in skills nor components of learning grammar. To prove those conditions, the researcher tried to give some questions in whiteboard for making variety of sentences by using noun phrases as subject of a sentence grammatically. Unfortunately, the students sometimes said "I can't do it, Mam" although they just tried to answer that. As the result, some students could answer that questions while other students could not answer that questions. The English teacher gave a statement, those conditions were caused by many factors. They feel that

learning grammar is difficult because it is difference between Indonesia and English grammar pattern. They feel confused and blinded about the grammar pattern especially for arranging noun phrases. The teacher might have task to do to change their mindset about that. They need manner, method or other media that can solve those problems.

Based on the interview and observation above, the researcher wants to give a solution that may useful to solve those problems. Particulary, nowadays, how advance people in Information Technology (IT), it is participating in how learning process development. Some teachers use technology to help there in the learning process. It means that nowadays teachers just not using conventional methods but also using unconventional methods, as for example, using instructional media that assisted by computers. In addition, some researches and journals which is discussed how Hot Potatoes media helps for studying grammar and language learning, so that this research wants to prove that Hot Potatoes may use to solve that problem. Sadeghi and Soleiman (2015) said that Hot Potatoes include Computer Assisted Language Learning (CALL) which possibly can be used for teaching second and/or foreign language. Especially, for learning grammar in class. Hot Potatoes is created by the researcher and development team at the University of Victoria, Humanities Computing and Media Centre in Canada. Its statement is according to Ameil and Holmes (2009: 35) as cited by Setiawan (2016: 233). Because of students at seventh-grade junior high school are the first stage shift from elementary school into junior high school, psychologicaly, they still want and need an interactive and enjoyable learning process. Thereby by using Hot Potatoes which have some features such as JQuiz, JCloze, JMatch, JCross, JMix, and TheMasher hopes that this media can contribute many advantages for those needs.

Hot potatoes are one kind of visual instructional media that it is attractive to use so that student will have good attention and more active

when they learning noun phrase. They will feel happy and enjoy because when they are learning grammar will make student confuse or headeache.

Every menu of Hot Potatoes has its function. JCloze allows user to make exercise like gap-fill exercise. JQuiz allows the user to make exercise like multiple-choice and short-answer quizzes. JCross is used to create exercise like a crossword puzzle which is suitable for figure out new words with some clues. JMatch is used to create some exercises like matching words and it is possible to add a picture in that exercise. JMix is used to create an exercise with kind a jumbled-sentence or jumbled-word that is suitable for making exercise for description text or narrative text. The last is The Masher. It is an additional menu in Hot Potatoes. This menu is to export the exercise that already made into a group of a folder and its menu is possible to be preview in the offline web site without an internet connection.

Based on the statement above, the researcher thinks that this media is appropriate to apply for a seventh-grade student in SMPN 2 Patikraja. There is a homogeneous student there, its conditions are the reason why researchers conduct the research. the researcher conducted an experiment that wants to measure how Hot Potatoes able to solve students' grammar mastery on Noun Phrase, the researcher is intended to research:

The Influence of Hot Potatoes Media toward Students' Noun Phrase Mastery at the 7th Grade of Junior High School 2 of Patikraja District, Banyumas Regency.

B. Formulation of The Problem

The formulation of the problem is:

Is there influence of Hot Potatoes media toward students' noun phrase mastery at the 7th grade of Junior High School 2 of Patikraja District, Banyumas Regency?

C. Objective and Benefits

1. **Objectives of the research**

   The objectives of the research are to describe the influence of Hot Potatoes media toward students' noun phrase mastery at the 7th grade of Junior High School 2 of Patikraja District, Banyumas Regency.

2. **Benefits of the research**

   There are two kinds of this research as follow :

   a. Theoretical significance

   1). Results of this research are expected to add knowledge in educations, especially in teaching grammar

   2). The result of this research is expected to give some contributions to further researches.

   b. Practical significance

   1). For English teachers, this research will give an addition to how to teach grammar in class using attractive instructional media.

   2). For students, this research will give new experiences when they are doing some activities of learning. This way to motivate themselves.

   3). For the researcher, this research can be a reference to their further research and will develop the result more perfect.

   4). For school, this research will give information about student background in English learning, it shows a different way to the learning process that its useful for the student.

D. The Definitions of The Key Term

There are two key terms in this research as follow :

1. **Students' Noun Phrase Mastery**

   According to the Oxford dictionary, *mastery* means great knowledge about or understanding of a particular thing. Students'

mastery means how students get great knowledge about or understanding material that they learn. According to Fuad (2010: 16) nouns are commonly defined as words that refer to a person, place, thing, or idea. According to Garot and Wignel (1995: 140) as cited by Sophya (2014: 177) defined a phrase as a group of words that refer to one meaning among word in the group are structure. It means that a noun phrase is a group of words that refer to as noun and has one meaning among words in the group are structure. So that students' noun phrase mastery is students' great knowledge about understanding a group of words that refer as noun and has one meaning among word in the group are structure itself.

2. **Hot Potatoes Media**

The word media came from Latin *medius*. It has literally meaning as center, mediator or porter. Gerlach and Ely (1971) in Arsyad (2017: 3) state that media are human, course or case which create a condition that makes students will get attitude, knowledge, and skill. In the learning process, media commonly called instructional media, educational technology or audio-visual communication. Yusring (2008: 1) states that Hot Potatoes included as Computer Assisted Learning (CAL) is one of media for learning a second/foreign language which created by the researcher and development team at the University of Victoria, Humanities Computing and Media Centre in Canada. Hot Potatoes suite includes six applications, enabling you to create interactive multiple-choice, short answer, jumbled sentence, crossword, matching/ordering and gap-fill exercises for the World Wide Web.

E. **Structure of the Study**

To make a logical and systematic discussion, it is necessary to frame a structure of this research. It will be described in this are as follow :

Chapter I contain an introduction that consists of the background of the problem, operational definition, research question, objectives and significances of the research, key term and structure of the research.

Chapter II contains about the theories of student's mastery of noun phrase toward hot potatoes. There are four sub-chapter: first is student mastery, second is a noun phrase and third is hot potatoes media.

Chapter III contains about the research method which is consisting of six sub-chapter: type, time and location, population and samples, variables and indicator, techniques of data collection and techniques of data analysis.

Chapter IV contains about results of the research report which is consisting of two sub-chapter: the first is the general description of Junior High School 2 of Patikraja . The second is the result of an experiment about using hot potatoes in teaching noun phrases at 7th-grade students of Junior High School 2 of Patikraja to knowing student's mastery of noun phrase before and being taught by hot potatoes.

Chapter V contains a conclusion, suggestion, and closing words.

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CHAPTER II

THEORETICAL FRAMEWORK

A. Literature Review

Some relevant studies that researcher get to give reference for making this study such as, First, thesis entitled "The Use of Board Game to Improve Students' Grammar Mastery " (A Classroom Action Research on the Eight Grader of SMP N 1 Bergas in Academic Year of 2014 / 2015) by Dyah Saraswati (11310052). The similarities of this research are discussed treatment using instructional media toward the grammar aspect is a board game for improving students' mastery in grammar. The difference this research with my study is using board games as the instructional media and the methodology is classroom action research. The result of that study is there is students' grammar mastery improves significantly. The T-calculation results show that the T-calculation of cycle 1 is 5, 1, cycle II is 8, 3 and cycle III is 6, 5. It means that using that instructional media board game can improve students' grammar mastery.

Second, thesis entitled "The Effectiveness Of Using Video In Teaching Listening Of Oral Narrative Text " (An Experimental Study) by Dewi Cahyaningrum (K2206001) with the eight grade of SMP N 1 Sawit in academic year 2009/2010. The similarities of this study are discussed in an experimental study about instructional media which uses audio-visual media and using the computer to display it. The difference is on the dependent variable its for knowing student achievement in listening of oral narrative text. The result of this study is there is a significant difference in listening achievement of oral narrative text between the experimental group and the control group and implies that video is effective to be applied in teaching listening of oral narrative text.

Third, thesis entitled "The Effectiveness Of Using "Hot Potatoes" To Teach Students "Simple Present Tense" At Smpn 1 Ngunut

Tulungagung " by Putri Maya Alimah (3213113021) in academic year 2014/2015. The similarities of this study are about a kind of research that it is experimental research which discusses using hot potatoes to teach one topic in grammar. The difference of this research is on the dependent variable that its mentioned tense, simple present tense, but my study discuss noun phrase. The result of that study is there is any significant difference in the students' grammar achievement in the simple present tense before and after being taught by using a hot potatoes cloze test. Therefore, hot potatoes cloze test is effective towards grammar achievement, especially in the simple present tense.

B. Theoretical Framework

1. Students' Noun Phrase Mastery

According to the Oxford dictionary, *mastery* means great knowledge about or understanding of a particular thing. Students' mastery means how students get great knowledge about or understanding material that they learn. Some researcher defines that mastery is what all students will be expected to learn by formulating a set, of course, instructional goals. Bloom stated by the opportunity to learn and the quality of the instruction, the teacher should be able to ensure that every child achieves a specified level (Guskey: 2015,753). Students' mastery of noun phrase refers to how students understanding particular of the noun phrase, function, and how noun phrase structured (Ibad and friends: 2014,5).

Before we discuss noun phrase, we must know the main part of this phrase, it is a noun. Noun in grammar is included part of speech. The term of part of speech is point into rule or function of word in a sentence. There are eight functions of the word in a sentence, such as a noun, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections. According to Fuad (2010: 16) nouns are commonly defined as words that refer to a person, place, thing, or idea. There are five kinds of noun in English. First, the abstract noun is a noun that cannot sense by sensory.

Second, a concrete noun is a noun that refers to a person, place or thing that can sense by our sensory. Third, a common noun is a noun that refers to kind or class from that noun itself. Fourth, a proper noun is a noun that refers to person, place or thing that exclusive just for that noun itself. Fifth, Collective noun, it is a noun that refer to a group of thing that suspicion as one unit from the member of that group. Then, According Gerot and Wignel (1995:140) as cited by Sophya (2014: 176) defined that a phrase is a group of words; among words in the group are structured, it is like everything in grammar. A noun phrase is a group of nouns, it can be consist of the head of noun, pre-modifier or post-modifier (Anita: 2016, 11). The simplest noun phrase consists of an article and head (Rysava: 2012,4). The modifiers that may come before head are pre-modifiers or they may come after head are post-modifiers.

In this discussion, we discuss students' mastery of noun phrase, there are two indicators of student mastery noun phrases such as they can identify the function of the noun phrase in a sentence and how they construct the noun phrase incorrect way (Ibad and friends: 2014,5). Here the explanations.

a. **Noun Phrase Structure**

Noun phrase is a phrase constructed around a noun (Laka: 1996). For knowing how to construct a noun phrase in the sentence we must know the structure of noun phrase first. A noun phrase can be determiners, quantifiers, and modifiers as well as a noun. *Determiners* stand before the noun. Determiners are articles (*a, an*), demonstratives (*this, that, those*) and possessives (*her, his*). Then, *quantifiers* (*a lot of, much, many, every, half, etc*) also stand before the noun. Meanwhile, modifiers in a noun can be an adjective or another noun.

Eastwood (2002) stated that the basic structure of the noun phrase can be seen in the examples below:

Quantifier (+of)	Determiner	Adjective modifier	Noun modifier	Noun	Other modifier
	A			bomb	
	A	hot		meal	for two
	The			door	
all	There			bottles	here
a lot of		empty		bottles	
a lot of	Her			friends	
enough				exists	
Some		nice	soup	dishes	
each of	the	heavy	glass	doors	of the buildings

There are two kinds for constructing noun phrases according to Djuharie (2019), *a first* noun phrase that the head of a noun is put in the last of phrase or commonly called *left-handed noun phrase. Second*, a noun phrase which head of noun position is in the first structure called *right-handed noun phrase* (Djuharie: 2019, 65). Here the explanation,

1). Left-Handed Noun Phrase

In this way for forming a noun phrase, the position of head of the noun is in the last of structure. the modifier can be one or more than one of modifiers. if the modifier is one, the modifier will be structured by one of determiner: article (*a, an, the*), demonstrative (*this, these, that, those*), possessive (*my, your, his, her, our, their, its*), quantitative (*each, every, some, any, all, both, few, little, much, many, several*) or adjective (*pretty, ugly, diligent, stupid, tall, small, etc*).

> Pattern : pre modifier + noun

Example :

book

- ➜ a book, the book
- ➜ this book, these books, that book, those books
- ➜ my book, his book, her book, your book, our book, their book

➔ every book, all books, several books, etc

➔ good books, handsome boys, clever students, diligent workers, etc.

Then, if the modifier is more than one, its modifier is formed by the number of adjectives, determiner + adjective or determiner + number of an adjective.

The way for arranging noun phrase if the modifier is more than one modifiers is with series in table :

Table 2.1. The Modifier of Noun Phrase

No	Modifier	Vocabulary
1	Collective number	both, all, half
2	Article / possessive adjective	(the, a/an) / (my, his, our),...
3	Ordinal number	first, second, last,...
4	Cardinal number	one, two, three,...
5	Opinion : b. General judgment c. General mental judgment	a. bad, good, nice, beautiful,... b. intelligent, stupid,...
6	Fact : a. Measurement b. Age or temperature c. Shape d. Color e. Verb participle form f. Origin, nationality g. Material	a. big, tall, small, short,... b. old, young, hot, cold,... c. round, rectangle, triangle, slim, fat,... d. red, purple, yellow, dark blue,... e. carved, boiling, forming,... f. French, Mediterranean, Indonesian,... g. metal, wooden,...
7	Noun	steel, cigarette, boy, table, handphone,...

Example :

All the first three competitors broke the record. (1,2,3,7)
                    NP

He had *a beautiful old ivory chess piece*. (2, 5a, 6b, 6g,7)
                    NP

2). Right-Handed Noun Phrase

One other way to forming a noun phrase is by putting the noun in the right position in the structure. its way called right-handed noun phrase.

> Patern : Noun + post modifier

The modifier can be a prepositional phrase *(to read, to send, to be diligent)*, participle *(written, applying, invited)*, adjective (, adverb and noun.

Example :

Not many people invited came to the party. (noun + participle)
    NP

Something important must be written in this article. (noun + adjective)
    NP

God The Almighty gives us mercy. (noun + noun)
    NP

c. **The Function of Noun Phrase in Sentence**

Quirk and friends (1985) stated that a sentence is divided into three types. Its types are simple sentences, compound sentences, and complex sentences. In English sentence, noun phrase commonly functions as subject, object, complement or adverbial (Adebileje: 2016, 46). Meanwhile, Eastwood (2002) stated that a noun phrase can also be a subject, an object, a compliment or an adverbial. It can also be the object of a preposition. According to oxford dictionary (2015), grammatically,

subject refers to the person or thing that performs the action of the verb, *object* representing a person or thing that is affected by action of the verb or that the action is done to or for, while *complement* is used to refer to any word or phrase which is governed by a verb and usually comes after the verb in a sentence. *Adverbial,* from word adverb that has meaning a word that adds more information about a place, time, manner, cause or degree to a verb, an adjective, a phrase or another adverb. For more understandable, see some example below,

Subject: ***Security guards*** *set a trap.*

Object: *The stewardess alerted* ***the pilot.***

Complement: *The cost of a bottle was* ***17pence.***

Adverbial: ***That day*** *something unusual happened.*

Preposition object: *The passengers left in* ***a hurry*** *through* ***fire exists.***

Then, syntactically noun phrase can be seen in some examples below:

A tall woman called the inspector my sir.

NP   NP   NP

S   V   O   C

A tall woman, the inspector and *my sir* in the sentence above are a noun phrase. *A tall woman* functions as the subject of the sentence, *the inspector* as an object and *my sir* is a compliment. Other examples,

Something unfortunate happened.

   NP

   S   V

The sentence above is a simple sentence because it just consists of a subject and predicate. *Something unfortunate* functions as the subject of the sentence.

Boy found a blackish brownstone on a beach.

     NP

S V   O   Adv

A blackish brownstone (NP), that phrase functions as an object in the sentence above.

A good sentence at least consists of a subject and a predicate of the sentence. The subject can be a noun, clause or phrase and the predicate can be a verb or verb phrase. By adding noun phrase in a sentence it can add extra information about noun itself and able to make creative writing because we are able to explore our writing by using the phrase itself.

For mastering noun phrase that relate to grammar mastery, there are some influential factors that cause students' grammar mastery. The factors may come from the teacher, the students, and teaching or learning activity (Syahara: 2012, 3). A study in Ibarapapa Division of Oyo State by Fakeye (2012) shows that teacher education, ability, and experience are associated with improvements in students' achievement across schools. Teacher ability in this topic is how the teacher explain the course. Sometimes the teacher was too fast while explaining the course so that the student did not get the point of that.

The other factors of grammar mastery is from student themself. Nowadays, in Indonesia learning process shifts from teacher-centered instruction to student-centered instruction. This transferred model extends the traditional knowledge transfer to be more inclusive of the students' full life experience. Cornelius-White & Harbaugh (2001) cited by Bertolini and friends (2012) states that this model also shifts from students' weakness to students' strengths. It makes that the learning process is central to the students' ability. But, in fact, a student in their learning process especially in a foreign language lesson, students feel bored, tired and low motivation. Because they are not only studying English lesson but other lessons also must be studying. There is a difference between Indonesia and English grammar may cause student blinded and feel tired to study that. It can impact student motivation.

The factor that comes from teaching or learning activities. The main point of the learning process is the student and teacher interaction during the lesson. Nowadays learning process shift from teacher-centered to student-centered causes monotonous teaching and learning. Student does not know how must they do in class. This is the role of the teacher as a facilitator in class. The teacher must help the student to be more active and knowing their role in class. Use a media may help teachers for improving student motivation and students' achievement. Arsyad (2017: 1) states that interaction during learning process is influenced by the environment such as student, teacher, librarian, headmaster, module (*textbook, handbook, task book, etc*), learning sources and facilitation *(media, projectors, video, television, computer, laboratory, etc)*. Media as one of the factors that may influence student grammar mastery has an important part to reach the goal of study. Choosing the best media for teaching a certain subject or topic will influence the result of learning.

2. Hot Potatoes Media

This part will discuss two points of Hot Potatoes media. Those are the definition of media and Hot Potatoes media.

a. Media

The word media came from Latin *medius*. It has literally meaning as center, mediator or porter. Gerlach and Ely (1971) in Arsyad (2017: 3) stated that media are human, course or case which create a condition that makes students will get attitude, knowledge, and skill. In the learning process, media commonly called instructional media, educational technology or audio-visual communication. Seels and Richey (1994) stated there are several kinds of instructional media based on the development of technology, such as media from visual technology, audio-visual, computer-assisted instruction and combination technology from visual and computer.

Visual media is media that is useful for a present subject in a book and other visual static subjects that it is mechanics or photography production. These media include text, chart, photography, and reproduction. The characteristics of visual media are:

a) visual media is representative and one-way communication.

b) Text and visual are displayed statically.

c) The development of visual media depend on linguistic and visual perception

d) Text and visual are student-oriented.

e) Information that displayed visually can be made again.

Audio-visual media, this media can be production by mechanic and electronic for displaying the audio and visual message. It means that in the learning process teacher need hardware like a projector, tape recorder, and a visual projector. The characteristics of audio-visual media are:

a) Dinamis displayed

b) Audio-visual media can be used according to the designer

c) Audio-visual media is representation from real or abstract ideas.

d) Teacher oriented.

Computer-assisted instruction is media that displaying by microprocessor sources. The difference between this media than other media is the information save digitally-not in printed or textbook. It needs a computer or PC for displaying the material. The purpose of this media include tutorial, drills and practice, quiz and simulation, and database. The characteristic of computer-assisted instruction are:

a) CAI can be used randomly and non-section.

b) CAI can be used by student want and up to the designer.

c) The idea displays abstractly, symbolic and chart.

d) The development of CAI based on cognition studies.

e) Student oriented, high student interactiveness.

Combination media is media that displayed by combining some media controlled by computers. The characteristic of combination media are:

a) It can be used randomly, section and linear.

b) That can be used by what the student wants and the designer.

c) Ideas display realistic by student experience, relevant with students needed and by student controlled.

d) Cognitive and constructivism study applied for developing this media

e) The learning sources involve high student interaction.

There are many kinds of media that can help the teacher to display the learning material. Some media has their own character so that teacher and other instructors must consider many things to choose the best media that representative for displaying the subject or learning materials.

b. Hot Potatoes Media

Yusring (2008: 1) states that hot Potatoes is include of media that it is using computer to teaching or commonly mentioned Computer Assisted Learning (CAL) or Computer Assisted Instruction (CAI) because for displaying this program need a computer. Meanwhile, Sandeghi and Soleimani (2015) state that Hot Potatoes include Computer Assisted Language Learning (CALL) kind of instructional media that an innovation that provides many advantages for teaching second and/or foreign language. Hot Potatoes suite includes six applications, enabling you to create interactive multiple-choice, short answer, jumbled sentence, crossword, matching/ordering and gap-fill exercises for the World Wide Web.

There are some discussions about Hot Potatoes as instructional media which able as a teaching aid. It is about the feature, the utility and the ease of the program. Figure below is the display of Hot Potatoes,

Figure 2.1 Hot Potatoes Outline

Review of Hot Potatoes can be seen in the table below,

Table 2.2. Specification of Hot Potatoes adapted from Winke and MacGregor (2001).

Authors	Stewart Ameil, Martin Holmes, and Hilary street
Platforms	Windows and Macintosh
Minimum software requirements	Netscape Navigator or MS Internet Explorer versions 4 or above, with JavaScript, enabled. Some modules, JMix and JMatch, use DHTML and require version 5+ browsers.
Publishers	Half-Baked Software, Inc. http://web.univ.ac/hrd/hotpot
Support offered	E-mail support direct from author, Martin Holmes, at mholmes@unic.ca. The Hot Potatoes Web site posts frequently asked questions and has a bulletin board where questions can be posted to be answered by users.
Target language	Any roman character set language (program supports the use of accented characters)
Target audience	Language teachers
Price	Free for non-profit individuals or educational institutions, with the condition that material produced are freely available to anyone via the Web. Otherwise, a license starts with 1 user for

$100 US. Large publication license: US $350.

Hot Potatoes is not freeware, but it is free of charge for those working for publicly-funded nonprofit making educational institutions, who make their pages available on the web. The Hot Potatoes licensing terms and pricing are produced by HalfBaked Software, Inc. Hot Potatoes is created by the researcher and development team at the University of Victoria, Humanities Computing and Media Centre in Canada, Its statement is according to Ameil and Holmes (2009: 35) as cited by Setiawan (2016: 233).

Hot Potatoes has many features followed by the utility or function of the program. There are six features in this program that its feature has a function or uses for each program are followed by picture and information above :
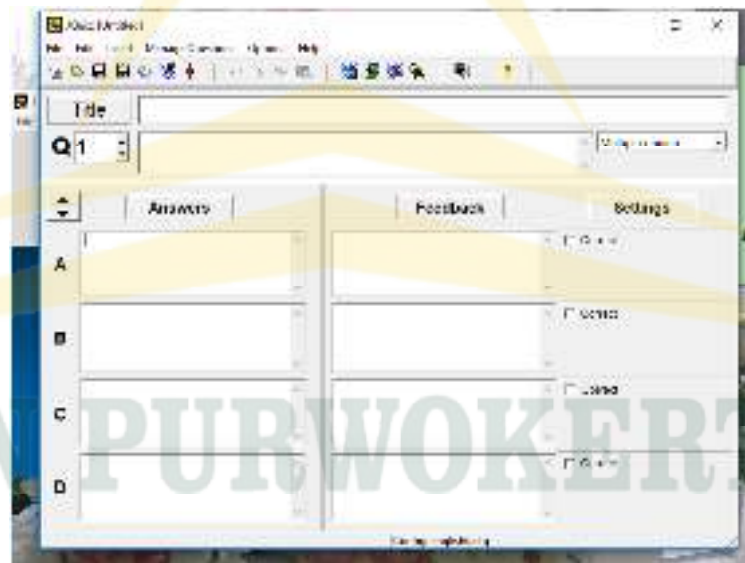
Figure 2.2 JQuiz exercise

a. JQuiz, it use to make question-based quizzes. It is for arranging material for multiple-choice and short-answer
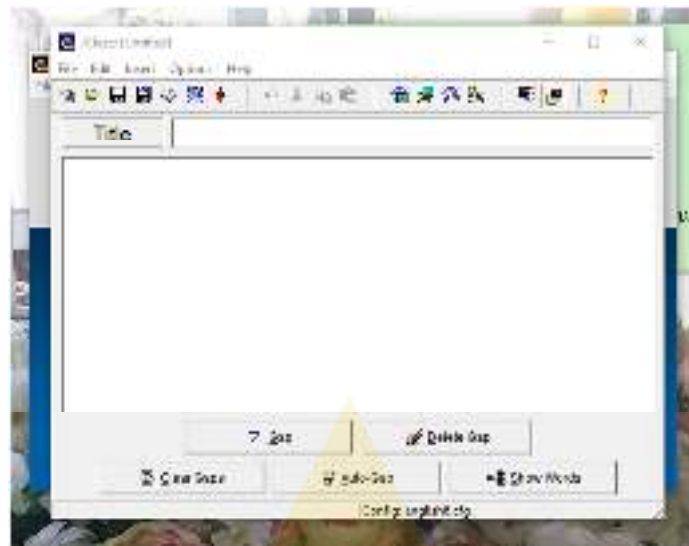
Figure 2.3 JCloze exercise

b. JCloze, is to create a gap-fill exercise. it uses for making exercise with blank essay.
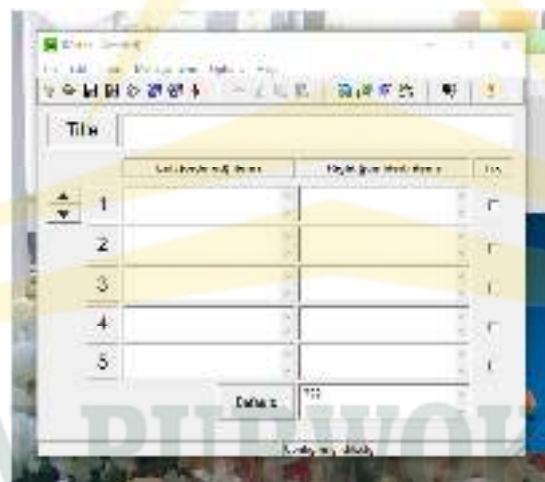
Figure 2.4 JMatch exercise

c. JMatch, its use for making a quiz in matching form.
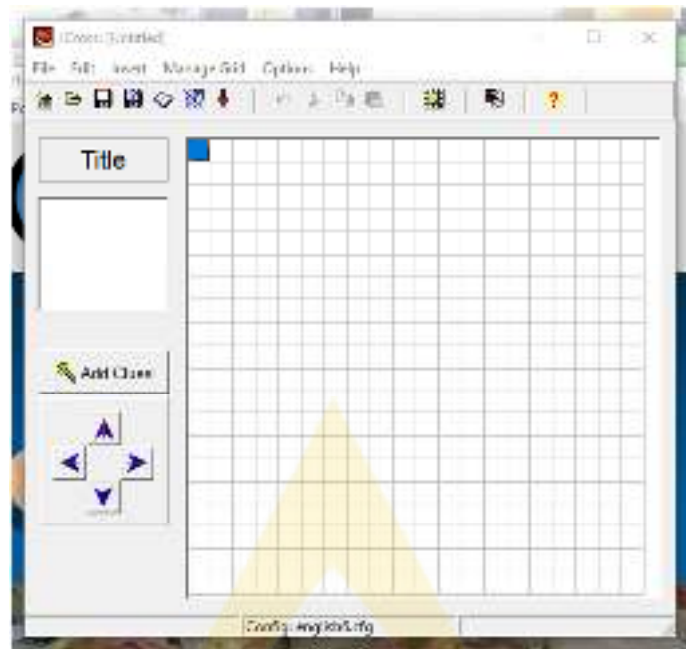
Figure 2.5 JCross exercise

d. JCross, it is for creating crossword puzzles. The form of exercise enables accustomed to any size.

Figure 2.6 JMix exercise

e. JMix, it is used to create jumble-sentence exercise. This is for making a sentence or word randomly depend on the user needed.
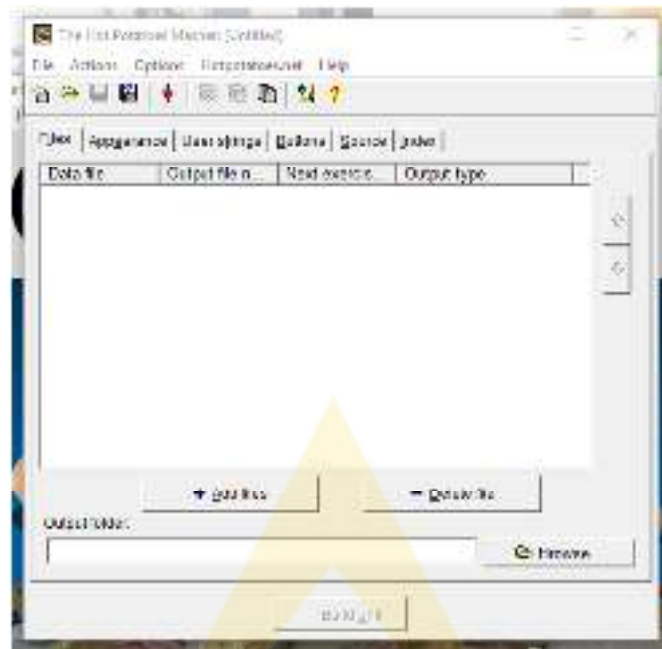
Figure 2.7 JMasher exercise

f. JMasher, it is used to collect exercise into one unit of folder. This program is additional.

As instructional media included kind of the Computer Assisted Learning (CAL), Hot Potatoes has advantages for helping language teaching. Applying technology by ELF/ESL teachers has their own privilege. One of the advantages of this program is increasing the extent of exposure to and interaction with the target language outside of the classroom environment (Sandeghi: 2015, 2413). As we know that most of the teachers teach their students with handbooks or student's task papers and the other. By using Hot Potatoes in learning, can help students' more enthusiastic in the classroom environment. Hot Potatoes web-based exercise possible to share with teachers whole the world as long as they have access to the internet. Hot Potatoes can develop interaction and motivation among learners and teachers in second or foreign language. The six exercises that provide in Hot Potatoes may help the teacher to create certain exercises depending on what the material will be delivered in the meeting. Teachers can customize feedback such that students

receive a different message according to which incorrect answer they choose (Winke and MacGregor: 2001, 31). It is possible to help the students' understanding of the material easily.

C. Framework of Thinking

The objective of this research is to describe an influence Hot Potatoes toward students' noun phrase mastery. Students' noun phrase mastery can be seen from their score in achieving noun phrase in learning. Some factors that influence students' noun phrase mastery can be seen by three factors that it is related to students' grammar mastery. The three factors are the teacher, the students, and teaching or learning activity (Syahara: 2012, 3). The factor that comes from the teacher is how the teacher explain the course. Sometimes the teacher was too fast while explaining the course so that the student did not get the point of that. The factor that comes from students are they feel and their motivation. It was not only studying English lesson but other lessons also must be studying. So that they felt bore and low motivation. The factor that comes from teaching or learning activities is monotonous teaching and learning. In every lesson, they just heard the teacher's explanation, do some tasks and exercises. It was like a circle. They will do some activities in the learning process.

Based on the explanation above, the researcher hopes that the use of Hot Potatoes as an innovation that provides some advantages can help the job of teaching especially second and/or foreign language teaching. Some research that shows how useful Hot Potatoes such us for vocabulary mastery and grammar mastery made the researcher briefly decided for combining Hot Potatoes and noun phrase mastery as one of discussion in grammar mastery to be researched. Hot Potatoes may help students for understanding noun phrase more easily and the students' achievement would improve. The other advantages are a new atmosphere while learning the process so that three factors mentioned in the first paragraph

above can be solved by this applied media. It is by some exercise that teachers creat by using Hot Potatoes program. There are six choices feature which can be chosen by the teacher by considering the student needed for understanding noun phrase. The teacher is able to customize some feedback such students receive a different message according to which incorrect answer they have chosen in exercise. Hot Potatoes provide attracting exercise rather than using students' exercise paper. Meanwhile, its benefit will get by students depend on the knowledge and creativity of the teacher for making a good and informative exercise appropriate with the material that will be delivered in class.

Some factors that may be considered for using instructional media that form a Computer Assisted Learning (CAL) as the statement from Geisert and Futrell (1990) in Munir (2017: 33) relate with Hot Potatoes media can be seen in the list below,

1) The teacher does some activities which can attract the students to losing they are tired in the learning process.
2) Make sure that the students use they are well time zone.
3) Observe the students in solving their problems while joining the learning using software that is provided by the teacher.
4) Showing how important the topic related to other topics.
5) Observe the student for knowing their achievement in learning.
6) Give motivation and stimulus while learning process.
7) Give the students an opportunity for using that computer.

D. Hypothesis

The hypothesis of this research is, there is an influence of Hot potatoes media toward student noun phrase mastery at the 7th Grade of Junior High School 2 of Patikraja district, Banyumas regency.

CHAPTER III

RESEARCH METHOD

A. Type of The Research

This is a quantitative research with experiment type. Sometimes, experimental research is known as the scientific method due to their popularity in scientific research where they originated. There is treatment in this research methodology. Sugiyono (2017: 73) states there are several types of experiment research such as pre-experiment, true experiment, factorial experiment, and quasi-experiments.

This research conducted a quasi-experiment. This research design had a control group but all variables can not be influenced during the act of the research. The basis of the experimental method is an experiment, which can be defined as a test under controlled conditions that is made to demonstrate a known truth or examine the validity of the hypothesis.

This research conducted a quasi-experiment used nonequivalent control group design which had two groups, experiment group, and control group. Both of these groups were not chosen randomly. The design of this research can be seen below,

$$
\begin{array}{ccc}
O_1 & X & O_2 \\
O_1 & & O_2
\end{array}
$$

Note :

X : Treatment

B. Time and Location of The Research

The researcher did the research at Junior High School 2 of Patikraja where located in Banyumas regency. The address at St. Balai Desa Kedungwuluh Lor Patikraja Banyumas with postcode 53172. This research conducted from 1th of April 2019 to 10th of Mei 2019.

C. **Population and Sample of The Research**

Kartono (1996: 138) cited by Nasehudin and Gozali (2012: 120) states the population is summarized for all cases, phenomena, people, things, etc.

1. Population

The population is the whole of all aspects or individuals that have characteristics that guest in research. Population is not about the number of subject or object but also involve characteristic which is owned by them. The population of this research is 32 students of 7A and 34 students of 7F. This population was chosen by considering teacher's suggestions that stated that 7A and 7F had the same degree of students' achievement.

2. Sample

Sample is part of the number and characteristic which is owned by the population. Alfianika (2018: 100-101)) said that if the population more than one hundred so that the sample is about 10-25% from the population. Meanwhile, if the population is less than one hundred so that the whole of the population is the sample itself. In this research just conducted for 67 number of students so that all the subjects would be studying or in other meaning this research include in population research.

D. **Variables and Indicator of The Research**

1. **Variable of The Research**

Hatdc and Farhady (1981) in Sugiyono (2017: 38) state that variable is an attribute of person or object which have variant one person to another else and one object to another object. The variable can be measured or observed that varies among the people or organizations being studied (Creswell: 2014,84). There are several variables for this research are :

a. Independent variable

The independent variable is variable that consequence of or upon antecedent variables. Sugiyono (2017: 4) states the independent variable also popular called stimulus, predictor and antecedent variable. In this research, using Hot Potatoes as the treatment and can be mentioned as the independent variable.

b. Dependent variable

The dependent variable is commonly called the output variable (Sugiyono, 2017: 4). The dependent variable is the response or the criterion variable that is presumed to be caused by or influenced by the independent treatment condition and any other independent variables. In this study, the dependent variable is the students' noun phrase mastery.

2. Indicator of The Research

Several indicators for this research about students' mastery of noun phrase are in the table below :

Table 3.1 Test Outline of Noun Phrase for Pre-Test and Post-Test

No.	Test Outline	Indicators	Number of Exercise	Score
1	Identification of noun phrase function in simple sentence construction.	Students can choose the best answer related to the function of noun phrase as subject in a simple sentence.	1-5	1
		Students can choose the best answer related to the function of noun phrase as the object in a simple sentence.	6-10	1
		Students can choose the best answer related to the function of noun phrase as a complement in a simple sentence.	11-15	1

2	Construction of noun phrase in a simple sentence.	Students can construct the noun phrase by arranging some words into the correct noun phrase in a simple sentence.	16-20	1

Some indicators for using instructional media that form Computer Assisted Learning (CAL) are the feature of the program, the utility of the program and the ease of the program. Then, as the statement from Geisert and Futrell (1990) in Munir (2017: 33) for using Hot Potatoes must consider some activities that can be seen in the list below,

1) Do several activities that can attract the students to losing they are tired in the learning process.
2) Make sure that the students use they are well time zone.
3) Observe the students in solving their problems while joining the learning using software that is provided by the teacher.
4) Showing how important the topic related to other topics.
5) Observe the student for knowing their achievement in learning.
6) Give motivation and stimulus while learning process.
7) Give the students an opportunity for using the computer.

E. Kind of Data

The kind of data that needed in this research is quantitative data which are the result of pre-test and post-test in control and experiment group and observation guideline for knowing the use of Hot Potatoes in the learning process. The pre-test used to know the beginning students' noun phrase mastery before the learning process. Meanwhile, the post-test used to know how students' mastery of the noun phrase after the learning process. Observation used for knowing how Hot Potatoes used in the learning process for solving students' difficulties for mastering the noun phrase.

F. Techniques of Data Collections

  a. Test

One of the techniques of data collection that researchers used was a test. Test is a systematic procedure that made in exercises that it is standardized. The test gave individuals or groups that they must answer it orally or write down in a paper test (Nasehudin and Gozali, 2012: 120). In this research, the instrument of the test data collection technique was pre-test and post-test. Bin the middle of pre and post-test there is treatment. The treatment used in while learning the process to teach noun phrase using Hot Potatoes program. Pre-test used to know how students' mastery noun phrase before using Hot Potatoes and post-test used to know how students' mastery noun phrase after using hot potatoes.

  1. Pre-test

This step is in the first meeting, in this step the researcher gave the pre-test to control and experiment class. It was conducted to know students' noun phrase achievement before doing the treatment.

This pre-test was administrated in the sample group. In experiment class was on 15th April 2019 and in control class was on 16th April 2019. The pre-test consists of 20 questions, 15 for choices and 5 numbers for an essay. The pre-test was objectively because there was only one correct answer for each item. The scoring guided adopted from Depdikbud in Sukirman (2010) cited by Arief (2017) for pre-test was formulated as follows :

$$\frac{Score}{20} X\ 100$$

The allocated time was 30 minutes for doing the pre-test. This pre-test uses numerical score so that can be used to identify, classify or evaluate by the researcher.

  2. Treatment

After doing the pre-test, the researcher gave treatment for the student. the treatment gave in twice. The first was after conducting the pre-

test and the second before conducting the post-test. The researcher gave the treatment by applied Hot Potatoes for teaching students' noun phrase in experiment class. On the other side, in control class used a conventional way.

In this research, the researcher used three features. It was JQuiz and JMatch. JQuiz used in the first meeting of treatment and JMatch for the second meeting of treatment.

Hot Potatoes outline for JQuiz and JMatch adapted from Garet (2003).

JQuize (short answer):

    a) Enter questions and all applicable answers to each question.

    b) Check configuration. 'Go to Contents' button should be listed as 'index.htm.'

    c) Save quiz, save as a web page, preview in browse.

    d) To print quiz from Hot Potatoes, click File and Export to Print. Open Word, Click Edit and Paste. Print quiz.

JMatch (Matching quiz):

    a) Type items on the right that will 'shuffle' to a different order each time.

    b) Type items on the left that will stay in the same order each time.

      - Inserted pictures or sounds can be used on either side also.

      - Name the file in the alternate title box.

    c) Check configuration information

    d) Save quiz, save as a web page to drag the item to match an item on a page. Preview quiz in browse.

At the first treatment, the researcher introduced what hot potatoes is and how to use the one feature is JQuiz. The treatment was done in the experiment class by used LCD to display the material. In the middle of the learning process, the researcher asked some students to do the quiz in front

of their friends. One of the advantages of Hot Potatoes is the researcher can customize the feature for giving feedback in every task or quiz so that the students got an explanation about the material both incorrect or incorrect answer. It means the researcher did not explain the material directly. At the second treatment in other meetings, the researcher gave some quiz by using JMatch feature in Hot Potatoes and the task more difficult than before and the steps are the same. The quiz more difficult than before was to measure how far the student's understanding of noun phrase. The customized JQuiz and JMatch can be seen in the appendix.

    3. Post-test

After conducting the treatment twice, the last step was conducting the post-test. The researcher conducted the post-test both of the experiment class and control class. In Experiment class the post-test was on 29th April 2019 and in control class, the post-test was on 30th April 2019. The experiment class is a class that has applied Hot Potatoes. The purpose of the post-test was to know students' noun phrase mastery after the treatment given. The researcher conducted the post-test to know whether or not the treatment gave experiment class effect the significant result and the achievement of students' was significantly different from the control class that uses conventional way for knowing the students' mastery on noun phrase. The scoring guided adopted from Depdikbud in Sukirman (2010) cited by Arief (2017) for pre-test was formulated as follows,

$$\frac{Score}{20} X\ 100$$

The researcher allocated 30 minutes for conducting the post-test. This post-test same as pre-test by sing numerical scores that can be used to identify, classify or evaluate by the researcher.

b. Documentation

This data collection technique was for getting documentation about the experiment that the researcher did. The documentation that researcher got from this research were students' sheet of pre-test and post-test that

show whether significant or not both in experiment class and control class, the documentation of pictures while researcher did the research in both class and also the profile of Junior High School 2 of Patikraja and some pictures while researcher conducting the research.

c. Observation

Observation is one of kind data collection technique that can use if the research is to study people's behavior, the process of work, phenomenon and respondent of the research is not too big (Sugiyono, 2017: 145). In this research, this data collection technique was to know about all conditions and real phenomena that happen during conducting the experiment. In this research, the researcher made the lesson plan as guided in teaching noun phrase, how Hot Potatoes applied in experiment class and the conventional way given in the control class.

Table 3.2. Observation Guideline

NO	Activities	Conducting	
		Yes	No
1	Opening		

	Orientations:
	  a. One of the students leads to praying and greeting for the teacher.
	  b. The teacher follows the student for praying and answering the greeting.
	  c. The teacher checks the students' present.		

	Apperception:
	  a. The teacher makes a relation to the topic today with the previous topic.
	  b. Teacher ask student to remember the topic that must-read by student in their home.		

	Motivation:
	  a. The teacher gives a little explanation about the topic related to daily activities.
	  b. The teacher tells the purpose of learning.		

	Giving Guides:
	  a. The teacher tells *KI, KD*, indicators and learning systems to the students.
	  b. The teacher gives a little description of the		

		topic that will be discussing.		
2	Core Activities			

		Conventional Way
		Observing:
		  a. Teacher ask student to observe the topic in their handbook.
		  b. Students read and observe the topic in their handbook.
		  c. The teacher gives an explanation of the topic based on the teacher's book.
		Questioning:
		  a. The teacher gives time to the student for questioning the topic that already to observe.
		  b. The teacher helps the student to formulate the question so that the question is related to the topic.
		Experimenting:
		Conventional
		
		Data Processing, student do some tasks in their task book.
		Verification, teacher, and student discuss the task together.
		
		Use Hot Potatoes
		  a. The teacher explains how to use Hot Potatoes.
		  b. The teacher tried to do several steps which can attract the students to losing they are tired in the learning process used Hot Potatoes.
		  c. Make sure that the students use they are well time when joining the learning.
		  d. The teacher observed the students in solving their problem while joining the learning using Hot Potatoes that customized by the teacher.
		  e. Showing how important the topic related to other topics.
		  f. Observe the student for knowing their achievement in learning.
		  g. Give motivation and stimulus while learning process.
		  h. Give the students an opportunity for using the computer.
		Associating:
		Student tries to do their task individually, how to		

		associate the topic with the task that already given in their task book. **Networking:** Student submits their work to the teacher. The teacher gives feedback to the students' work.		
3	Closing			
		a. The teacher and student evaluate the learning process that has been done. b. The teacher gives feedback to the process and results of the meeting. c. The teacher and student make a conclusion to the study that has been done. d. The teacher gives homework. e. The teacher tells the next topic for the next meeting. f. The teacher closes the meeting and pray together.		

G. Instrument of the Research

Instrument of the research is the equipment used to collect the data of research. Its data use to answer the research question. Before the instrument gives for students in control and experiment class, the instrument must be required with an analysis test. It is validity and reliability.

a. Validity

The kind of validation that used in this research was a statement from an expert. After constructed the instrument related to many aspects then the instrument might be consulted with an expert. The Expert must give their opinion about the instrument that planned by the researcher. Maybe the Expert would give a suggestion: the instrument can be used with and without revision or must remake the instrument.

This instrument of this research-validated by one of the lectures in the English Development Departement Institute of Islamic Studies Purwokerto, Mrs.Windhariyati Dyah Kusumawanti, M.A., M.Pd. as the validity content, the lecturer checked the instrument in every question. The

lecture's statement about the research instrument was there is some revision for the research instrument.

After that, the researcher did other test. It was testing the instrument. The instrument was tested in VII B Junior High School 2 of Patikraja. After tabulated the data so the validity testing was factor analysis. Factro analysis is make correlation between item score of instrument with factor score and factor score with totaly score. Construct validity tested with product moment pearson.

The formula:

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

Noted:

r_{xy} coefficient corelation variable x and y.

x score data -i for variable x group.

y score data -i for variable y group.

n number of data.

For make sure that the instument was valid or not, researcher compared r_{count} dengan $r_{table.}$ An intrument is valid if $r_{count} > r_{table}$ with significance 5%. In this research, the number of data n = 28 with significance 5% and got r_{table} 0.374.

b. Reliability

Reliability of this instrument of the research used *Cronbach Alpha*:

$$r = \left(\frac{n}{n-1}\right)\left(1 - \frac{\sum s_i^2}{s_t^2}\right)$$

Keterangan:

r reliability coefficient

n   number of question

s_i^2 varians score question –i

s_t^2 varians total score

The instument reliabel if score of *Cronbach's Alpha* > 0.60. The result of analysis or reliability can be seen in table

Tabel 3.3. Output *Cronbach's Alpha*

Reliability Statistics

Cronbach's Alpha	N of Items
.61	20

Based on the output above, score *Cronbach's Alpha* 0.861 > 0.60, so the instrument was reliable.

H. Technique of Data Analysis

The method of data analysis is the way the researcher analyzes the data. In this research, the data was analyzed by using quantitative data analysis that was by using the statistical technique. In quantitative, there are two types of data analysis, parametric and nonparametric (Sugiyono, 2017: 94). Because this research had a correlation sample was compared pre-test and post-test with and without using hot potatoes and compared both experiment class and control class, this research included parametric statistic that conducts used comparative hypothesis statistic technique. It is used the N-Gain Score because the researcher wanted to know the comparative of student pre-test and post-test scores both in control and experiment class for population research.

Before goes to N-Gain theory, we should know the interval of students' achievement in English lessons for analyze the data.

Table 3.4 The Interval of Students' English Lesson Achievement

No	Interval	Category
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fair
6	46-55	Poor

7	0-45	Very Poor

Adopted from Depdikbud in Sukirman (2010) cited by Arief (2017).

Stewart and Stewart (2014) stated that normalized gain (*N-Gain*) became an important tool for the characterization of conceptual improvement in physics courses since its use in Hake's extensive study on conceptual learning in introductory physics. The N-gain is calculated from the pre-test score before instruction and the post-test score after instruction. It was suitable for measuring students' noun phrase mastery by their achievement score that used collecting data technique. It was pre-test before treatment and post-test after treatment.

This N-Gain score gives information about the improvement of students' mastery of noun phrase so that we could compare before and after students join the learning process with and without Hot Potatoes. N-Gain score measure with formula as seen below:

$$N - Gain = \frac{S_{Post} - S_{Pre}}{S_{maks} - S_{Pre}}$$

Keterangan:

S_{Post} : post-test score

S_{Pre} : pre-test score

S_{maks} : maximum score ideally

Adapted from Stewart (2014).

High and low of N-gain score determined as criteria below:

Table 3.5. Criteria N-Gain score

Scale	Category
N-Gain > 0,7	High
0,3 < *N-Gain* ≤ 0,7	Medium
N-Gain ≤ 0,3	Low

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of the study that the researcher did in Junior High School 2 of Patikraja about how students' mastery of noun phrase before and after using Hot Potatoes are. There are three topics related to the research findings. These are about the description of data, the display result of data analysis and the discussion of the research.

The objective of this research is to know that Hot Potatoes effective or not for students VII A and VII F Junior High Shcool to mastery the noun phrase in the academic year 2018/2019. Students in VII A as the control class and students in VII F as the experiment class. All the students are population and the sample of this research.

This research conducted four meetings, the first meeting was for conducting the pre-test that did for knowing the first condition of students' mastery of noun phrases then twice and third meetings are for the learning process, then the last meeting was for conducting the post-test. For more explanation, the researcher displays the result of the research below.

A. The Description of Data

1. School Profil

Name of School	:	SMP Negeri 2 Patikraja
No. Statistic of School	:	201030212104
Type of School	:	
Address	:	Jl. Balai Desa Kedungwuluh Lor
	:	Patikraja
	:	Banyumas
	:	Jawa Tengah
Telephone/HP/Fax	:	(0281) 6574601

E-mail dan Website : smpn2patikraja@gmail.com

Statues of School : Negeri/~~Swasta~~

Accreditation score: A Score : 95

2. The Display result of the research

The learning process in the experiment class (VII F) used Hot Potatoes to help the teacher explain the noun phrase to make the material understandable so that the student would mastery the noun phrase. The learning process used Hot Potatoes had several main steps process begin with the teacher told the benefit and the purpose of the learning and the steps of the learning process used Hot Potatoes.

a) The teacher explain how to use Hot Potatoes.

b) The teacher tried to do several steps which can attract the students to losing they are tired in the learning process used Hot Potatoes.

c) Make sure that the students use they are well time when joining the learning.

d) The teacher observed the students in solving their problem while joining the learning using Hot Potatoes that customized by the teacher.

e) Showing how important the topic related to other topics.

f) Observe the student for knowing their achievement in learning.

g) Give motivation and stimulus while learning process.

h) Give the students opportunity for using the computer.

The one feature that researcher used in Hot Potatoes program is JQuiz. The JQuiz feature was customized as well as suitable for the material that learned. It was about noun phrase. The researcher made some questions used JQuiz in Hot Potatoes. Every single question had direct feedback. Then, when the student came forward and answered that questions correctly or not, JQuiz showed directly feedback. It was an explanation of why the answer was correct or not and there was a challenge. It purposed to got student enthusiasm. So that the learning process is not bored.

Then the other steps except for the main steps above are the same with the lesson planning commonly. It started from opening until closing steps. The basic point of the learning process using Hot Potatoes is how this program use in some meetings that had been planned by the researcher.

On the other hand, the learning process in the control class (VII A) used a conventional way, the student just listened to the teacher explains the material. Although, in some discussion, they fill up the student handbook. In this kind of teaching, the student disposed to be passive. The steps are :

a) Teacher explained the noun phrase as grammar aspect in meeting

b) Teacher gives the example of the noun phrase and how its find in a sentence

c) Teacher asked the student for answering the questions in their handbook

d) Teacher observed the student while they did the task

e) Teacher asked some student to answer the questions by write down their answer in whiteboard

f) Teacher asked the student for matching their answer and discuss it together.

g) Teacher summarize the meeting.

B. The Display Result of Data Analysis

a. Description Student Pre-test Score of Noun Phrase in Control Class

The data of student score of mastery noun phrase before conducted the conventional way in control class presented in the table below:

Table 4.1. Student Pre-Test Score of Control Class

No	N I S	Name	Point	Score
1	5768	Abdul Aziz	0	0
2	5769	Afifah Linggar Mutiara Purnomo	19	95
3	5770	Althaaf Fian Nur Hafiz	14	70
4	5771	Anjar Muji Setiawan	15	75

5	5772	Annisa Agustina	16	80
6	5773	Arya Kusuma Kamandanu		0
7	5774	Asfandyar Yuliansyah		0
8	5775	Aziz Fikri Meitama	15	75
9	5776	Bagas Rifkiawan	15	75
10	5777	Baleno Bagas Saputra	12	60
11	5778	Citra Dwi Artikasari	10	50
12	5779	Danindra Alfasa	14	70
13	5780	Dela Elsa Wulandari	19	95
14	5781	Dhini Thalita Aulia Fitriani	15	75
15	5782	Dini Rubiyan Zuki	14	70
16	5783	Diva Werista	10	50
17	5784	Fadillah Choirin	14	70
18	5785	Fadlullah Romdan		0
19	5786	Faisal Nurrohman		0
20	5787	Gema Siti Bariroh	9	45
21	5788	Hafizh Imam Fauzi	9	45
22	5789	Hendra Tegar Budi Utomo	12	60
23	5790	Jennita Putri Nawang Sari	19	95
24	5791	Lady Maharani	13	65
25	5792	Lailla Tur Rahma	10	50
26	5793	Latifah Solechatun Nisa	18	90
27	5794	Rahmat Verdiyanto	12	60
28	5795	Revina Viliani Denit	19	95
29	5796	Rifqi Puji Prabowo		0
30	5797	Rizal Firdaus Malindo	14	70
31	5798	Rizqi Nurhayati	19	95
32	5799	Selvia Margi Ayu Saputri	15	75

Result of statistic accounting which is related to student score of noun phrase in the beginning before conducted conventional way presented in the table below:

Table 4.2. The Statistic Student Pre-Test Score in Control Class

The data of student pre-test score in control class	Student number	Score Maximum	Score Minimum	Mean
	32	95	0	57.968

The conclusion of the table above is student pre-test score of noun phrase mastery in control class in VII A Junior High School 2 of Patikraja in the fair category with mean 57.968 in score ideally 100 which can be reached by student.

If the student pre-test score of noun phrase mastery categorized by seven category student achievement, then the result of frequency distribution presented in the table below:

Table 4.3. The Frequency and Percentage Student Pre Test Score of Noun Phrase Mastery in Control Class

No	Interval	Category	Frequency	Percentage
1	96-100	Excellent	0	0%
2	86-95	Very Good	6	19%
3	76-85	Good	1	3%
4	66-75	Fairly Good	10	31%
5	56-65	Fair	4	13%
6	46-55	Poor	3	9%
7	0-45	Very Poor	8	25%
Sum			32	100%

Based on the table above could be seen that student score in very poor category are 8 students (25%), 3 students in poor category (9%), 4 students in fair category (13%), 10 students are in fairly good category (31%), 1 student is in the good category (3%), 6 students are in very good category (19%) and there are no students who in excellent category.

b. Description Student Pre-test Score of Noun Phrase in Experiment Class

The data of student score of mastery noun phrase before conducted the Hot Potatoes in experiment class presented in the table below:

Table 4.4. Student Pre-Test Score of Experiment Class

No	N I S	Nama	Point	Score
1	5931	Adelia Safitri	10	50
2	5932	Agesha Bintang Prasetya	13	65
3	5933	Alfina Rahmadani	17	85

4	5934	Alvin Tri Budianto		0
5	5935	Anandhita Meilani Putri	15	75
6	5936	Anisa Tuzzahro	11	55
7	5937	Arman Dwi Julianto		0
8	5938	Aryandaru Pamungkas	8	40
9	5939	Desty Setiawati	11	55
10	5940	Dila Lestari	7	35
11	5941	Dwimas Andun Permana	13	65
12	5942	Edo Dwi Nurhasan	13	65
13	5943	Faldris Ergifranedya	13	65
14	5944	Junita Safira Andhini	11	55
15	5945	Juventino Pria Arizona		0
16	5946	Lintang Indah Jayanti		0
17	5947	Lutfi Eli Antina	17	85
18	5948	Maulina Nur Rahmadila		0
19	5949	Muhamad Fahmi Setiawan	11	55
20	5950	Muhammad Affan Auriga	11	55
21	5951	Muhammad Annafis Auriel A.S.		0
22	5952	Naufal Abdul Ghani	18	90
23	5953	Noviana Yovika	16	80
24	5954	Opik Sayogi	17	85
25	5955	Panji Cahya Raharja	9	45
26	5956	Rafly Zidan Baihaqi		0
27	5957	Rizki Septia Saputra	14	70
28	5958	Rusmini	17	85
29	5959	Sakti Dwi Ramadhan	8	40
30	5960	Selomita Dita Pratiwi	13	65
31	5961	Shelca Putri Meilani	18	90
32	5962	Shofiyya Hana		0
33	5963	Tara May Lasari	17	85
34	5964	Yuda Putra Nur Hasyim	13	65

Statistic result related to the beginning score student noun phrase mastery before using Hot Potatoes presented in the table below:

Table 4.5. The Statistic Student Pre-Test Score in Experiment Class

The data of student pre-test score in control class	Student number	Score Maximum	Score Minimum	Mean
	34	90	0	50.147

Based on the table above, it can be concluded that the student pre-test score of noun phrase mastery in experiment class before using Hot Potatoes in VII F Junior High School 2 of Patikraja is in the poor category with mean 50.147 with score ideally 100 which can be reached by the student.

If the student pre-test score of noun phrase mastery categorized by seven category student achievement, then the result of frequency distribution presented in the table below:

Table 4.6. The Frequency and Percentage Student Pre Test Score of Noun Phrase Mastery in Experiment Class

No	Interval	Category	Sequence	Percentage
1	96-100	Excellent	0	0%
2	86-95	Very Good	2	6%
3	76-85	Good	6	18%
4	66-75	Fairly Good	2	6%
5	56-65	Fair	6	18%
6	46-55	Poor	6	18%
7	0-45	Very Poor	12	35%
Sum			34	100%

Based on the table above could be seen that student score in very poor category are 12 students (35%), 6 students in poor category (18%), 6 students in fair category (18%), 2 students are in fairly good category (6%), 6 student is in the good category (18%), 2 students are in very good category (6%) and there are no students who in excellent category.

c. Description Student Post-test Score of Noun Phrase in Experiment Class

The data of final score student noun phrase mastery after taught by conventional way presented in the table below:

Table 4.7. Student Post-Test Score of Control Class

No	N I S	Nama	Point	Score
1	5768	Abdul Aziz	16	80
2	5769	Afifah Linggar Mutiara Purnomo	12	60
3	5770	Althaaf Fian Nur Hafiz	16	80
4	5771	Anjar Muji Setiawan	20	100
5	5772	Annisa Agustina	13	65
6	5773	Arya Kusuma Kamandanu	16	80
7	5774	Asfandyar Yuliansyah	20	100
8	5775	Aziz Fikri Meitama	15	75
9	5776	Bagas Rifkiawan	15	75
10	5777	Baleno Bagas Saputra	17	85
11	5778	Citra Dwi Artikasari	15	75
12	5779	Danindra Alfasa		0
13	5780	Dela Elsa Wulandari	20	100
14	5781	Dhini Thalita Aulia Fitriani	17	85
15	5782	Dini Rubiyan Zuki	20	100
16	5783	Diva Werista	17	85
17	5784	Fadillah Choirin	16	80
18	5785	Fadlullah Romdan	18	90
19	5786	Faisal Nurrohman	18	90
20	5787	Gema Siti Bariroh	18	90
21	5788	Hafizh Imam Fauzi	14	70
22	5789	Hendra Tegar Budi Utomo	10	50
23	5790	Jennita Putri Nawang Sari	20	100
24	5791	Lady Maharani		0
25	5792	Lailla Tur Rahma	7	35
26	5793	Latifah Solechatun Nisa	20	100
27	5794	Rahmat Verdiyanto	19	95
28	5795	Revina Viliani Denit	17	85
29	5796	Rifqi Puji Prabowo		0
30	5797	Rizal Firdaus Malindo	13	65
31	5798	Rizqi Nurhayati	20	100
32	5799	Selvia Margi Ayu Saputri	19	95

The statistic result which related to final score student noun phrase mastery afterthought by conventional way presented in the table below:

Table 4.8. The Statistic Student Post-Test Score in Control Class

The data of student pre-test score in control class	Student number	Score Maximum	Score Minimum	Mean
	32	100	0	74.687

Based on the table above can be concluded that student post-test score after thought by the conventional way in VII A Junior High School 2 of Patikraja got improvement with mean score 74.687 with ideal mean score 100 which can be reached by the student.

If the student post-test score of noun phrase mastery categorized by seven category student achievement, then the result of frequency distribution presented in the table below:

Table 4.9. The Frequency and Percentage Student Post-Test Score of Noun Phrase Mastery in Control Class

No	Interval	Category	Sequence	Percentage
1	96-100	Excellent	7	22%
2	86-95	Very Good	5	16%
3	76-85	Good	8	25%
4	66-75	Fairly Good	4	13%
5	56-65	Fair	3	9%
6	46-55	Poor	1	3%
7	0-45	Very Poor	4	13%
	Sum		32	100%

Based on the table above could be seen that student score in very poor category is 4 students (13%), 1 student is in poor category (3%), 4 students in fair category (13%), 4 students are in fairly good category (13%), 8 student is in the good category (25%), 5 students are in very good category (16%) and 7 students are in excellent category.

d. Description Student Post-test Score of Noun Phrase in Experiment Class

The data of final score student noun phrase mastery after thought using Hot Potatoes presented in the table below:

Table 4.10. Student Post-Test Score of Experiment Class

No	N I S	Nama	Point	Score
1	5931	Adelia Safitri	15	75
2	5932	Agesha Bintang Prasetya	12	60
3	5933	Alfina Rahmadani	20	100
4	5934	Alvin Tri Budianto	12	60
5	5935	Anandhita Meilani Putri	19	95
6	5936	Anisa Tuzzahro	17	85
7	5937	Arman Dwi Julianto	17	85
8	5938	Aryandaru Pamungkas	7	35
9	5939	Desty Setiawati	13	65
10	5940	Dila Lestari	14	70
11	5941	Dwimas Andun Permana	13	65
12	5942	Edo Dwi Nurhasan	13	65
13	5943	Faldris Ergifranedya	15	75
14	5944	Junita Safira Andhini	16	80
15	5945	Juventino Pria Arizona	15	75
16	5946	Lintang Indah Jayanti	8	40
17	5947	Lutfi Eli Antina	19	95
18	5948	Maulina Nur Rahmadila	18	90
19	5949	Muhamad Fahmi Setiawan	14	70
20	5950	Muhammad Affan Auriga	11	55
21	5951	Muhammad Annafis Auriel A.S.	13	65
22	5952	Naufal Abdul Ghani	17	85
23	5953	Noviana Yovika	18	90
24	5954	Opik Sayogi	17	85
25	5955	Panji Cahya Raharja	10	50
26	5956	Rafly Zidan Baihaqi		0
27	5957	Rizki Septia Saputra	8	40
28	5958	Rusmini	19	95
29	5959	Sakti Dwi Ramadhan	17	85
30	5960	Selomita Dita Pratiwi	18	90
31	5961	Shelca Putri Meilani	18	90
32	5962	Shofiyya Hana	14	70
33	5963	Tara May Lasari	16	80
34	5964	Yuda Putra Nur Hasyim	13	65

The statistic result which related to final score student noun phrase mastery after thought using Hot Potatoes presented in the table below:

Table 4.11. The Statistic Student Post-Test Score in Experiment Class

The data of student pre-test score in control class	Student number	Score Maximum	Score Minimum	Mean
	34	100	0	71.470

Based on the table above can be concluded that student post-test score after thought using Hot Potatoes in VII F Junior High School 2 of Patikraja got improvement with mean score 71.470 with ideal score 100 which can be reached by the student.

If the student post-test score of noun phrase mastery categorized by seven category student achievement, then the result of frequency distribution presented in the table below:

Table 4.12. The Frequency and Percentage Student Post-Test Score of Noun Phrase Mastery in Experiment Class

No	Interval	Category	Frequency	Percentage
1	96-100	Excellent	1	3%
2	86-95	Very Good	7	21%
3	76-85	Good	7	21%
4	66-75	Fairly Good	6	18%
5	56-65	Fair	7	21%
6	46-55	Poor	2	6%
7	0-45	Very Poor	4	12%
	Sum		34	100%

Based on the table above could be seen that student score in very poor category is 4 students (12%), 2 students are in poor category (6%), 7 students in fair category (21%) , 6 students are in fairly good category (18%), 7 student is in the good category (21%), 7 students are in very good category (21%) and 1 student is in excellent category.

e. N-Gain Student Noun Phrase Mastery in Control Class

The data of the result of student noun phrase mastery reached by the student using conventional way from pre-test and post-test which

conversed in the N-Gain score. The data of N-Gian score in the control

class can be seen in the table below:

Table 4.13. The N-Gain Score Student Noun Phrase Mastery in
Control Class

No	N I S	Name	Pre-test	Post-test	N-Gain
1	5768	Abdul Aziz	0	80	0.8
2	5769	Afifah Linggar Mutiara Purnomo	95	60	-7
3	5770	Althaaf Fian Nur Hafiz	70	80	0.33
4	5771	Anjar Muji Setiawan	75	100	1
5	5772	Annisa Agustina	80	65	-0.8
6	5773	Arya Kusuma Kamandanu	0	80	0.8
7	5774	Asfandyar Yuliansyah	0	100	1
8	5775	Aziz Fikri Meitama	75	75	0
9	5776	Bagas Rifkiawan	75	75	0
10	5777	Baleno Bagas Saputra	60	85	0.63
11	5778	Citra Dwi Artikasari	50	75	0.5
12	5779	Danindra Alfasa	70	0	-2.3
13	5780	Dela Elsa Wulandari	95	100	1
14	5781	Dhini Thalita Aulia Fitriani	75	85	0.4
15	5782	Dini Rubiyan Zuki	70	100	1
16	5783	Diva Werista	50	85	0.7
17	5784	Fadillah Choirin	70	80	0.33
18	5785	Fadlullah Romdan	0	90	0.9
19	5786	Faisal Nurrohman	0	90	0.9
20	5787	Gema Siti Bariroh	45	90	0.82
21	5788	Hafizh Imam Fauzi	45	70	0.45
22	5789	Hendra Tegar Budi Utomo	60	50	-0.3
23	5790	Jennita Putri Nawang Sari	95	100	1
24	5791	Lady Maharani	65	0	-1.9
25	5792	Lailla Tur Rahma	50	35	-0.3
26	5793	Latifah Solechatun Nisa	90	100	1
27	5794	Rahmat Verdiyanto	60	95	0.88
28	5795	Revina Viliani Denit	95	85	-2
29	5796	Rifqi Puji Prabowo	0	0	0

30	5797	Rizal Firdaus Malindo	70	65	-0.2
31	5798	Rizqi Nurhayati	95	100	1
32	5799	Selvia Margi Ayu Saputri	75	95	0.8

The statistic N-Gain score of student noun phrase mastery in control class presented n table below:

Tabel 4.14. The Statistic N-Gain Score of Student Noun Phrase Mastery in Control Class

The N-Gain Score of Student Noun Phrase Mastery in Control Class	Student number	Score Maximum	Score Minimum	Mean
	32	1	-7	0.05

Based on the table above, it can know that the mean of the N-Gain score of the control class is 0.05. It means there is an improvement of student noun phrase mastery in class control.

Then, N-Gain student noun phrase mastery in control class categorized by specified category can be seen in the table below:

Tabel 4.15. The N-Gain Category of Student Noun Phrase Mastery in Control Class

No	N-gain	Category	Frequency	Percentage (%)
1	$N\text{-}Gain > 0,7$	High	14	44%
2	$0,3 < N\text{-}Gain \leq 0,7$	Medium	7	22%
3	$N\text{-}Gain \leq 0,3$	Low	11	34%
Sum			32	100%

Based on the table above, we can obtain that there are 14 students (44%) who got N-gain score in the high category, 7 students (22%) are in the medium category of N-Gain score and 11 students (34%) are in the low category of N-Gain score. From those entire data, student noun phrase mastery in control class got a mean score 0.05 that it is included in the low category of N-Gain score.

30	5960	Selomita Dita Pratiwi	65	90	0.71
31	5961	Shelca Putri Meilani	90	90	0
32	5962	Shofiyya Hana	0	70	0.7
33	5963	Tara May Lasari	85	80	-0.33
34	5964	Yuda Putra Nur Hasyim	65	65	0

Then, the statistic of N-Gain score student noun phrase mastery presented in table below:

Tabel 4.17. The Statistic N-Gain Score of Student Noun Phrase Mastery in Experiment Class

The N-Gain Score of Student Noun Phrase Mastery in Experiment Class	Student number	Score Maximum	Score Minimum	Mean
	34	1	-1	0.326

Based on the table above, it can know that the mean of the N-Gain score of the experiment class is 0.326. It means there is an improvement of student noun phrase mastery in experiment class.

Then, N-Gain student noun phrase mastery in control class categorized by specified category can be seen in the table below:

Tabel 4.18. The N-Gain Category of Student Noun Phrase Mastery in Experiment Class

No	N-gain	Category	Frequency	Percentage (%)
1	$N\text{-}Gain > 0,7$	High	7	21%
2	$0,3 < N\text{-}Gain \leq 0,7$	Medium	12	35%
3	$N\text{-}Gain \leq 0,3$	Low	15	44%
Sum			34	100%

Based on the table above, we can obtain that there are 7 students (21%) got N-gain scores in the high category, 12 students (35%) are in the medium category of N-Gain score and 15 students (44%) are in the low category of N-Gain score. From those entire data, student noun

phrase mastery in experiment class is in the medium category with score mean 0.326.

C. The Discussion of The Research

The pre-test gave for control and experiment class for knowing the beginning of student noun phrase mastery. From the analysis result of the pre-test showed that student noun phrase mastery in control class is in the fair category with mean 57.96 and experiment class is in the poor category with mean 50.14, both classes could not get excellent or at least in the fairly good category.

There was a difference between students before and after the learning process. After the learning process, student noun phrase mastery better than before. This fact can be proved from the result of the post-test in both the experiment and the control class.

Based on the result of research that explained above, descriptively, the post-test score of student noun phrase mastery in control class that used conventional way while learning process, the mean is 74.68. Based on the N-Gain score, this class is in the low category of N-gain score with mean 0.05.

On the other hand, based on the result of research that explained above, descriptively, the post-test score of student noun phrase mastery in experiment class that used Hot Potatoes while learning process got mean 71.47. Although the post-test mean of experiment class lower than the control class based on the N-Gain score, this class is in the medium category of N-gain score with mean 0.326.

There was a difference in the N-Gain mean score between control and experiment class because of the different ways to teach the students. It was used Hot Potatoes motivated students in the learning process. The students were active in class because they tried to answer the quizzes that customized in Hot Potatoes and get feedback directly when they answered it both correct or incorrect answers. It helped students for solving their problem for understanding the noun phrase as

grammar aspect that must be studying by the student in seventh-grade junior high school in Indonesia.

The N-gain score in the control class was 0.05 and in the experiment, the class was 0.326. This difference shows that there is an influence of Hot Potatoes media toward students' noun phrase mastery at the 7th grade of Junior High School 2 of Patikraja district with medium category influence.

CHAPTER V

CLOSING

In this chapter, the researcher presents the conclusions and suggestions based on the findings in chapter IV.

A. Conclusions

Based on the result, analysis and findings or discussion of this research can be concluded that there is influence of Hot Potatoes media toward students' noun phrase mastery at the 7th grade of Junior High School 2 of Patikraja district. It can be seen by the improvement of student noun phrase mastery before and after conducting Hot Potatoes. In the begining conditions, the mean of pre-test score of control class was 57.96 while, in experimental class was 50.14. Then, there was improvement of post-test score for both of classes, 74.68 for control class and 71.47 for experimental class. Although, those score seem that the mean score of control class was always higher than experimental class, but for checking the influence of media especially in this research is Hot Potatoes media, it is needed a comparison both of the class. This researcher used N-Gain analysis for calculating the data.

N-Gain score analysis result showed that the control class got 0.05 (N-$Gain \leq 0,3$) in low category and the experimental class got 0.326 ($0,3 < N$-$Gain \leq 0,7$) in medium category. Those result was possible to happen, although in paragraph one has already mentioned that the control class seemed higher than experimental class in the mean of pre-test and post test. Particulary, because of the formulation of N-Gain score is post-test minus pre-test divide maximal score minus pre-test score, it is possible that experimental class got higher mean score than control class depand on the statistic result of those calculations (chapter IV). Both of class got same comparison it was by calculating the data with maximal score for knowing the result in general.

B. Suggestions

   1. For the students

         The researcher hopes that Hot Potatoes can help the student easier to learn grammar and give a different atmosphere in the learning process. The researcher hopes that this instructional media give new motivations and make the students enjoy for learning grammar especially noun phrase.

   2. For the teacher

         The researcher hopes that the teacher always gives their best solutions for every problem in the classroom. The researcher hopes that Hot Potatoes can be applied if this instructional media can help the teacher for improving students' motivations.

   3. For the Institute

         For the institution, the researcher hopes that Junior High School 2 of Patikraja being a favorite institution because of the best management for giving facilitation like computers and LCD in every class. The researcher hopes that it will help the teacher and student in the learning process.

   4. For the Next Researcher

         This research had many lacks in many parts, therefore, the researcher suggests that the next researcher to do their best for research, considering the time especially an academic year in the institution, so that the thesis writing will ideally arrange and get the best finding of the research. The researcher also hopes that the next researcher can study the significance of using Hot Potatoes not only in two features but also three or more than two features for get good measurements about it. The sample or population of the research will represent the research so that the research gets the accuracy and validity of data research.

        Alhamdulillah Rabbil 'Alamin for all mercy Almighty Allah SWT, because of Him the writer has done to write this researcher in form a thesis. The writer realizes that this writing lack in many parts especially there are many miss spelling and grammar in this thesis. Meanwhile, the writer needed comment and suggestion for making a good thesis writing.

The writer also said thanks a lot for all the elements for helping this thesis writing write to be done. The many kinds of helping like giving ideas, time and material that they have given for the writers may Allah give back all the kindness.

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