THE EFFECTIVENESS OF HOT SEATING STRATEGY TO IMPROVE THE STUDENTS' SPEAKING SKILL

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Abstract

The aimed of this research was to find out the effectiveness of hot seating strategy to improve the students' speaking skill at SMP NEGERI 3 Madang Suku III OKU TIMUR. This research adopted pre-experimental research design. The subject of this research was first students' of SMP NEGERI 3 Madang Suku III OKU TIMUR which consisted of 31 students with 12 boys and 19 girls. Pre-test and post-test was done to collect the data. The instrument of the test was oral speaking test. Paired sample t-test was used to compare the data from pre-test and post-test. The finding showed that Mean score of pre-test was 46.63 and the mean score of post-test was 53.27. The value of t-obtained = 2.653 was more than t-table = 2.024 with df = 30 and the value of sig. (2-tailed) was 0.000 less than significance level (= 0.05).). The conclusion, hot seating strategy was significantly effective to improve students' speaking skill.

Keywords: effectiveness, hot seating strategy, improve, speaking skill

INTRODUCTION

Nowadays English become very important in globalization era. English learnt by many people in this world. English widely used all over the world in all aspect of human lives. In Education, it is become a compulsory subject in every level of education start from junior high school to senior high school. The purpose of learning English here is to make communicative idea in English. As a result students must be master English and in English the students must be master four language skills namely listening, speaking, reading and writing.

According to Cameron (2001) Speaking is active use of language to express meaning so other people can make sense of them. Furthermore, Ismaili, m and bajrami, L : 2016 said that speaking is one of the most commonly used skills for communication. It's mean that everybody always used every day as for communicate English. Next according to stevick (in fauziati : 2002) stated that speaking refers to between expertise and teaching methodology.it mean that the students measure their advanced of speaking skill through their interest and acquiring in Learning English whereas the teachers always try to advance and use various types of teaching strategies in order to match with the level of students' proficiency.

There are three main for getting the students to speak in classroom. The first, speaking activities provide rehearsal activities – chance to practice real - life speaking in the safety of the classroom. The second, speaking tasks in which students try to use any or all of language they know provide feedback for the both teacher and students. Finally, the more experiences that the students got to practice the language. Its mean that the more various elements of languages they have and stored in their brain. The researcher did the observation at SMP NEGERI 3 MADANG SUKU III OKU TIMUR and found some problems that faced by the students when asked by the teacher to speak up in the classroom. The problems such as lack of vocabulary, the students were not interest in learning English, it was caused by the monotonous strategy used by the teacher and the students' psychology when they were asked by teacher to speak up in the classroom such as low of confidence, afraid to make mistake, low of motivation in expressing their ideas and anxiety to be laughed by their friends when they had mistaken.

Knowing the important of mastering speaking the teacher should change the way in teaching students by using appropriate strategy that can eager the motivation of the students to speak up in classroom. The teacher should arose motivation of students in learning English, build the English atmosphere in classroom to minimize the psychology effect when students speak up in the classroom example asked the students to speak up in group.

This research to find out the effectiveness of hot seating strategy as teaching technique to teach speaking at Eighth grade of SMP NEGERI 3 MADANG SUKU III OKU TIMUR academic year 2019-2020 after implement the Hot seating strategy to teach spoken about descriptive text. Hot seat strategy is role play strategy that encourages the students to build upon the comprehension skill. It's very good to promote literature and keep the students pre-occupied with story selection used in drama and literature in classroom. Based on Elise Wiles (2013) said that:

"Hot seating is vocabulary game that stimulates vocabulary a rapid rate. Even shy students participate because everyone gets a turn in sitting in hot seat. Everyone faced the teacher except for the student in the hot seat. The teacher wrote a word on the board and the students give clues to the students in hot seat in attempt to get the student to say a word".

Furthermore Bilikova and Kissova (2013) said that:

He defined hot seating as drama verbal technique which can be used before or after role plays, short time provocations or short time performance. It aimed to

understand character motives, background, feeling, personality and relationship to others".

Hot seat is chosen to encourage the students become more active in speaking class. This strategy encourages the students' corporation, negotiation and promoting the students autonomy because the students in this strategy has a role as controller, he/she control all of the class. The students who sit in the hot seat are allowed to make their own decision in the group without being told what to by the teacher.

Hot seat motivate the students to speak up more because all of the students in the classroom speak English too, it has psychology effect on the students so they will not worry when they speak up in front of the classroom. Even hot seat strategy can give opportunities to communicates authentically in English, to practice targeted the grammatical structures or vocabulary and to get to know each other on more personal level (Nilasari : 2017).

There are benefits of employing hot seating strategy in classroom. Borich(2004) hot seat helped people know about the character. It created interest and it motivate participation in class. Hot seat strategy encouraged the students to and express their thought and ideas as well as to help them clarified their thoughts and ideas. Furthermore, based on Moore (2005) proposed that, "Hot seating is a valuable tool that will achieve delivery of learning goal".

Following the procedure of hot seating strategy based on teaching English (2010):

1. The teacher divided the class into some group where the group should point out one of the student to representative himself and asks the students to make circle and sit face on the board.

2. The hot seat is in front of all of group, facing the team members.

3. One member of each team group come up and sit in the hot seat facing the teams mate and back of the black board.

4. The teacher writes the words and gives glues of the picture clearly on the board. The student in hot seat listens to the team mates and tries to guess the words or the pictures. The first hot seat students to say wins the point for their team.

5. Next, change the students over, with a new member of each team taking their place in their team's hot seat.

RESEARCH METHOD

Research Design

This research categorized into pre-experimental research design. It matches in line with the problems and the objectives of the study. Pre-experimental design has one group pre-test and post-test. In here there are two kinds of test; a pre-test and a post-test. A pre-test provides measure on characteristics in an experiment before the group receives a treatment, while a post-test measured on characteristic that is assessed for participants in an experiment after a treatment (Creswell, 2014).

This is pre-experimental research, in this research there were three steps have done here; first, the researcher gave pre-test to the students. The second, the researcher taught the students by using hot seating strategy in the classroom. The third, the researcher gave post-test to the students in order to know the effectiveness of hot seating strategy.

Pre-test $\rightarrow$ Treatment $\rightarrow$ Post-test
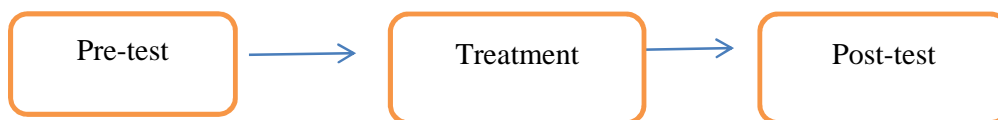
According to Fraenkel and Wallen (2009) the population refers to all the members of particular group . In this research, the population was eighth grade VIII.1 and VIII. 3 students of SMP NEGERI 3 MADANG SUKU III OKU TIMUR academic year 2019/2020 but the sample class VIII.3 with the consideration this class was too enthusiastic in learning English even though they faced many problems in learning English when practice speaking. This class consists of 12 boys and 19 girls. In this case the students learnt about descriptive text through spoken. The students were asked to be able to describe something clearly.

For collecting the data, the researcher gave test to the students namely pre-test and post-test. The test in oral test and given individually to the students when they participated in classroom. The researcher implemented hot seating strategy to know the effectiveness of hot seating strategy to improve the students' speaking skill at SMP NEGERI 3 Madang Suku III OKU TIMUR. The researcher gave the students speaking score by using the rating scores of oral proficiency scoring categories test by Brown (2004) namely vocabulary, grammar, pronunciation and grammar. Meanwhile to evaluate the content of students' speaking skill about descriptive text, the researcher used the rubric by Watkins (2012):

Rubric to Evaluate the Content of Students' speaking skill

Proficiency Area	Evaluative Criteria
Vocabulary	- Is the student used appropriate word choices? - The student should employ vocabulary more suitable for an academic audience
Grammar	- Is there any progress of students' grammar usage? - Do the students' repeat the same grammar mistakes? - Do the students' grammar mistakes lead to problems discerning meaning?
Pronunciation .	- Do the students' make consistent and predictable pronunciation errors? - is these pronunciation errors make it difficult to understand?
Fluency	- Do the students' talk fluently and confidently, or interrupted by awkward long pauses? - Was the speech obviously read from a manuscript?
Content .	- Did the student talk for amount of time? - If the description reflect the theme or topic that asked by the teacher, did the student make efforts to address this theme and / or follow directions?

Source: Watkins (2012)

After collect the data, analysis of the data was needed. Firstly, the researcher used quantitative data to analyze the data from the test. The researcher used paired sample t-test to compare the data from the score pre-test and post-test, to find the effects of the treatment to the speaking skill. The researcher used SPSS version 21 for analyzing the data. In this research there are three ways analyzing the data. **The first**, analyze the data by using scoring. The scoring was measured by two raters, English teacher as first rater and the researcher herself as second rater. Scoring was a process of making the students' achievement which was measured by the test. The raters gave speaking score to the students by using scoring criteria. Criteria are the statements which describe achievement level and real evidence of learners'

achievement in standard quality that wanted. The scoring consists of 1, 2, 3, 4, and 5 point which the criteria in every point. A point covered pronunciation, grammar, vocabulary, fluency, and comprehension. The test was scored by using the rating scores of oral proficiency scoring categories test by Brown (2004). Based on rating scores of oral proficiency scoring categories test by Brown (2004) to find the students' score the researcher used the following formula.

$$SS = \frac{S}{N} \times 100$$

Where :

SS   : Students score

S   : Total score

N   : Maximum score

Score Range and Criteria

Score	Criteria
80-100	Very Good
66-79	Good
56-65	Fair
46-55	Poor
0-45	Fail

(Sudijono, 2010)

The second by using percentage, the researcher used this formula.

$$P = \frac{F}{N} \times 100$$

Where:

P: Percentage

F: Frequency of students in interval

N: Total students

The third, analyzing of Paired Sample t-test. The paired t-test was done between pre-test and post-test of the students. The analyzing was done by using SPSS version 21. The analysis was covered the paired t-test between pre-test and post-test.

There were two hypothesis of this analysis step, as followed:

Ha : There was a significance improvement after the treatment process.

Ho : There was not significance improvement after the treatment process.

RESULT

In this part, the finding consists of the pre-test score and post-test score of the students, the percentage and the paired sample t-test. From the students' score of pre-test and post-test, the researcher analyzes the effectiveness of hot seating strategy to improve the students' speaking skill at SMP NEGERI 3 Madang Suku III OKU TIMUR.

1. The Result of Students' Pre-test

Pre-test was done before treatment. The instrument of pre-test was test by the reliability through try out test to the non-sampling students. Pre-test was given to the students on Sunday, 24th of June, 2019. The total number of students was 31 students of Eighth grade of SMP NEGERI 3 Madang Suku III OKU TIMUR. The result of pre-Test are described as followed:

The Students' Score of Pre-Test

NO	NAME	STUDENTS' SCORE		TOTAL SCORE
		R1	R2	
1	AJ	56	50	53
2	AF	40	50	45
3	AM	44	50	47
4	AA	30	35	33
5	DRA	44	48	46
6	DSP	44	44	44
7	DR	44	45	45
8	DWS	36	40	38
9	EM	40	40	40
10	EA	45	45	45
11	FP	44	44	44
12	FAP	36	36	36
13	FK	36	36	36
14	FA	36	36	36
15	GSW	50	52	51
16	HW	68	78	73
17	HP	48	48	48
18	IS	44	48	46
19	JF	68	78	73
20	LR	66	70	68
21	MR	40	40	40
22	MAM	36	30	33
23	MYM	40	40	40
24	MM	36	36	36

25	PW	48	70	59
26	RP	64	64	64
27	RIM	40	40	40
28	SADF	64	64	64
29	SA	40	40	40
30	SM	36	35	36
31	YI	56	60	58
Total		**1419**	**1492**	**1456**

Table 11
Descriptive statistics of Students Speaking Score in Pre-Test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRE TEST Valid N (listwise)	31 31	33	73	46,63	11,65

From the table on the descriptive statistics, it was found that the lowest score was 33 and the highest score was 78. The mean of the students' pre-test score was 46, 63. However, the standard deviation was 11, 65.

2. The Result of Students' Post test

The post-test was given after the researcher did the treatments by using hot seating strategy. The result of post-test score was described as in table 12:

Table 12
The Students' Score of Post-Test

NO	NAME	STUDENTS' SCORE		TOTAL SCORE
		R1	R2	
1	AJ	60	55	58
2	AF	48	58	53
3	AM	50	55	53
4	AA	55	55	55
5	DRA	48	57	53
6	DSP	48	50	49
7	DR	50	52	51
8	DWS	43	45	44
9	EM	50	45	48
10	EA	45	48	47
11	FP	50	60	55
12	FAP	45	50	48
13	FK	42	45	44
14	FA	40	45	43
15	GSW	55	56	56
16	HW	74	85	80
17	HP	56	60	58
18	IS	50	55	53

19	JF	73	83	78
20	LR	70	70	70
21	MR	50	45	48
22	MAM	43	40	42
23	MYM	40	40	40
24	MM	40	40	40
25	PW	50	72	61
26	RP	68	67	68
27	RIM	45	45	45
28	SADF	68	68	68
29	SA	45	48	47
30	SM	40	38	39
31	YI	58	65	62
Total		**1599**	**1697**	**1648**

Table 11
Descriptive statistics of Students Speaking Score in Post-Test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRE TEST Valid N (listwise)	31 31	39	80	53,27	10,86

From the table on the descriptive statistics, it was found that the lowest score was 39 and the highest score was 80. The mean of the students' pre-test score was 53, 27. However, the standard deviation was 10, 86.

3. Comparison of Pre-test and Post-test Score

The distribution of students' score between pre-test and post-test was described in table 14.

Table 14
The Distribution of Students' Score

Percentage Range	Criteria	Frequency & Percentage	
		Pre-test (%)	Post-test (%)
80 – 100	Very good	0 (0%)	1 (3%)
66 – 79	Good	3 (9,7%)	4 (13%)
56 – 65	Sufficient	4 (13%)	5 (16%)
46 – 55	Poor	6 (19, 3%)	13 (42%)
0 – 45	Very poor	18 (58%)	8 (26%)
Total		31 (100%)	31 (100%)

The table showed in experimental group, from 31 students in pre-test, there were 18 (58%) students who in very poor category, 6 (19,3%) students in poor category, 4 (13%) students were in sufficient, 3 (9,7%) students in good category, and 0 (0%) in very good

category. Meanwhile in post-test, there were 8 (26%) students who in very poor category, 13 (42%) students in poor category, 5 (16%) students were in sufficient, 4 (13%) students in good category, and 1 (3%) students were in very good category.

The comparison between pre-test and post-test from the sample was described in this chart 1

Comparison te result of pre-test and post test score
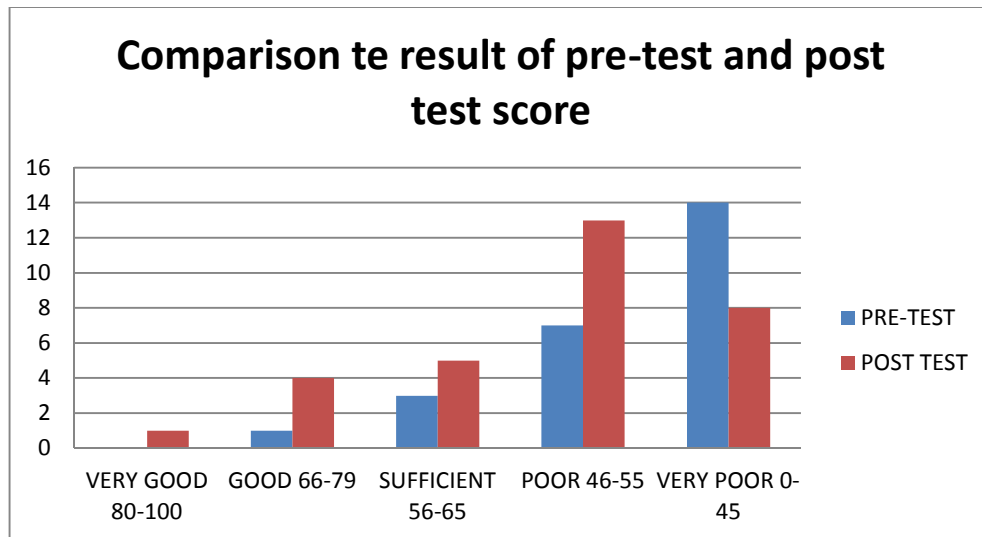
B. Statistical Analysis

a. Normality Test

The statistical output shown in the following table:

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Tests	Statistic	df	Sig.	Statistic	df	Sig.
Score	Pre-test	.179	31	.012	.883	31	.003
	Post-Test	.129	31	.200[*]	.925	31	.032

.*. This is a lower bound of the true significance

a. Lilliefors Significance Correction

From the table shows that the significance value of speaking achievement of pre-test, the point of Kolmogorov-Smirnov Test was 0,012 (p > 0.05) it's mean that the result of pre-test was distributed normal data. The pre-test result based on Shapiro-wilk 0,003 (p> 0.05) it's mean too that the result of pre-test was distributed normal data.

Based on the table in column of post-test, the point of Kolmogorov-Smirnov Test was 0, 2 it's it was more than Alpha Point (0.05). So, it means that the data of pre-test score had a normal distribution. Next, the post-test result based on Shapiro-wilk 0,032 (p> 0.05) it's mean too that the result of post-test was distributed normal data. It meant that the both data was approximately normal.

a. **Paired Sample T-test**

Here the researcher calculated the result of pre-test and post-test by using Paired Sample t-test, In order to find out the significance difference in student's speaking ability before and after treatment.

Table 15
Paired Samples T-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	46.63	30	11.625	2.122
	Post-Test	53.27	30	10.869	1.984

Based on the table 15, it was found that the mean score of Pre-test in experiment class was 46,63 and the mean of Post-test was 53, 27.

Table 16
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	30	.260	.165

Based on the Paired Sample Correlation between pre-test and post-test was 0,260 with the N 31 students and the significance level was 0,165.

Table 17

Paired Samples Test

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Pre-Test - Post-Test	6.633	13.695	2.500	11.747	1.520	2.653	30	.013

Based on the Table 17, it was found that the mean between post-test and pre-test was 6.633. The value of t-obtained was 2.653 more than t-table 2.024 with degree of freedom (df = n-1) = 30 and the value of Significance (2-tailed) 0,000 less than the Sig. level (= 0.05).

C. Discussion

Based on the finding, the writer found that the students' mean score of post-test was higher than the students' mean score in pre-test. Next, the result of computation formula of the t-test was found and the value of Sig. (2-tailed) less than the significance level. It showed that alternative hypothesis (Ha) was acceptable and null hypothesis (Ho) was rejected. Meant that it was a significantly effective to use hot seating strategy to improve students' speaking skill at eighth grade students of SMP NEGERI 3 MADANG SUKU III OKU TIMUR.

After the implementation of hot seating strategy in in teaching speaking at the eight grade students of SMP NEGERI 3 MADANG SUKU III OKU TIMUR the students get better speaking skill and also get better score. It

Nilasari (2017) state that the strength of using hot seating strategy was this strategy can create wide imagination that gives the students relative choices and thus thinking new ideas. The cooperative process includes discussing, negotiating, rehearsing and performing. Furthermore, sparkling (2008) explained that the students are encouraged to use deductive reasoning to predict what language might come next.

CONCLUSION AND SUGGESTIONS

a. Conclusion

From the interpretation of research finding, the researcher concluded that the use of hot seating strategy at the eighth grade students of SMP NEGERI 3 MADANG SUKU III OKU TIMUR was effective and gave good contribution to the students' speaking skill. The result of the test has a significant difference between the result of pre-test and post-test. The sample of the study was 31 students, and the significance level (= 0.05). Mean score of pre-test was 46.63 and the mean score of post-test was 53.27. The value of sig (2-tailed) was more than = 0.05. It meant that Ha was accepted meanwhile Ho was rejected. Therefore, the researcher concluded that it was significantly effective to use hot seating strategy to improve the students' speaking skill at eighth grade students of SMP NEGERI 3 MADANG SUKU III OKU TIMUR.

b. Suggestion

Based on the conclusion above, the researcher would like to offer suggestions here especially for the teachers hopefully could develop the teaching technique because students like to something new that is interesting. The technique should be appropriate with this era and students' level and need.

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