

## CHAPTER I INTRODUCTION

### *A. Background of the study*

In globalization era, communication becomes more important. People want to get as much information as possible. There are so many languages in the world and different too. So people should be able to understand some languages, especially English. Because English is an international language. As an international language, so many people use English to communicate with others. In addition, English is widely used in some fields such as education, economics, politics and trade. By mastering English, people will not be left behind with people in this era. That is why so important to learn English. In learning English, there are four skills that have to be mastered, namely listening, speaking, reading, and writing. Listening and reading are called receptive skill where as speaking and writing are called productive skill. In spite of writing, speaking is done at the real time one producing without editing, and revising.<sup>1</sup>

According to Cameron, Speaking is the active use of language to express meaning so that other people can make sense of them. Through speaking, they can express their ideas and communicate with other.<sup>2</sup> It means that speaking is a part of language that can be used to show the people' ideas. When they are speaking, people should be learn to organize their ideas in can be accepted well to other people.

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<sup>1</sup> Reka Anggraini, *The Influence of Using Hot Seat Game Towards Students Speaking Ability*, (State Islamic University Raden Intan Lampung, 2018), p.1

<sup>2</sup> Lynne Cameron, *Teaching English to Young Learners*, (London: 2001) Cambridge University, p.40

For teaching speaking in Senior High School, teacher should use the interesting way which easy to understand the students. Teacher should use a new strategy, game, or technique that motivate students to speak English. One of them is Hot Seating Strategy. According to Grim, Hot Seating is a strategy that encourages students to build upon comprehension skill. It's a very popular way to promote literature and keep students pre-occupied with the story selection use most frequently a drama or a literature classroom.<sup>3</sup> Hot seat strategy is one of the strategies in teaching speaking. It invites students to be active in speaking and thinking about the topic. Students work in small group or as whole class. Then, one of the students sits in the "Hot Seat" and identifies or assume about topic or theme. According to Wilhem, one of the benefits of hot seat is offering opportunities to work on public speaking.<sup>4</sup> It means that, hot seat strategy is a strategy in which can encourage the students active in spoken English in the class.

Considering the benefits of Hot Seating Strategy in improving students' speaking skill, this research attempts to analyze the effectiveness of the implementation of Hot Seating Strategy in teaching learning process. Therefore, in this experiment that Hot Seating Strategy in experimental class. Moreover, in order to make students are able to communicate using foreign language properly, students need to be trained more using that language for communication. That is a reason why

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<sup>3</sup> Kathy Grim, *The Hot Seat Strategy*, (America: 2012), <http://arteducationdaily.blogspot.com/>

<sup>4</sup> Jeffrey Wilhem, *Action Strategies for Deepening Comprehension*, (New York: 2002) Scholastic Professional Books, p.83

the researcher chose the title for the paper “*Using Hot seating strategy to increase the students speaking skill at the second grade of SMKN 2 Bone*”.

### ***B. Problem Statement***

Based on the previous background, the researcher formulates the following researches question, as follow: Does Hot Seating Strategy Increase the Students’ Speaking Skill?

### ***C. Objective and Significance of the Research***

#### **1. Objective of Research**

Based on the problem statement above, the research aims “to know that Hot Seating Strategy can increase students’ speaking Skill”.

#### **2. Significance of the Result**

Looking at the objective above, this study is trying to find an alternative way to increase the students’ speaking skill by using Hot Seating Strategy. The result of the study later is expected to give benefit to the student, teacher and researcher.

##### **a. Teacher**

Through this research, teachers are able to get information about the use of Hot Seating Strategy in teaching English in speaking skills based on needs on classroom activities.

##### **b. Student**

The result of the research is expected to make the student more enjoyable and motivate them in increasing the students’ speaking skill by using Hot Seating Strategy.

c. Researcher

Expectedly it will be a useful reference for the next research.

***D. Operational Definition***

In this term, this research is focused on the increasing students' speaking skill, the researcher most likely to limit the problem on the influence of Hot Seating strategy in increasing students' speaking skill at the second grade students of SMKN 2 Bone. This research only focuses on the use of Hot Seating strategy in teaching speaking to increasing students' speaking skill.

To avoid misunderstanding in this study, necessary to explain some terminologies related to this thesis are as follows:

Speaking is a process of uttering something as the representation of someone thought or feeling. Speaking is productive skill where the speaker produces something through utterance to convey their meaning and intention to the listener. As assumed by Brown language is a system for the expression of meaning, primary function interaction and communication. In order to communicate and interact with other people need to express their meaning by producing something to gain the listener understanding. For this reason speaking become the most important part of people daily life especially for interaction and communication. Speaking allow people to express what they see, feel and think through utterances.<sup>5</sup>

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<sup>5</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (New Jersey: Longman,2004), p.139.

Improving is about adding the ability on doing something. Improving makes better progress in the learning process. Improving shows the changing of people's skills to be better in material which is given as it is mentioned in Oxford Dictionary that the definition of improving is the process of becoming or making to be better.<sup>6</sup>

Hot seating strategy is one of strategies in teaching speaking. It invites students to be active in speaking and thinking about the topic. Hot seating strategy is a kind of strategy in teaching speaking. This strategy can used by the teacher to make students be active and develop their critical thinking.<sup>7</sup>

### ***E. Previous Related Research Finding***

The researcher found some previous related findings to this research, they are:

A classroom action research which had done by Dyah Nindya Yuanita is "Improving Students' Speaking Skill by Using the Role Play (An Action Research at the Tenth Year of SMA N 1 Gemolong in Academic Year 2012- 2013)". Based on data analysis the mean score of students on the first cycle is 73 average score, and the mean score of the students on the second cycle is 90 that is qualified average to good. They get 28 score improvement. It means that action hypothesis the using role play to improve students' speaking ability is class is proved.<sup>8</sup>

Nasution (2017), this research was aimed to find out the improvement of the students' achievement at speaking through small group discussion method. The subject of this research was the second grade students MTs Bina Ulama, Kisaran, in

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<sup>6</sup> Dictionary Oxford, *Learner's Pocket Dictionary* (New York: Oxford Unity Press, 2011), p.426.

<sup>7</sup> Rahayu Wulaning Pamungkas. *The effect of Hot Seat strategy toward students' speaking achievement*, (2016), p.44

<sup>8</sup> Dyah Nindya, *Improving students' skill by using the role play*, (2013).

academic year 2016/2017. It consisted of one class with 45 students as respondents. This research was conducted by using classroom action research. The technique of analyzing data was applied in this research were qualitative and quantitative. The qualitative data were taken from observation sheet, interview and documentation. The quantitative data were taken from tests. The tests were given to the students in the form of pre-test, post-test I and post-test II. The result of data analysis showed that there was an improvement on the students' speaking ability from each cycle. It was showed from the mean of pre-test was 62.22, after implementation of small group discussion strategy was applied, there was improvement of the result of the students' mean which was 73.04 and for the second cycle after reflection on the first cycle there was an improvement of the students' mean which was 81.08. Moreover in the pre-test, there were 40% (18 students of 45 students) who got score 70. In the post-test I, there were 71.2% (32 students of 45 students) who got score 70. In the post-test II, there were 100% (45 students of 45 students) who got score 70. So, the total percentage of the improvement from pre-test to post-test II was about 60%.<sup>9</sup>

Dewi Astia (2015) did her research in *Improving the Students Vocabulary Mastery Through the Hot Seat Games at Junior High School Wahdah Islamiyah in Antang Makassar* said that teaching vocabulary by using hot seat games allow to increase students vocabulary because it can increase students vocabulary. Using hot seat games in teaching vocabulary to be use effectively. This was indicated by the

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<sup>9</sup>Miraya Likhulaila Nasution, *The implementation of small group discussion to improve students' speaking ability at grade VIII A of Mts Bina Ulama Kisaran*, (Medan: 2017)

significance of the difference between the average value of the post-test in the experimental class and posttest control class.<sup>10</sup>

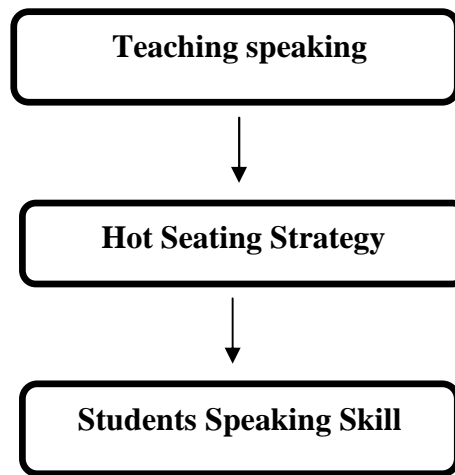
The similarities among their research with the researcher will discuss, the researcher of Dyah Nindya Yuanita with the same goal is improve the students speaking skill but the different techniques which used role play and she use Class Room Action Research. Research of Nasution with the same goal is improve the students' speaking skill but the different techniques through small group discussion method. The technique of analyzing data was applied in this research were qualitative and quantitative. Research of Dewi with the same techniques by using hot seating strategy but the different goal which is improving students vocabulary mastery. Based on the explanation above, the researcher carry out about "Using Hot Seating Strategy to Increase Students Speaking Skill at the second grade of SMKN 2 Bone.

#### ***F. Conceptual Framework***

In relation to the conceptual framework elaborated before, the researcher would like to present conceptual frameworks as follow:

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<sup>10</sup>Dewi Astia, *Improving the students vocabulary mastery through the hot seat game at junior high school Wahdah Islamiyah in Antang Makassar*, (Makassar:2015).



The conceptual framework of the research will start from speaking. Based on the conceptual framework above, it can be understood that the researcher will give the students a treatment of using hot seating strategy in studying speaking. This way is expect to improve student's speaking skill by using hot seating strategy studying speaking.

### ***G. Hypotheses***

The hypothesis of the research is the student speaking skill by using hot seating strategy at SMKN 2 Bone. To test the hypotheses, the research uses statistic hypotheses namely:

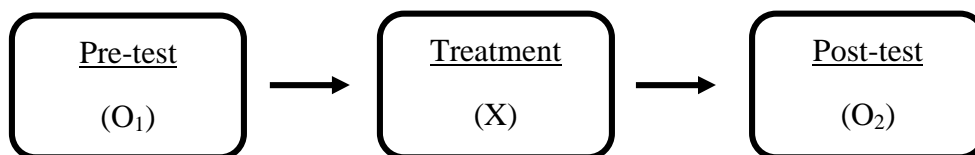
1. HO (Null hypotheses): Teaching English by using hot seating strategy cannot increase the student speaking skill.
2. H1 (Alternative hypotheses): Teaching English by using hot seating strategy can increase the student speaking skill.



## *H. Methodology of the Research*

### **1. Research Design**

This research applied pre-experimental research. Pre-experimental research was a study to know whether there was improvement or not to the subject, that was given a treatment. The design was pre-experimental design with pre-test and post-test design. The comparison between pre-test and post test score depended on the success of the treatment. The design could be seen as follow:



Where :      $O_1$    : The result of the students pre-test  
                $X$      : The treatment through round table technique  
                $O_2$    : The result of the students post test.<sup>11</sup>

The design above means that before doing treatment of Hot Seating Strategy, the researcher will give pre-test as comparison material in post-test after doing treatment. The post-test will be to know the significant effect of using Hot Seating Strategy to increase student speaking skill at the second grade of SMK Negeri 2 Bone.

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<sup>11</sup> Emzir, *Metodologi Penelitian Pendidikan: kuantitatif & kualitatif* (Jakarta: Raja Grafindo Persada, 2009, p. 97

## 2. Location, Population, and Sample

### a. Location

The location of the research is in SMK Negeri 2 Bone, located in Sungai Musi Street, Bone regency, South Sulawesi.

### b. Population

Population is large group that will be the object of research, it is very important to put population because the more population we have, the more data will be gotten, population in this research is 10 students of the second grade of Accounting student at SMK Negeri 2 Bone.

### c. Sample

The total number of the second grade accounting student at SMK Negeri 2 Bone, is large enough to be all taken as sample of the research. The researcher has used a cluster random sampling technique in taking the sample. According to Gay, in cluster random sampling, intact groups, not individuals, are randomly selected.<sup>12</sup>

## 3. Research Variable

In this research, there were two variables: they were dependent variable and independent variable. Dependent variable was variables whose change the researcher wishes to explain whereas independent variable was variables that help explain the change in the dependent variable.<sup>13</sup>

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<sup>12</sup> LR Gay and Airasian Peter, *Educational Research Competencies for Analysis* (Ed. VIII; New Jersey: Prentice-Hall, 2000), p. 135.

<sup>13</sup> Patel, Parina. *Introduction to Quantitative Methods*, (Cambridge: Harvard University, 2009), p. 2

There were two variables in this research namely:

- 1) The use of Hot Seating strategy in speaking skill was independent variable of the research.
- 2) Students' speaking skill was dependent variable of the research.

#### **4. Instrument of the Research**

In this research, experimental design was used. Experimental design was the general plan for carrying out a study with an active independent variable. The design was important because it determined the study's internal validity, which was the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable. The kinds of experimental design were pre-experimental design, true experimental design, and quasi experimental design.

To collect the data test (pre-test and post-test) in this research which potentially made the researcher easier in collecting and analysis data the researcher used an instrument that was test. The test (pre-test and post-test) was identifying the quality of students' speaking skill before and after treatment. It was intended to administer in order to gain the needed data. It was address to both experimental and control group. The criteria of speaking score included some component such pronunciation, fluency, grammar, vocabulary and comprehension.

#### **5. Technique of Collecting Data**

In collecting data, the researcher followed the procedure below:

- a. Pre-test

Before doing treatment, the researcher will give a pre-test. The pre-test is intended to know the students' prior knowledge before giving a treatment and as comparison material to know the Hot Seating Strategy on Speaking.

The researcher will divide the students into 4 groups and give a text about opinion, and the students should read it about five until fifty minutes. After that, the researcher will ask the students to give arguments or their point of view about the writer's opinion on the text. They should present it about three minutes maximally. The researcher will record them on videos.

b. Treatment

After giving pretest, the researcher gave the treatment. The treatment is given from the second until seven meetings. The researcher explains the material discussed by doing the Hot Seat Strategy, and then the researcher must also explain what the hot seat strategy is and what it will do.

c. Post-test

Post-test will give to the students after doing the treatment. It is to know the students' speaking skill after being taught by using Hot Seating Strategy and without using Hot Seating Strategy. The topic and procedures of post-test are the same with the topic and procedures of pre-test. Post-test will give to the students after doing the treatment. It is to know the students' speaking skill after being taught by using Hot Seating Strategy and without using Hot Seating Strategy. The topic and procedures of post-test are the same with the topic and procedures of pre-test.

## **6. Technique of Data Analysis**

After collecting the data, the next step of the study is analyzing the data. The data comes from speaking test. To analyze the data, the researchers' will use

grading speaking scale by David Harris:<sup>14</sup>

**Table 1.1**  
**The Rating Scale Rubrics for Correcting Students' Speaking Skill**

No	Criteria	Rating Score	Comments
1	Pronunciation	5	Has few traces of foreign accent
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because pronunciation problems must frequently be asked to repeat.
		1	Pronunciation problems so serve as to make speech virtually unintelligible.

No	Criteria	Rating Score	Comment
2	Grammar	5	Make few (if any) noticeable errors of grammar or word order.
		4	Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning.

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<sup>14</sup> David P. Harris, *Testing English as a Second Language*, (New York, Mc.Graw-Hill, 2004), p.81

		3	Makes frequent errors of grammar and word order which occasionally obscure Meaning.
		2	Grammar and word-order errors make comprehension difficult. Must often rephrase sentence and/or restrict him to basic pattern.
		1	Errors in grammar and word order so severe as to make speech virtually unintelligible.

No	Criteria	Rating Score	Comment
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
		4	Sometimes use in appropriate terms and or must rephrase ideas because of lexical inadequacies.
		3	Frequently use the wrong words, conversation somewhat limited because of lexical inadequacies.
		2	Misuse of words and very limited vocabulary make comprehension quite difficult.
		1	Vocabulary limitations so extreme as to make conversation virtually impossible.

No	Criteria	Rating Score	Comment
4	Fluency	5	Speech as fluent and effortless as that of a native speaker.

		4	Speed of speech seems to be slightly affected by language problems.
		3	Speed and fluency are rather strongly affected by language problems.
		2	Usually hesitant; often forced into silence by language limitation.
		1	Speech is as halting and fragmentary as to make conversation virtually impossible.

The data collected were analyzed with the following formulas:

$$\text{Score} : \frac{\text{Total Score} \times 100}{20}$$

Table Scoring Speaking Assesments:

**Table 1.2**  
**The Score Classification**

<b>Standards of Scoring</b>	<b>Range of Score</b>
Excellent	80-100
Very good	73-79
Good	65-72
Average	60-64
Poor	55-59
Very poor	$\leq 55$