

THE EFFECT OF HOT SEAT STRATEGY TOWARD STUDENTS' SPEAKING ACHIEVEMENT AT PADANG INSTITUTE OF TECHNOLOGY

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Abstrak: Bahasa merupakan media komunikasi yang sangat berguna. Bahasa memiliki kemampuan dalam pemenuhan kebutuhan manusia di bidang komunikasi dalam situasi apa pun. Ada empat keterampilan belajar bahasa yaitu mendengarkan (*listening*), berbicara (*speaking*), membaca (*reading*), dan menulis (*writing*). Speaking tidak dapat memisahkan unsur-unsur lain dalam proses belajar mengajar bahasa Inggris. Dalam speaking, siswa dapat menyampaikan pendapat mereka, berdebat, menanggapi pernyataan seseorang dan berdebat. Untuk membantu mereka dalam speaking, peneliti menggunakan salah satu strategi dalam mengajar speaking yaitu Strategi Hot Seat. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh Strategi Hot Seat dalam mengajar speaking. Penelitian ini merupakan penelitian eksperimen yang digunakan satu kualifikasi sebagai kelompok sampel. Instrumen yang digunakan terdiri dari tes berbicara dan tes lisan. Analisis diklasifikasikan menjadi dua jenis; pre-test tanpa perawatan dan post-test setelah siswa mendapat perawatan.

Kata Kunci: *Strategi Hot Seat, Kemampuan Speaking, Speaking.*

Abstract: Language means of a communication that it very useful. It can serve human needs in their communication in any situation. There are four skills of language learning namely listening, speaking, reading and writing. Speaking cannot separate for other elements in English teaching learning process. In speaking, students can deliver their opinion, arguing, responding someone statement and debating. To help them in speaking, researcher use one of the strategies in teaching speaking, Hot Seat Strategy. The purpose of this research was to know the effect of Hot Seat Strategy in teaching speaking. This research experiment research which was used one qualification as sample group. The instruments which were used consist of speaking test and oral test. The analysis was classified into two kinds; pre-test without any treatment and post-test after the students got the treatment.

Keywords: *Hot Seat Strategy, Students' Speaking Achievement, Speaking*

1. INTRODUCTION

Speaking is one of the skills that can help students in increasing their ability and improving their communication. By speaking, people can get many information from the others, because information which is extended by speaking usually easy to understand than by letter, newspaper or the others written form. It can give someone more

knowledge that did not know before. According to Richard and Willy (2002:210), speaking is an activity where the speakers produce some words and some sentence orally, or they produce systematic verbal utterances to convey meaning. Based on this theory, speaking is a skill which comes from producing sounds and utterances. In delivering what are on the speakers mind, they need to

produce it verbally in order to start a communication process. Moreover, productive skill means that the speakers need to develop their ability to produce some appropriate utterances in a good speaking interaction, and to improve their speaking ability. As a result the speakers will be able to increase their speaking skill in communication.

In addition, speaking practice can develop student's fluencies, pronunciation and their communication by using English language. Brown (2004:172) states that the component of speaking are consist of five points such as; grammar, vocabulary, comprehension, pronunciation, and fluency. The first component is grammar. It is very essential to be considered by speakers in doing an oral communication. In speaking, control of grammar should be better and be able to speak the language with sufficient structural accuracy to participate effectively in formal and non-formal conversation with different context. The second component is vocabulary. This component can help the speakers to construct any sentences in a communication. By mastering many words, speakers will be able to do interactive communication well. The third component is comprehension. This part talking part about how can the speakers comprehend the information in a communication or their understood any conversation within the range of their experience. The fourth component is pronunciation. In pronouncing some words or sentences verbally, speakers have to consider about the correct pronunciation of that words in order to ensure the communication can be understood. The last component is

fluency. It is a component of speaking where the speakers need analyze the speed of their speaking ability. So, speaking is one of the important and essential skills that need a lot of practice to communicate. By speaking, the people are able to know the kind of situation happens in the world.

However, besides all of the important of speaking ability that have been stated above, the researcher has found that problem in speaking. Based on researchers observed at Padang Institute of Technology's students, there are several problems that were faced by students in the classroom. Students did not feel interested in teaching learning process, students have problem in pronouncing the words while speaking, students did not have motivation to learn since they have limited opportunities to express their idea, they had less vocabulary and grammatical pattern. They were difficult to construct any sentences.

Besides that, the problems come from the teacher in teaching learning process, because the teacher often uses the same strategy with previous meetings. The teacher only gave materials, such as completing, reading, dialogue, and written from hand book. The teacher gives less of attention to each student in the class. According to Lavery (2001:36) states that teaching speaking means teaching some supporting aspects of it; the right sounds, choosing the right words, and getting construction grammatical correct. It means that, the teacher have to help the students in improving their voice utterances during speaking, to help them to choose the correct dictions based on the context and to help them to use English by using the suitable grammatical pattern.

Besides, Richard and Willy (2002:201) state that teaching speaking is very important in order to develop proficiency on it, because the ability to speak English as a second or a foreign language well is a very complex task. It tells us that the teachers as educators have to realize about their role in teaching English as a second or a foreign language especially though speaking, they have to be able in motivating and persuading the students to speak the language. In addition, teaching English is good way should be mastered by the teachers in helping the students to achieve the proficiency of that language by mastering speaking skill. In the other word, teaching learning process of speaking course helps the students to speak English well. so, the teachers have to facilitate the students by giving a good teaching model.

Dealing with the problem above, speaking will be mastered by the learners, especially of EFL students. the teacher should have strategy in teaching speaking. Strategy is the main key that should be applied by the teacher to know how can the teacher teach and how far the students' achievement. One of the strategies is Hot Seat Strategy.

Hot seat strategy is one of the strategies in teaching speaking. It invites students to be active in speaking and thinking about the character of someone. Students work in small group or as whole class. Then, one of the students sits in the "Hot Seat" and identifies or assume about historical figure or character. According to Catherine (2008:43), Hot Seat is a convention in which students allow themselves to be questioned by the rest of the group and the questionnaires

may speak as themselves or in role. It means that, this strategy is a wonderful activity to spur interest in literature and help the students from their opinion about the behavior of characters. Next, Peterson and Larry (2008) states that hot seat is a useful teaching strategy for developing students' empathy for character. In this case, the strategy can develop students' empathy about the character because students will build the understanding what the information are gotten by them.

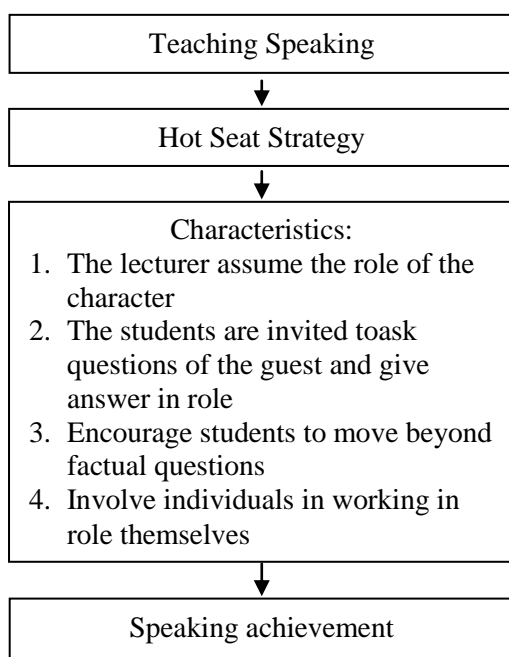
According to Zwiers (2004), describes that the procedures of hot seat strategy consist of: (a) to begin with, the teacher assume the role of the character or subject and sit in front of the class. (b) The students are invited to ask questions of the guest in the Hot Seat. (c) Divide the students into pairs or a small group of four to six. (d) Choose someone who has done well in the small group setting; this person goes in front of the room and takes questions from the class. The rest of the class must ask the child questions which he or she has to answer in role, in other words, as a character. Next, the teacher assumes the role of a character and after the teacher's portrayal, the students assumes the same role. Using information already studied, the students can examine, evaluate the actions and motivation of a character or subject.

The conclusion of the definition above, Hot Seat Strategy is a kind of strategy in teaching speaking. This strategy can be used by the teacher to make the students be active and develop their critical thinking. It can be done by defining into several groups and one of them sits in the hot seat and identifies the character of historical. It need an understanding about the

character and also has critical thinking and make students more active when they are speaking. So, the researcher hypothesizes that Hot Seat strategy gives significant effect for Padang Institute of Technology (ITP) students's speaking achievement in first semester.

In this research, research will find out the students' speaking achievement through Hot Seat Strategy. For this case, the researcher formulates the conceptual framework. Besides researcher will analyze the effect of hot seat strategy toward student's speaking achievement.

The Conceptual Framework of The Research



2. METHODS

The kind of this research is experimental research. According to Gay and Airasian (2000), experimental research is a type of research that can test hypotheses to establish cause-effect relationship. There are many types of group design

in experimental research. There are pre experimental design, true experimental design and quasi experimental design.

In this research, the researcher had chosen a kind of pre experimental design by using one-group pretest-posttest design. The success of the treatment is determined by comparing pretest and posttest scores. Moreover, McMillan (2001) states that the pretest and posttest are the same, just given at different times. In short, the researcher was given a pretest. After that, the researcher was applying Hot Seat Strategy. Next, gave posttest in this research.

This research involves one qualifications as sample group. The researcher was given a treatment by applying Hot Seat Strategy. In this case, the researcher used one variable because the researcher only gave a treatment in one group. The sample of this research is first semester's students at ITP in academic year 2018/2019.

The researcher conducted this research in three phases. There are preparation, application, and final phases.

a. Preparation phases

1. The researcher made the researcher schedule
2. The researcher prepared the appropriate material based on syllabus
3. The researcher used pre-test and post-test (speaking test) for the students to know the result of the treatment.
4. The researcher prepared everything needed during researcher process

b. Application phase

1. Pre-teaching activity

- a. Teacher greets the students
 - b. Teacher checks students attendance list
 - c. Teacher brainstorms the students by giving some related questions to the material
2. Whilst-Teaching Activity
- a. Teacher explained the material that was discuss by doing Hot Seat Strategy
 - b. Teacher gave example of problem first.
 - c. Teacher explained that hot seat activity had done in gorup work
 - d. Teacher divided the students into some group which consist of five or six students
 - e. Teacher informed that each group distributed the different problem. So, ecah group has different solution or fining for their own problem.
 - f. Teacher gave a card to each group hich consist oftopic orproblem that will be discussed in group.
 - g. Teacher lets the students to discuss their own problem with their own group.
 - h. Teacher informs that time is over
 - i. Teacher asked which one of them of each grouppresented their finding in front of the class
 - j. Teacher askedthe other group for paying attention
 - k. Teacher asked the other group to analyzed their friends work
 - l. At the end of the activity, techer lets the other group to present their different solution to the group who has presented their finding
3. Post-Teaching Activity
- a. Teacher gave award to the students' work
 - b. Teacher evaluate the students' work by using scoring rubric for speaking
 - c. Teacher discussed the students' mistakes
 - d. Teacher closed the lesson
- c. *Final Phase*
- in the final phase, the researcher gave the post-test for experimental class in order the students' speaking score after conducted treatment. The students' score is very essential for investigated the effect ofimplementation this strategy toward students' speaking achievement.
- In investigated the effect of Hot seat Strategy toard students' speking achievement, the reasearcher used speaking test. The reseacher gave different topic in pre-test, treatment, and post-test. Therefore, in test te researcher invited the students to doing performance in front of the class. According to Brown (2004), test is a method of measuring person ability, knowledge, or performance in a given domain. The researcher conducts oral speaking test which is related to the syllabus. Before the students done oral test in posttest, the researcher distibuted mny topics and invited the students to choose one topic for the test. Next, the reseracher gave instruction todoing performance in front of the class after the students choose one topic for the test. Todoing the test, the researcher took the grade directly based on the formulation using scoring rubric for speaking.
- According to Gay and Airasian (2000), validity is concerned with the appropriate of the interpretation made

from the test score. In other words, validity of the test that can measure what to be measured. The instrument of this research have validity, because the material based on the syllabus.

Beside considered the validity of the instrument, the researcher also should think the reliability of the score. There are two scores the students performance in speaking test, pre-test and post-test. To measure of the students' score, the researcher needed the teacher that had taught the students to help the researcher to evaluate them. The researcher used correlation product moment. The researcher used formula by Arikunto (2010) as follows:

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

$$r = \frac{2 \cdot r_{xy}}{1 + r_{xy}}$$

Where:

r_{xy} = The whole of reliability of the test

r = The reliability of instrument

Criterion of Reliability Test

COEFFICIENT OF RELIABILITY	CRITERION
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$0.80 \leq r_{\text{partial}} \leq 1.0$	Very High Reliability
$0.60 \leq r_{\text{partial}} < 0.80$	High Reliability
$0.40 \leq r_{\text{partial}} < 0.60$	Enough Reliability
$0.20 \leq r_{\text{partial}} < 0.40$	Low Reliability
$0.00 \leq r_{\text{partial}} < 0.20$	Very Low

The data will be collected from students' score of pre-test and post-test in speaking. The researcher test one group of sample to get the data. The data was collected through the following procedures:

1. The researcher normality of the classes to determined experimental class.
2. The researcher gave pre-test in experimental class
3. The researcher gave treatment to experimental class
4. The researcher teaches speaking based on syllabus and lesson plan.
5. The researcher gave post-test to experimental class
6. The researcher put the score for the speaking aspect: pronunciation, grammar, vocabulary, comprehension, and fluency.
7. The score of each component determined by obtain righ. It is based on the five points rating scale (Harris, 2000). It can be seen at the following forms:

Scoring Rubric of Speaking Test

COMPONENT	SCORES	DESCRIPTION
Pronunciation	5	Easily to understand and has native speaker's accent
	4	Easy to understand although having the certain accent
	3	There is problem in pronunciation that make listener should concentrate and sometimes find misunderstanding
	2	It is difficult to understand because of pronunciation problem and often ask to repeat
	1	Serious problem in pronunciation and it cannot be understood
Structure	5	Nothing or just a few mistakes found in structure
	4	It sometimes make mistakes of structure
	3	It often make mistakes of structure and influence of meaning
	2	It makes a lot of mistakes that influence the means and often re arrange the sentences
	1	The mistake of structure is seriously, so that the conversation cannot be done
Vocabulary	5	Using vocabulary and expression like native speaker
	4	Sometimes use inappropriate vocabulary and should explain the ideas because of limited vocabulary
	3	Often use inappropriate vocabulary, the conversation is limited because of limited vocabulary
	2	Use vocabulary inappropriate and it is difficult to be understood
	1	Vocabulary is limited, so that the conversation cannot be done
Fluency	5	Speak fluently like native speaker
	4	It seems that the fluency is not fluent like native speaker
	3	Mostly of fluency is disturbed with the problem of language
	2	It is not to speak and stop because of limited of language used
	1	Speaking haltingly, so the conversation can not be done
Understanding / content	5	It can be understood without difficulty
	4	It can be understood although there is repetition of certain pat of speaking
	3	Understanding most of the speech if it is done slowly
	2	It is difficult to understand the speech, it can be understood just for general speech and also do many repetition
	1	It cannot be understood although it is just simple speech

Adopted from Harris (2000)

The indicator of pronunciation referring to how well the students in pronouncing the word. The indicator of grammar is how the students arrange the words to be good sentence. The indicator of vocabulary refers to how

far the students are able to use the suitable vocabulary. The indicator of comprehension/content refers to how far the students can explain the content of information of their speaking. And the indicator of fluency refers to how far the students can explain to determine students' fluency in speaking English.

Moreover, the technique of data analysis used the statistical procedure. In this research, the researcher used the t-test formula to analyze the data. T_{test} means that a statistical procedure that will be used to determine whether any significant difference between the means of the two sets of scores. After that, the researcher analyzed the data. The researcher calculated the differences of the score by comparing pre-test and post-test scores. The post-test score was subtracted from the pre-test score for every student's score, it can be formulated as follows:

$$D = X - Y$$

Where:

- D = Difference
- X = Pre-test score
- Y = Post-test score

The researcher found the means of difference by using the formulation that suggested by Gay and Airasian (2000). After getting the means differences, the researcher calculated the T_{test} . As stated by Weir (2005), T_{test} will tell the significant difference. So, in this research the researcher used the formula that suggested by Gay and Airasian (2000).

In this research, the researcher defines whether the hypothesis is correct or not. According to Gay and Airasian (2000) hypothesis testing has a process making the result of a study.

In this case, there are two hypotheses testing as follows:

H1 = Hot Seat Strategy gives significant effect toward students' speaking achievement

H0 = Hot Seat Strategy does not give significant effect toward students' speaking achievement

Gay and Airasian (2000) states that the value T_{test} is higher than the value of T_{table} . It can be concluded that Hot Seat Strategy gives significant effect toward students' speaking achievement. On the other hand, if T_{test} is lower than T_{table} , it can be concluded that Hot Seat Strategy does not give significant effect toward students' speaking achievement.

The criteria of testing the hypotheses are:

$$T_{test} > T_{table} = H_1 \text{ is accepted}$$

$$T_{test} < T_{table} = H_0 \text{ is rejected}$$

3. RESULT AND DISCUSSION

The data analysis of this research was the result of students' speaking mean score at post-test. The researcher took the mean score of speaking score at the first semester for the experimental class and before giving treatment during eight meetings the researcher had done pre-test to know students' speaking achievement. There were 30 students in the experimental class. The use of students' speaking scores from pre-test in this research was the starting point of the students' achievement before giving treatment in speaking.

In this research, the researcher had chosen the sample class by using

random sampling technique and chosen the class as experimental class. After getting sample, the researcher gave treatment. The researcher was a lecturer in teaching process. The treatment was given to experimental class by using Hot Seat Strategy. Before giving treatment in experimental class, the researcher gave pre test to know students' speaking achievement. Pre-test had done in form doing performance in front of the class. The researcher gave score for students based on scoring rubric. The researcher calculated students' speaking score of pre-test and post-test. Finally, the researcher calculated mean score and T_{test} of pre-test and post-test scores.

After that, the researcher gave post-test to the experimental class. The researcher asked the students to doing performance in front of the class. Then, the researcher calculated the score of both two scores, the researcher also found out standard deviation of both scores by using the formula from Gay and Airisian. This formula was used to calculate the mean score and standard deviation of pre-test and post-test.

The researcher found out mean score and standard deviation of the pre-test. The mean score of pre-test was 73 and standard deviation of pre-test was 0.24, and the reliability of pre-test score is 0.91 (very high reliability). Then, the researcher also found the mean score and standard deviation of post-test. The mean score of post-test was 75 and standard deviation of post-test was 0.36 and reliability of post-test score 0.76 (high reliability)

After getting the result of standard deviation of pre-test and post-test, the researcher found standard deviation for both of the scores. Standard deviation for both of scores was 0.54. After that,

the researcher used t-test formula to find out the significant effect of using Hot Seat Strategy and t-calculated was 3.07 and t-table was 2.78.

Based on the data analysis, the researcher found that there was difference between mean score of pre-test and post-test. The mean score of pre-test was 73 and the mean score for post-test was 75. After the researcher calculated the data by using t-calculated, t-calculated was higher than t-table in the degree of freedom 0.995. So the hypothesis was accepted. There were two hypotheses in this researcher, they were:

H_1 = the hypothesis of the research is accepted.

H_0 = the hypothesis of the research is rejected.

In this research, t-calculated was higher than t-table at level significance 0,995 (3,07 >2,7). Thus the hypothesis of this research is accepted. It can be concluded that post-test that has been taught by using Hot Seat Strategy has better achievement in speaking than pre-test without treatment before.

Moreover, the researcher found several findings. They were as follow: first, the researcher found that the class which as taught by using Hot Seat Strategy was really motivate, interactive, and developed the students' empathy for character. Second, the researcher found this strategy can make the students more active and give participation in learning process in the class. Third, the mean score of pre-test without treatment was 73 with standard deviation 0.24. Whereas, the mean score of pot-test which was gave treatment by using hot seat strategy was 75 with standard deviation 0.36. Fourth, the researcher found that the standard deviation both score were 0.54

and the result of t-test was 3.07. Last, the researcher found that t-calculated 3.07 were higher than T_{table} 2.78 at the degree of freedom and at the level of significance 0,995. Therefore, it can be concluded that there was a positive effect of using hot seat strategy toward student's speaking achievement.

4. CONCLUSION AND RECOMENDATION

This research has purpose to see the effect of using hot seat strategy in teaching speaking. The reseacher ued pre-experimental design by using pre-test and post-test in one group. The population of this research was students at Padang Institue of Padang in first year. Moreover, the sample of this research were students in class A.as classroom reaseach which was taught by using hot seat strategy. After that, the resrachter had done the treatment about eigh meetings for the class. Beside that, the reseracher pre-test for the class to know student's speaking achievement before gave treatment and gave post-test to the class. Post-test had purpose to know student's speaking achievement after the resrachter gave treatment.

In addition, hyphotesis of this research were H1 there is positive effect of using hot seat strategy toward student's speaking achievement. H0 there is no positve effect of using hot seat strategy toward students' speaking achievement.

To sum up, teaching speaking by using hot seat strategy gave possitive effect for the students' achievement. It can be seen the result of this research where mean score of post-test 75 was higher than the means score of pre-test 73. The hyphotesis H1 of this research

was accepted. It points that, teaching speaking by sing Hot Seat Strategy gave possitive effect towards studnts' speaking achievement.

Based on conclusion above, the resrachter gives some recomendations since she proved that there was significant effect of hot seat strategy toward students' speaking achievement. The researcher suggested to English lecturer to apply hot seat strategy in teaching speaking because this strategy can make students more active to learn the material, motivate, and improve their peaking achivement. However, the lecturer should not only focus on one strategy in teaching speaking. They should be selective in choosing strategy for the material. They should consider what the students want, what the lecturer hope, and what the advanteges of the strategy.

Hot seat strategy is a good teaching model to improve the students' speaking ability. There some suggestion from the resrachter to English lecturer in using Hot Seat Strategy. There are follows:

1. The lecturer has to more prepare the material for students before they do Hot seat strategy.
2. The lecturer has to give instruction more detail and clearly for students before applying this strategy.
3. The lecturer has to monitor the students closely during discussion and sit in the hot seat so that teaching and learning rprocess can run effectively.

The lecturer should be able to increase student's motivation so that the learning rprocess does not become a boring activity.

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