

**USING HOT SEATING STRATEGY TO INCREASE THE  
FIRST YEAR STUDENTS' SPEAKING ABILITY  
AT SMA NEGERI 2 TAKALAR**



A Thesis

*Submitted in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan in English Education Department of  
Tarbiyah and Teaching Training Faculty of  
UIN Alauddin Makassar*

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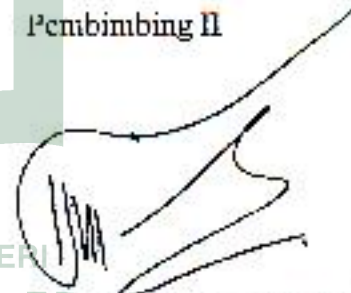
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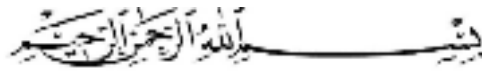
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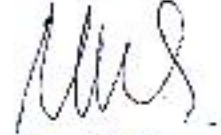
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The researcher



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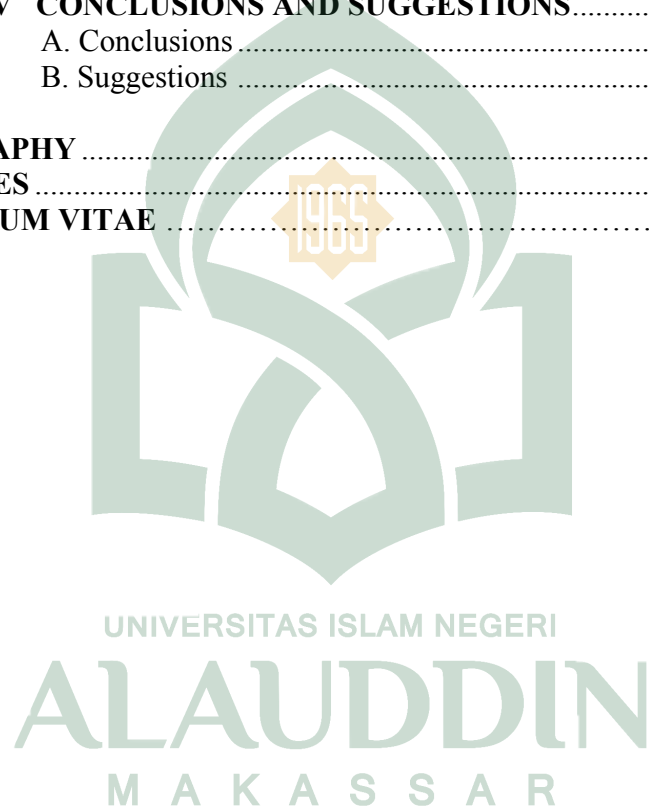
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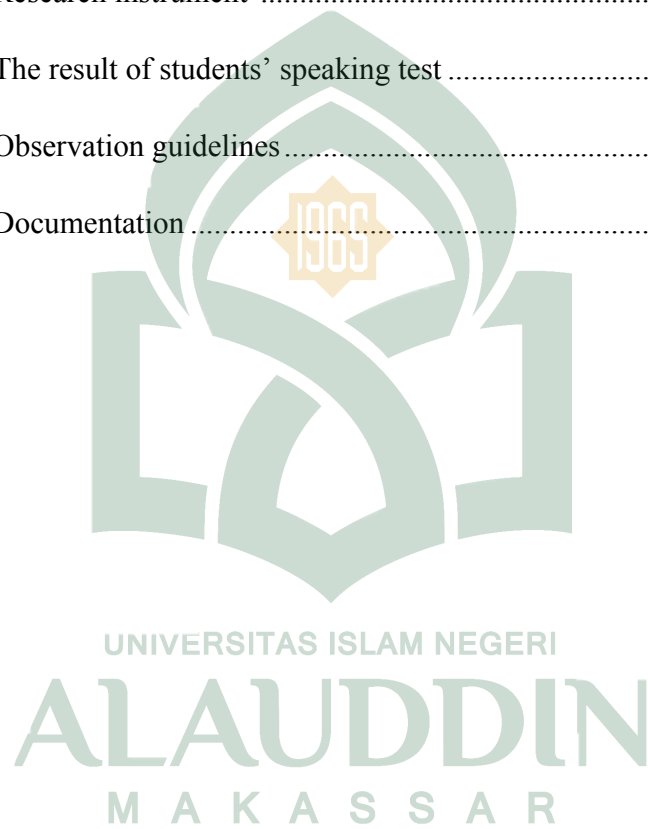
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## ABSTRACT

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The objective of this research is to improve speaking ability by Using Hot Seating Strategy of the First Year Students (X. MIA 5) at SMA Negeri 2 Takalar. This research was classified as Classroom Action Research (CAR). It was conducted in two cycles, which was held three meetings in its every cycle. The subject of this research was the students of first year of SMA Negeri 2 Takalar. They are X. MIA 5 which consisted of 30 students with 16 boys and 14 girls. The data were quantitative obtained from tests (preliminary study test, first cycle test, and second cycle test) and observation guidelines. The data was gained from test and observation guidelines within both first cycle and second cycle and also from observation guidelines showed that the students' speaking ability after being taught by using hot seating strategy had significantly improved.

The result of this research showed the improvement of the students' speaking ability from the first cycle to the second cycle has improved. The mean score of pronunciation terms was **3.3** in the first cycle test and became **3.93** in the second cycle test. Besides that, the mean score of grammar in the first cycle was **3.1** became **3.46** in the second cycle. Then, vocabulary terms, the students score from first cycle to the second cycle was **3.43** became **3.8**. Furthermore for the students' speaking fluency, their score also increase from **3.5** became **3.6**.

Based on the data above, the researcher concludes that using hot seating strategy increased the speaking ability of the First Year Students (X. MIA 5) at SMA Negeri 2 Takalar.

# CHAPTER I

## INTRODUCTION

### *A. Background*

English is one of the most important languages in this world because it becomes an international language and as a global language which is learned by many people in this world. It has an important position in world communication today. This position makes English be the most widely used language all over the world in all aspects of human lives. Therefore, English plays an important role in international communication and development of education.

In Indonesia, English has been taught for a long time until now. It is thought as a foreign language and a compulsory subject from junior high school to higher education. The main goal is to communicate an idea in English. In learning English, the students are to master the four language skills, namely: listening, speaking, reading, and writing.

According to Cameron (2001) “speaking is the active use of language to express meanings so that other people can make sense of them. Speaking means one skill that must be mastered by everyone who learns English because with that skill they were able to communicate with others and gain much more information and knowledge and also speaking plays an important role in learning. Nunan (1991) stated that “mastering the art of speaking is the single most important aspect of learning second or foreign language and success is measured in terms of the ability to carry out a conversation in the language”.

Based on the researcher's observation at SMA Negeri 2 Takalar on December 05<sup>th</sup> 2016 where the researcher identified the problems of students' speaking as follow: there were some reasons why the students usually got some difficulties to speak in English. *The first*, the students were lack of vocabulary and the students do not have basic in English to speak. So that, they did not have knowledge of making a sentence. *The second*, topic was not too interesting, *the third*, the students were anxiety, low of confidence and motivation in expressing their ideas they were afraid to make mistake because they had less vocabulary.

Based on the preliminary, the researcher came by providing the idea to solve the problem which had been found. This idea was important to achieve communicate competence. The teacher should have a good and unique strategy to teach speaking, for example hot seating strategy. The researcher, to solve the problems in advance, used hot seating strategy to improve students' speaking as strategy in teaching learning processes.

For that reason, hot seat is chosen to encourage students to be more active in speaking English. Moore (2005) proposed that, "Hot Seating is a valuable tool that will aid delivery of the learning goals". However, Borich (2004) mentions some purposes including: " It helped let other people know more about character, it created interest and motivates participation in a class, it encouraged students to express their thoughts or ideas as well as to help them clarify their thoughts or ideas, and it helped to evaluate, diagnose, and check students' preparation and understanding of the material as well as the knowledge students brought into the class ".

Therefore, it is believed that hot seating strategy gives positive influence on the students' speaking skills. Based on the previous description, the researcher would like to formulate the title:

**“Using Hot Seating Strategy to Increase the First Year Students Speaking Ability at SMA Negeri 2 Takalar”.**

***B. Research Problem***

Based on the previous background, the researcher formulates a research problem:

“How is the improvement of students' speaking ability by using hot seating strategy at SMA Negeri 2 Takalar?”

***C. Research Objectives***

Based on the problem statement above, the objective this of class action research is to find out the improvement of students' speaking ability by using hot seating strategy.

***D. Research Significance***

The result of this research is expected to give theoretical and practical significance as follow:

**a. Theoretical significance**

This research was expected to give contribute a useful information for the future research of teaching speaking.

**b. Practical Significance**

As consideration for the teachers that using hot seating strategy can be used as an alternative to improve students' speaking ability.



### **E. *Research Scope***

The scope of this research focuses on the hot seating to identify the students' improvement of speaking especially in vocabulary, grammar, pronunciation, and fluency in learning English at the first year of SMA Negeri 2 Takalar.

### **F. *Operational Definition of Terms***

There are several key terms that are used in this study. They are Hot Seating and Speaking. They are defined in some paragraphs below:

#### 1. Hot seating

Hot seating is a strategy in which a character played by the teacher or a student were interviewed by the rest of the group. This activity invited to recount a specific event, explored motivation and multiple perspective/experiences related to a theme, topic or idea.

#### 2. Speaking

Speaking is the ability to produce the sounds of language to express ideas, mind, heart to someone using spoken language to be understood by others.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### ***A. Previous of related findings***

1. Andi Kumala (2015) did her research in *Using Hot Seating Strategy to Increase Students' Speaking Ability at the Second Year of SMA Kartika Wirabuana XX.1 Makassar*. She found that hot seating strategy it has proved that there was significant progress in speaking ability.
2. Ziad Mohammad Elnada (2015) did his research in *The Effectiveness of Using Hot Seating Strategy on Enhancing Student-Teacher's Speaking Skills at Al-Azhar University-Gaza*. He said that after applying the Hot Seating strategy activities ( dialogues, discussions, creating new ideas, role-play acting, exchange opinions and suggestions and acting social short real-life play) and by comparing the results of the posttests of the targeted - sample, showed that there were statistically significant differences.
3. 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 in teaching vocabulary to be used effectively. This was indicated by the significance of the difference between the average

value of the post-test in the experimental class and post test control class.

Besides on the findings above, the research can conclude that, the using hot seating strategy in Kumala research is defferent with this research because Kumala applied this strategy with the use report text and this research to use narrative text to make the students be active in classroom. So, two of the findings above indicate that hot seating strategy is strategy which good applied in teaching and learning process to improve students' speaking ability.

This research also is defferent with Ziad research because he applied this strategy to improving speaking ability through this strategy So, two of the findings above indicate that hot seating strategy is teaching srategy which good is applied in teaching and learning process because me make the students to speak actively and can improve the speaking ability.

This research also is different with Dewi research because she applied this strategy to improving vocabulary mastery through the hot seat games.

## **B. *Some Pertinent Ideas***

### **1. Concept of Speaking**

#### a. Definition of speaking

According to Chastian in Bachtiar (2006) stated that speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols. In variety of contexts, while another expert, Theodore Heuebour said language was essentially speech and speech was basically communication by sounds.

According to Alam (2007) speaking means the ability to express our idea, opinion and communication about ourselves, interesting, word and of things around us through our sound system fluently with good pronunciation, grammar, suitable of vocabularies and good understanding of speaker and listener.

Speaking is the act uttering the words Webster (1992) in another view, speaking is oral communication expressed by the speakers and the listener than involves the productive skill. Communication through speaking is commonly performed in face to face in traction and occurs as part of dialogue or other forms of verbal exchange. It means what one says, therefore, is depended on an understand of what other.

According to Widdowson (1985) stated that the act of communication through speaking is commonly performed in face to face interaction and occurs as part of dialogue or other forms of verbal exchange. He suggest the term speaking for the manifestation of language

as usage and realization of language as use in spoken interaction as talking. On the other hand, speaking is the ability to communicate orally. Speaking is means of oral communication in expressing idea, information, and feeling to others. It is the most essential way in which the speaker can express himself through a language.

According to Cameron (2001) speaking is the active use of language to express meanings so that other people can make sense of them, in speaking someone is required to be able to use the spoken language well that can be understood by the others or listeners, speakers should be able to use the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the context so that a listener will understand.

Furthermore, Richards and Renandya (2002) said that speaking is one of the central elements of communication, it means that speaking is very important. Speaking is the interaction between two people or more in getting information where there is a speaker and listener. By speaking someone can express his or her feeling, emotion, and idea.

In addition, Brown (2004) stated that speaking is an interactive process of constructing meaning that involve producing and receiving and processing information. When someone speaking he or she has to be able to some circumstances. For example: context of situation, the participation, experience, physical environment, and purpose of speaking. From the definition of some experts above, it can be conclude that speaking is the

process of expressing ideas to construct meaning. Speaking is the interaction between two people or more in getting information where is a speaker and listener. In speaking people have to pay attention to word choice grammar and the context so that the listener will understand. Speaking is important to be learnt by she students in language learning process.

From the definition above the researcher can conclude that speaking is an ability to express idea, feeling and emotions to other person. The language is used to express oneself to be understood by other. Speaking is process of communication to express our idea among people in society to keep the relationship going well.

#### b. Element of Speaking

Among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. According to Syakur (1987) there are at least five components of speaking skill concerned with. The following five components are generally recognized in analysis of speech process.

##### 1) Comprehension

For oral communication, comprehension certainly requires a subject to respond to the speech as well as to initiate it.

##### 2) Grammar

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in

that language. If grammar rules are too carelessly violated, communication may suffer. Linguists investigating native-speaker speech (and writing) have, over the years, devised various different systems to describe how the language works. Grammar is one important aspect of speaking because if an utterance can have different meaning if the speaker uses incorrect grammar.

### 3) Vocabulary

Vocabulary means list of words with their meaning. One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed.

### 4) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. Pronunciation is an essential aspect of learning to speak a foreign language. If a student does not pronounce a word correctly, it can be very difficult to understand him/her. On the other hand, if students make grammatical mistakes e.g. in a verb tense, the listener still has an idea of what is being said. So, it can be seen that good pronunciation is vital if a student is to be understood.

### 5) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a

small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message.

### c. Function Of Speaking Skill

The functions of speaking were classified into three; talk as interaction, talk as transaction and talk as performance. Each of these speech activities was quite distinct in term of form and function and requires different teaching approaches (Richards, 2006). Below are the explanations of the functions of speaking:

#### 1) Talk as Interaction

The primary intention in talk as interaction is to maintain social relationship. Meanwhile, talk as interaction has several main features such as; has a primarily social function, reflects role relationships, reflects speaker’s identity, may be formal or casual, uses conversational conventions, reflects degrees of politeness, employs many generic words, and uses conversational register. Some of the skills (involved in using talk as interaction) are: opening and closing conversation, choosing topics, making small-talk, recounting personal incidents and experiences, turn-taking, using adjacency pairs, interrupting, reacting to others.

#### 2) Talk as Transaction

This type of talk or speaking refers to situations where the focus is on what is said or done. The message is the central focus here and making



oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transaction, talk is associated with other activities. For example, student may be engaged in hand-on activities (e.g. in language lesson) to explore concept associated with tenses and derivations. Anne Burns, as cited in Jack C. Richards, distinguishes talk as transaction into two different types. One is a situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. Accuracy may not be a priority as long as information is successfully communicated or understood. The second type is transactions which focus on obtaining goods or services, such as checking into a hotel<sup>8</sup>. In this type of spoken language, students and teachers usually focus on meaning or on talking their way to understanding. Meanwhile, talk as transaction has several main features, they are: it has a primarily information focus, the main focus is the message and not the participants, participants employ communication strategies to make themselves understood, there may be frequent questions, repetitions, and comprehension checks, there may be negotiation and digression, and linguistic accuracy is not always important.

### 3) Talk as Performance

This refers to public talk or public speaking, that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the

form of monolog rather than dialog. Often follows a recognizable format and is closer to written language than conversational language. Similarly it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are giving a class report about a school trip, conducting a class debate, making a sales presentation, and giving a lecture. The main features of talk as performance are: there is a focus on both message and audience, it reflects organization and sequencing, form and accuracy is important, language is more like written language, it is often monologists. Some of the skills involved in using talk as performance are: using an appropriate format, presenting information in an appropriate sequence, maintaining audience engagement, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary, Using appropriate opening and closing. Initially talk as performance needs to be prepared in much the same way as written text, and many techniques teaching strategy used to make understanding of written text. Therefore, this kind of talk requires a different teaching strategy.

#### d. Characters of Successful Speaking

When the students choose to learn a language, they were interested in learning to speak that language as fluently as possible. There were the characteristics of successful speaking:

1) Learners talk a lot

As much as possible of the period of time allocated to the activity was a fact occupied by learners talk.

2) Participation is even

Classroom discussion was not dominated by a minority of talk active participants. It meant that all students got a chance to speak and participate in class.

3) Motivation is high

All students had enthusiasm to speak in class. The successful in speaking was measured through someone ability to carry out a conversation in the language

e. Teaching speaking

Teaching speaking of foreign language such as English was not easy. A teacher before teaching the students had to the task of the teacher. In general, the teacher should acknowledge or identify what target of goal was achieved in teaching the language. Successfulness was very determined by the use of strategy. Talking about teaching strategies, there were many teaching strategies can be used by teacher in the classroom when teaching strategies process, which were suitable for large groups, small groups, and for individual of course. As a teacher can use most of these strategies in all three situation.

## 2. Concept of Hot Seating

The Hot Seat is a role-playing strategy that encourages students to build upon comprehension skills. It is a very popular way to promote literature and keep students pre-occupied with the story selections used most frequently in a drama or a literature classroom.

According to Grim (2012), skills while pretending to be someone of an alternative time period/culture depending on the characters selected. The basic idea of this strategy is that teacher chooses students who are confident and eloquent as the first few to sit in the hot seat, so they model good practice. Teacher is suggested to not force students to take a part. There will be plenty of volunteers as they gain confidence with the technique. Teacher places a chair in a prominent position before the class and sit on the chair. Then, teacher explains that the chair is known as the hot seat. Teacher invites the student to come in front of the class, then, tell that he is going to be asked about his life. The students are hoped to answer the questions honestly. Teacher is suggested to give students open rather than closed questions. Invite two or three students to sit in the hot seat and be similarly interviewed.

According to Avon (1998) this strategy is useful for developing questioning skills with the rest of the group. In addition, Sparling (2008) explained that the students are encouraged to use deductive reasoning to predict what language might come next. This strategy is suggested for reviewing what has been learned. It can best be used either at the end of a

lesson or as an introductory activity to create a bridge from one lesson to another. Teacher together with students decides on a specific conversation topic to frame the strategy. This topic may be related to the current textbook or life skills unit (i.e., shopping, health care, and holidays) or focused on a particular language structure being studied (i.e., the past tense, conditionals, or descriptive vocabulary). One student volunteers to sit in the “Hot Seat” chair in the front of the room. While in the Hot Seat, the student has control of the class. She is responsible for calling on students who have a question and addressing them directly by name, rather than looking at the teacher to facilitate the communication. The audience is responsible for listening to one other’s questions and helping one another to ask culturally appropriate questions, to incorporate pre-determined themes, vocabulary, or grammar structures as much as possible, and to avoid repetition of questions.

Hot Seating strategy had been defined by many educators depending on their use in educational situations such as Billikova and Kissova (2013) definition. He defined it as “a verbal drama technique which can be used before or after role plays, short time provocations or short performance. It aimed to understand characters' motives, background, feelings, personality and relationships to others”.

Elise Wile (2013) said that, “hot seating is a vocabulary game that stimulates vocabulary at a rapid rate. Even shy students participate, because everyone gets a turn sitting in the hot seat. Everyone faced the

teacher except for the student in the hot seat. The teacher wrote a word on the board and students gave clues to the student in the hot seat in an attempt to get the student to say the word”.

Ashton-Hay (2005) stated that, “it is the use of the press conference format or something similar, students played the role of a character who sits in a seat in the center of the improvisation and answers questions that others have who were participating”.

In addition, Sarah explain , for students who are eager for more speaking practice, using an interactive, conversational strategy like “Hot Seat” can give them opportunities to communicate authentically in English, to practice targeted grammatical structures or vocabulary, and to get to know each other on a more personal level. Little preparation is required, particularly if the class learns and follows the hot seat routine on a regular basis. For students who have limited experience in the classroom, this student-led process of asking and answering questions, turn taking, clarifying misunderstandings, and taking responsibility for practicing English provides an excellent opportunity to learn classroom protocol and behaviors.

Hot Seat becomes a communication session by and for the students the teacher disappears into the audience and jots down each question as it is asked and the name of the student who asked the question. Although there are bound to be mistakes, the teacher’s job is to observe and write down the students' questions in the correct form; the students’ job is to use

various clarification techniques if the questions or answers have not been understood. All students should be taught how to refuse to answer a question if they find it inappropriate or uncomfortable.

The hot seat strategy can last as long as the class would like; in general, 10 minutes might be a good goal to begin. It is important that students have enough time to generate a list of questions that the teacher can write down for later practice. At the end of the session, the teacher has the list of questions that students generated and communicated among themselves, and does a quick listening comprehension check to see what information the audience understood and retained about the Hot Seat student. Before the next class session, the teacher types up the questions, noting who asked which question, and gives each student a copy of the question list at the next class. After reviewing the questions, the students practice asking and answering them in a rotating line dialogue.

Hot Seat works for many reasons. As a weekly routine, it takes little preparation or explanation while serving as a way to hold students accountable for effort and participation in class. It encourages student ownership by using the authentic ideas, questions, and opinions of the students themselves, often raise topic from family background and everyday activities, to deeper thoughts about life and the immigrant experience. The students also enjoy learning about and discussing the countries, geography, languages, and cultures of their fellow students.

Hot Seat provides many ways to incorporate specific vocabulary or grammar that the class is studying by asking students to gear their questions to a specific topic. Communication strategies for lower level students are implicitly taught by practicing clarification, confirmation, and comprehension checks; more advanced students work on paraphrasing skills. At the end of the course, students have a collection of questions they can use as conversation starters with coworkers, to study question structure, or to use as journal writing prompts.

**a. Procedure of Hot Seating Strategy**

In hot seating strategy the students presented themselves in front of the class by sit on the chair. Teacher divided the class into some group where each group should point out one of the student to representative himself. But before he did, the teacher had provided some topic that had discussed in group to collect some idea.

The student may sit on the chair, should be presented their idea to the class. In presentation, gesture was needed based on the topic. For example, Mehmet II did war on the battle field; how did Mehmet II ride horse to battle with his enemy. How did Mehmet II motivate his warrior on the field to kill their enemy, How Mehmet II kept focus to make another strategy for collapsed Byzantium etc. It is good for sharing knowledge by do some movement to make the student full expressive and confidence.



After the student has done to presentation, the question appeared to some groups, and he must answer it. It possibly for their group helped if there any question that he cannot answer it, it was resulting cooperates. But his friend in group should not answer by making gesture only his friend in front of the class.

In the hot seat, the student had control of the class. He was responsible for calling on students who had a question and addressing them directly by name. While the audience was responsible for listening to one other's questions and helping one another to ask culturally appropriate questions, to incorporate pre-determinate themes, vocabulary or grammar structure as much as possible and to avoid repetition of question.

Hot seat was become communication session by and for the students. The teacher should merge himself into audience or students it means, he was facilitator, the teacher job were to use various clarification technique if the questions or answer have not understood.

After the first group had done, then next group performance, the rules were same.

#### **b. Benefit of Using Hot Seating in Teaching Speaking Skills**

Hot seating strategy can be employed to serve various benefits. Borich (2004) mentions some benefits as: It helped other people know about the character. It created interest and it motivated participation in a class. It encouraged students to express their thoughts or ideas as well as to help them clarified their thoughts or ideas. It helped to evaluate, diagnose,

and check students' preparation and understanding of the material as well as the students into the class knowledge.

Moore (2005) proposed that, " Hot Seating is a valuable tool that will achieve delivery of the learning goals". This was most immediately apparent in communication, language and literacy. Used language to imagine and recreate roles and experiences. Used to talk organize, sequence and clarified thinking, ideas, feelings and events. Sustain attentive listening, responding to what they had heard by relevant comments; questions or actions.

Trachtulcová (2007) adds some benefits of Hot Seating as follows : The activities of using Hot Seating encourages students to think of good arguments and then to use them convincingly. It changed the atmosphere in the class, and it transfers responsibility of learning from teacher to learner. It explored other subjects in language lessons, so that teachers can cover topics from other subjects, as the subjects about famous people in history. According to prementioned benefits which mentioned above, the researcher had seen that Hot Seating can enhance speaking skills: 1. It gave students self-confidence that got them to trust their ideas and abilities. 2. It created wide imagination that gave students creative choices and thus thinking of new ideas. 3. It encouraged cooperation learning. This cooperative process included discussing, negotiating, rehearsing and performing. 4. It enhanced verbal and nonverbal expression of ideas. 5. It improved voice projection, articulation of words, fluency with language,

and persuasive speaking. 6. It got students learned how to communicate the who, what, where, and the why to the audience. 7. It helped of concentrating that meant playing, practicing and performing matter which developed sustained focus of mind, body, and voice, and which also helped in other school subjects and life. 8. Maintain attention, concentration, and sit quietly when appropriate. 9. Many activities reduce stress by releasing mental, physical, and emotional tension.



## CHAPTER III

### RESEARCH METHOD

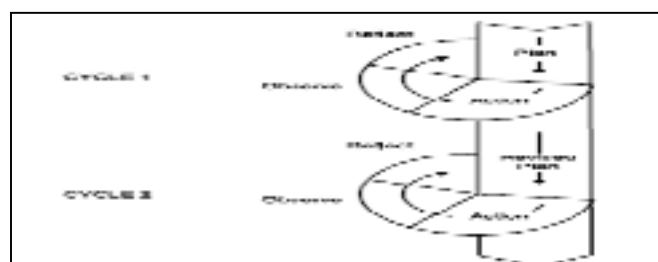
#### A. *Research Design*

This research, the researcher conducted Classroom Action Research (CAR). The main proposed of Classroom Action Research were to identify and to solve the students' problem in the class.

There were some opinions about a classroom action research:

1. Ferrance (2000) stated that action research (CAR) is a process in which participants examined their own educational practice systematically and carefully using the techniques of the research.
2. Elizabeth in Burns (2010) defined that action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching and learning process.

Kemmis and Taggart described that, the model or the procedures of CAR into four steps. They are; (1) plan, (2) action, (3) observation and evaluation (4) reflection. The relations among them was called a cycle. It meant that, a cycle consists of plan, action, observation, evaluation, and reflection. Cyclical action research can be drawn as follows on the next page:



**Figure 1.** (Kemmis and McTaggart in Arikunto, 2013):

Based on the model above, there were four stages in Kemmis and Taggart model. The relation among them was called cycle. The activities can be stated as follows :

### **1. Plan**

This step, the researcher prepared the classroom instructional strategy as prepared what the students had to do in the action step based on the problems faced by students toward the Speaking ability.

### **2. Action**

This step, the researcher conducted activities according to schedule that arranged in planning stage. The researcher tried to take how much students' abilities in speaking skill, gave students test in individual, and evaluated them.

### **3. Observation**

This step, the researcher observed the learning process of hot seating strategy. The purpose of this activity was to evaluate the results, collect the data and monitor the teaching learning process. The score of observation was including the students' attitude, interest, emotion and their response in the process learning. The researcher also identified the students' problems in speaking. After identified the problems, the researcher looked for the problem solving to overcome the problems in the next step.

### **4. Reflection**

This step, the researcher focused on analyzing the indicators that had and had not achieved. Afterward, the researcher looked for the problem

solving to achieve the indicators. Then, the researcher thought what she needed to do in the next step either to make it better or to minimize the previous weakness.

### **B. *Research Variable***

This research had two variables which namely as dependent variable and independent variable. Dependent variable was students' speaking ability and independent variable was Hot Seating .

### **C. *Research Participant***

The subjects of this research are the students of X MIA 5. They were the students of SMA Negeri 2 Takalar. Based on the researcher interview, there were 30 students in the class, covering 16 boys and 14 girls.

### **D. *Research Target***

To achieve the successfulness indicator of students' score which there was minimal 65% of the students get the KKM standard score. The point 75 as a KKM standard score of SMA Negeri 2 Takalar. Therefore, the students gave good response of using hot seating strategy.

### **E. *Research Instrument***

There were two main instruments which used in this research, they were:

#### 1. Test

Test is to measure the students' ability in speaking. There were two tests to measure the students' ability in speaking, they were: test of cycle I and test of cycle II.

## 2. Observation Guidelines

The purpose of observation guidelines was used to collect data about the participation of the students in teaching learning process and implementing Hot Seating strategy.

**Table 3.1**  
**The form of observation guidelines**

Aspects	Indicators	Score
Learning Activities	Doing their conversation/ assignments based on the teacher's instruction	
	Asking question to their teacher if there is an instruction which is not clear	
	Giving comments and suggestions about their friends' job	
	Presenting their discussion result without being appointed by the teacher	
	Discussing and working together with their friends in doing their assignments	
	Doing assignments from their teacher well	
Creativities	Showing their curiosities with asking question to their teacher and friends	
	Exploring their ideas	
	Thinking and are not hopeless for looking for answer using books or asking to their friends	
Feeling of happiness	Looking happy in learning process	
	Not feeling sleepy during the teaching and learning process	
Interaction	Discussing with their teacher	
	Discussing with their friends	
	Working together with their friends	
Mean Score		

### F. *Data Collection Procedure*

In collecting data, the researcher used two instruments, observation sheet and test oral. The types of data collection consisted of quantitative data in which

the instrument used was test and qualitative data in which the instrument used was observation sheet. The way to take data as follows:

### **1. Test**

This research, the researcher gave oral test. In the first meeting, the researcher gave explanation about hot seating strategy. The researcher gave a picture to each group. After that, each group described it by speaking in the hot seat. And then in the last meeting of cycle 1 the researcher gave the second test to know students' improvement, if the score was not reached the research target, the researcher continued to cycle 2 until reached the research target.

### **2. Observation Guidelines**

Observation guidelines was aimed to observe the students' activities during the learning process and implementing hot seating strategy.

### ***G. Place and Time of Conducting Research***

This research was conducted in academic year of 2017/2018 for two months. This research was conducted at the first year students of SMA Negeri 2 Takalar.

### ***H. Data Analysis Technique***

After collecting the data, the researcher analyzed them to get valid data. Two techniques were used in analyzing the data. They were quantitative and qualitative data will be analyzed as follows:



## 1. Quantitative Data

The quantitative data was obtained from the result of the test (achievement data) that was carried out at the end of the cycles. In terms of the achievement data, the analysis is follows:

### a. Comparative Descriptive Analysis

The students' achievement was analyzed by using comparative descriptive analysis. This analysis compared the student's achievement and performance during the cycles.

### b. Statistic Analysis

To know the students' achievement in each cycle, the researcher used statistic analysis. The data of students' achievement was taken based on scoring classification of English speaking test; pronunciation, grammar, vocabulary, fluency and accuracy.

1) Scoring and classifying the students' speaking ability as suggested by heaton in Sity (2015). Here were explained the detailed of the explanation above with its criteria:

**Table 3.2**  
**The Assessment of Pronunciation**

Classification	Score	Criteria
Very Good	5	Pronunciation is lightly influenced by mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major error causing confusion.
Average	3	Pronunciation influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of

		which cause confusion.
Poor	2	Pronunciation seriously influenced by mother tongue with errors causing a breakdown. Many “basic” grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course

(Heaton in Sity, 2015)

**Table 3.3**  
**The Assessment of Grammar**

Classification	Score	Criteria
Very Good	5	Make few noticeable errors of grammar and word order
Good	4	Occasionally makes grammatical of word order errors which do not, however obscure meaning.
Average	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
Poor	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentence or restrict him to basic pattern.
Very poor	1	Errors in grammar and word order as severe as to make speech virtually unintelligible.

(Heaton in Sity, 2015)

**Table 3.4**  
**The Assessment of Vocabulary**

Classification	Score	Criteria
Very Good	5	Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pauses while he searched for the desired

		meaning. Frequently and halting delivery. Almost gives up making the effort at times limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

(Heaton in Sity, 2015)

**Table 3.5**  
**The Assessment of Fluency**

Classification	Score	Criteria
Very Good	5	The speaker's intention and general meaning are fair clear. A few interruption by the listener for the sake of clarification are necessary
Good	4	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message or seek clarification
Average	3	The listener can understand a lot of what is said, but he must constantly seek clarification. He cannot understand and then with considerable effort by someone who is used to listening to the speaker.
Poor	2	Only small bits (usually short sentence and phrase) can be understood and then with considerable effort by someone who is used to listening to the speaker hardly anything of what is said can be understood.
Very poor	1	Even the listener make a great effort interrupts, the speaker is unable to clarify anything he seems to have said.

(Heaton in Sity, 2015)

## 2) Scoring the students' achievement

$$\text{Score} = \frac{\text{the result of students}}{\text{maximum score}} \times 100 \%$$

(Adopted from Asnal, 2016)

## 3) Classifying the students' score of the first and the second cycle test score of the students by using this category.

**Table 3.6**  
**Classification of Speaking Score**

No	Score	Criteria
1	4.01-5.00	Very Good
2	3.01-4.00	Good
3	2.01-3.00	Average
4	1.01-2.00	Poor
5	0.00-1.00	Very Poor

(Adopted from Sity, 2015)

## 4) Classifying the student's scores of observation in the first and the second cycle.

**Table 3.7**  
**The Classification of Students' Observation Scores**

No	Score	Criteria
1	90 – 100	Excellent
2	80 – 89	Very good
3	70 – 79	Good
4	60 – 69	Fairly good
5	50 – 59	Fairly
6	40 – 49	Poor
7	< 40	Very poor

(Depdikbud, 1985)

5) Computing the frequency and the rate percentage of the students' scores.

$$P = \frac{f}{N} \times 100\%$$

Where:

P = Rate Percentage

$f$  = frequency of the correct answer

N = the total number of students

(Gay, 2006)

6) This formula was used to know the mean score of the students' achievement:

Where:

$\bar{X}$  : Mean Score

$\Sigma$  : The sum of all the Score

N : the number of subject (students)

(Muhammad Arif Tiro, 2008)

## 2. Qualitative Data

The qualitative data was taken from observation guidelines being applied during the treatment in each cycle. Qualitative data was the data which in sentence forms that involved the information about learning activities, creativities, feeling of happiness and interaction.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter describes both the findings and the discussion of this research. In the findings section, the researcher shows that the numbers of data collected during the research (two cycles). Otherwise, the discussion explains and interprets the findings. In addition, the researcher compares the data collected between two different cycles. The problem statements of this research are provided in this section either.

#### **A. Findings**

This section is divided into two parts including the finding in the first cycle and the finding in the second cycle. The explanations are given below:

##### **1. The First Cycle**

###### **a. Plan**

In this step, I was as a teacher prepared the teaching learning design, such as: lesson plan about speaking ability, the material about speaking that will be given to the students, research instrument, observation guidelines, attendance list, and camera. The meeting was arranged 3 times, two meetings were used to teach speaking material and one meeting used to test the students speaking ability. Timely, the two action meetings sections were conducted on August 03<sup>rd</sup> and 10<sup>th</sup>. Then test was held in the next meetings on August 24<sup>th</sup>. As a matter of case, the researcher held first test (preliminary study) to know the students speaking ability, give the students test in individual, and evaluate them before conducting the action in the first cycle. The test was given on July

27<sup>th</sup> 2017 to know their speaking ability in learning English. According to the test, the researcher found that the students were hardly speaking up in the class because they have less vocabulary, afraid to make mistakes, moreover in grammar and pronunciation error. Besides, they did not like English class because the class was boring. Next, the class environment did not support them to speak English. The mean score of the preliminary study was Pronunciation (1.43), grammar (1.3), vocabulary (1.6), and fluency (1.9). Four of them were inadequate. These are the students' speaking score of preliminary study test:

**Table 4.1**  
**The First Score of Students' test (Preliminary Study)**

Pronunciation	Scores ( s )	Frequencies ( f )	Percentages (%)
	5	0	0
	4	0	0
	3	0	0
	2	14	46.66
	1	15	50
	0	1	3.34
Mean Score :1.43		30	100
Grammar	Scores ( s )	Frequencies ( f )	Percentages (%)
	5	0	0
	4	0	0
	3	0	0
	2	10	33.33
	1	19	63.33
	0	1	3.34
Mean Score :1.3		30	100
Vocabulary	Scores ( s )	Frequencies ( f )	Percentages (%)
	5	0	0
	4	0	0
	3	0	0
	2	19	63.33

	1	10	33.33
	0	1	3.34
Mean Score :1.6		30	100
Fluency	Scores ( s )	Frequencies ( f )	Percentages (%)
	5	0	0
	4	0	0
	3	0	0
	2	28	93.32
	1	1	3.34
	0	1	3.34
Mean Score : 1.9		30	100

The table 4.1 above showed us the students' score of the first test (preliminary study). The data indicated the students' score in speaking. It showed that the students' score were very poor and all the students had problems in speaking. Therefore, the teacher tried to apply an Interesting Strategy in his class to overcome the students' problem and improve the students' speaking ability.

#### **b. Action**

Action consisted of three meetings. Two meetings were used to teach speaking material and one meeting used to test the students speaking ability.

##### 1) The First meeting

Based on the schedule, the researcher held first meeting on August 03<sup>th</sup>, 2017. The class started on 10.45 a.m. up to 12.15 a.m. in the morning. This step, the researcher held activities based on the schedule that arranged in planning stage. The following activities in the class were:

- a) The researcher entered the class with greetings the students. Then, checking out the attendance list.



- b) Giving motivation and support for while in order to stimulate them involving the material.
- c) Telling them what the class was going to do (giving information on the implementation of the hot seating strategy).
- d) The researcher divided students into groups.
- e) The researcher distributes the material to be described by each group.
- f) The researcher gave chance to the students to present the material.
- g) The researcher gave chance to the other students or group asking the questions.
- h) Teacher and students discussed about the material

#### 2) The second meeting

The second meeting was conducted on August 10<sup>th</sup>, 2017. The class started on 10.45 a.m. up to 12.15 a.m. in the morning. The class activity in the second meeting was similar to the class activity in the first meeting even this meeting focused on the failed indicators in the previous meeting. As a matter of case, the researcher gave some vocabularies related the material of speaking. The researcher give assignment to the students related the vocabulary. Then, some of the students practice it in front of class.

#### 3) The third meeting

The Third meeting was conducted on August 24<sup>th</sup>, 2017. The class started on 10.45 a.m. up to 12.5 a.m. in the morning. In this section, the researcher was no longer teach again but she gave the students a competence test in order to measure the students' improvement of speaking English after

action class. The test was done orally by inviting them one by one doing small presentation about their picture about “**Daily Activities**” in front of the class while the researcher scored their speaking ability grade (vocabulary, grammar, pronunciation and accuracy). This scoring was individual grade. This is following result of students’ test in the first cycle:

**Table 4.2**  
**The Students’ Score of First Cycle Test**

Pronunciation	Scores (s)	Frequencies (f)	Percentages (%)
	5	0	0
	4	9	30
	3	21	70
	2	0	0
	1	0	0
	0	0	0
<b>Mean Score : 3.3</b>		30	100
Grammar	Scores (s)	Frequencies (f)	Percentages (%)
	5	0	0
	4	7	23.34
	3	19	63.33
	2	4	13.33
	1	0	0
<b>Mean Score : 3.1</b>		30	100
Vocabulary	Score (s)	Frequencies (f)	Percentages (%)
	5	0	0
	4	13	43
	3	17	57
	2	0	0
	1	0	0
<b>Mean Score : 3.43</b>		30	100
Fluency	Scores (S)	Frequencies (F)	Percentages (%)
	5	0	0
	4	15	50%
	3	15	50%
	2	0	0
	1	0	0
<b>Mean Score : 3.5</b>		30	100

*Table 4.2* above described the students' speaking achievement (pronunciation, grammar, vocabulary and accuracy) of the first action-test in the first cycle. This kind of data showed us that after giving students' action classes "hot seat strategy" in the previous two meetings of the first class, their speaking grades became quite better even a bit for each meeting. Firstly, the mean score of the students' vocabulary of the first test before giving action (*see table 4.1*) was only **1.43** That scores comes up to **3,3** in the first cycle test (*see table 4.2*) In addition, score 0 (1(3.34%) students because did not come ) score 1( 15 (50%), score 2 (14 (46.66%), score 3 (0 (0%)), score 4 (0 (0%)), score 5 (0 (0%)) in the first test before giving the action. Overall, none of them got excellent at all. Comparing to the first cycle test (*see table 4.2*), students achieve score 0 0(0%), score 1 0(0%), score 2 (0 (0%)), score 3 (21 (70%)), score 4 9 (30%), score 5 still (0 (0%)). Those all compared scores indicated that the students' vocabulary in the first cycle test was better rather than their prior score in the first score (preliminary study). As a matter of the first conclusion, this action ( using hot seat strategy ) worked a bit well even their improvement was not high and bringing no students could get excellent yet in both the first test (primarily study) and the first cycle test.

Secondly, the students' grammar achievement, both of previous tables above showed a bit difference grades. In the first test (preliminary study), the mean score of students' grammar was **1.3** whereas their grammar mean score of the first cycle test was higher **3.1**. That difference

means students grammar raising better in the first cycle test. Furthermore, in the preliminary study (*see table 4.1*), students achieving score 0 (1 (3.34%) students), score 1 (19 (63.33%) students), score 2 (10 (33.33%) student), score 3 (0 (0%) student), score 4 (0 (0%) student) and score 5 (0 (0%) student). Comparing to the first cycle test (*see table 4.2*), students getting score 0 (0 (0%) students), score 1 (0 (0%) students), score 2 (4 (13.33%) students), score 3 (19 (63.33%) student), score 4 (7 (23.34%) student), and getting score 5 (0 (0%) student) remains. From the comparison, the students' problems in grammar were quite recovered in the first cycle test.

Thirdly, the students' vocabulary achievement according to two data above, the mean score of the students' of the preliminary study test was 1.6 whereas their comprehension mean score of the first cycle test was upper 3.43. Moreover, the students getting score 0 in preliminary study 5 (1 (3.34%) student), score 1 (10 (33.33%) student), score 2 (19 (63.33%) student), score 3 (0(0%) students), score 4 (0 (0%) students), and getting score 5 (0 (0%) student). Comparing to the first cycle test, the students getting score 0 still (0 (0%) student), score 1 (0 (0%) students), score 2 (0 (0%) students), score 3 (17 (57%) students), score 4 (13 (43%) student), and student getting score 5 (0 (0%) student remaining). Therefore, the students' vocabulary achievement of the first cycle test is quite better than their score of the first test (preliminary study).

And the last is the mean score of the students' and fluency of the first test before action (*see table 4.1*) was only **1.9**. That scores comes up to **3.5** in the first cycle test (see table 4.2). In addition, students achieved score 0 (1 (3.34%) students), score 1 (1 (3.34%) students), score 2 (28 (93.32%) student), score 3 (0 (0%) student), score 4 (0 (0%) student) and score 5 (0 (0%) student) in the first test (preliminary study). Comparing to the first cycle test (*see table 4.2*), students achieve score 0 (0 (0%) student), score 1 (0 (0%) students), score 2 (0 (0%) students), score 3 (15 (50%) students), score 4 (15 (50%) student), and getting score 5 (0 (0%) student). Those all compared scores indicated that the students' accuracy and fluency in the first cycle test was better rather than their prior score in the preliminary study test. From a number of comparison explained above, the researcher took a first conclusion that a few of students' problems including vocabulary, grammar, pronunciation, accuracy and fluency in doing speaking activity could be decreased by using hot seating strategy .

Finally, based on the table above, the percentage of students' speaking score with nine students passed the first cycle test was 30%. It means that there were 30% students of the class could pass the criteria of minimum successful or KKM . The students speaking score had improved but the improvement did not reach the target of research which was 65% of students could pass the criteria of minimum successful (KKM). To achieve the target of the research, there were still needed 35% or around

twenty students who could pass the criteria of minimum successful (KKM).

**c. Observation**

Observation was held in both the first and the second meeting by the researcher and the collaborator. They observed how the students worked, participated, and assisted together following the class as well as how the atmosphere of the class in using hot seating strategy encourage the students in learning process. Further, they analyzed the improvement of the students' achievement and found out whether the hot seat strategy was suitable to improve the students' speaking ability. To observe them, they used guidelines of observation. The result of the observation was analyzed to find out the weaknesses of the method. Observing class was only focused on the first and the second meeting because the students had test only in the third meeting with none of teaching process and observation. The aspects which were observed during the teaching and learning process were learning activities, creativity, feeling of happiness, and interaction. The result of the observation as below:

**Table4.3**  
**The Results of the Observation in the First Cycle**

Aspects	Indicators	Score
Learning Activities	Doing their assignments based on the teacher's instruction	66.66%
	Asking question to their teacher if there is an instruction which is not clear	70%
	Giving comments and suggestions about their friends' job	60%
	Presenting their discussion result without being appointed by the teacher	66.66%
	Discussing and working together with their friends in doing their assignments	66.66%
	Doing assignments from their teacher well	60%
Creativities	Showing their curiosities with asking question to their teacher and friends	63.33%
	Exploring their ideas	60%
	Thinking and are not hopeless for looking for answer using books or asking to their friends	66.66%
Feeling of happiness	Looking happy in learning process	70%
	Not feeling sleepy during the teaching and learning process	70%
Interaction	Discussing with their teacher	60%
	Discussing with their friends	70%
	Working together with their friends	73.33%
Mean Score		<b>65,95%</b>

Based on the table of observation above, the teaching and learning process was beyond the researcher expectation. The class process only got mean score 65.95% or categorized fairly good. Although some aspects were obtained already but it still needs to be improve in the second cycle. Looking at the scores in the table of observation, the series of indicators were gained based on the researcher's expectation. It was found that 70% of them asked question to their teacher if there was an instruction which was not clear, 70% of them looked happy in learning process, 70% of them not felt sleepy during the

teaching and learning process, 70% of them worked together with their friends and 73.33% of them worked together with their friends. Nevertheless, those scores were not enough yet to support the goals in the class. It caused the teacher has to work hard for making and motivating the students to know and understand the material. The result of the observation shows that several aspects were not obtained including only 60% of them gave comments and suggestions about their friends' job, 60% of them did assignments from their teacher well, 60% of them discussed with their teacher. Furthermore, 63.33% of them showed their curiosities with asked question to their teacher and friends, 66.66% of the students did their assignments based on the teachers' instruction, 66,66% of students presented their discussion result, 66.66% of them thought and were not hopeless asked to their friends.

Considering the result of the first observation above, the researcher concluded that there were some unsuccessful aspects being caused by these following items in the next page:

- 1) There were some students that low of confidence to talk in front of the class.
- 2) Not all students have the same capability to understand the material being discussed.
- 3) Not all groups presented their segments because of limited time.
- 4) Not all students performed their presentation because of limited of time.
- 5) Not all the members of each group were active or explored their ideas in their group



- 6) There were many students who were still afraid and shy to present the results of their discussion
- 7) Many students were just silence in their place and they looked like confuse, they did not know how to initiate object.
- 8) Just a few of them gave comments and feedback actively to their friends' information Therefore, researcher might concern on the class participation improvement in the next second cycle which has not achieved in the first cycle.

**d. Reflection**

Both the result of observation and test of the first cycle are making the goal of this research was not achieve yet. Thus, a reflection was needed in order to evaluate the next class and to recover the students' speaking grade in the next cycle. Particularly, concerning on the students' involvement and class preparation in the hope the students' grade gets improvement in the next test. In the next cycle, the researcher used the different text because the researcher would like make the students more interested in teaching-learning process, so the students' achievement would be better than in the first cycle.

**2. The Second Cycle**

**a. Plan**

The planning in the second cycle was similar to the planning done in the first cycle. In this step, I was as a teacher and researcher prepared the teaching learning design, such as: lesson plan about speaking ability, the

material about speaking that will be given to the students, research instrument, observation guidelines, attendance list, and camera. The meeting was arranged 3 times also, two meetings were used to teach speaking material (using hot seat strategy) and one meeting used to test the students speaking ability. Timely, the two action meetings sections were conducted on August 31st and 07th. Then test was held in next meetings on September 14th.

**b. Action**

1) The first meeting

In the first meeting was conducted on August, 31st 2017 from 10.45-12.15pm. In this meeting the researcher focused on improving students' ability in speaking. The procedures are:

- a) The researcher entered the class with greeting to students. Then, checking out the attendance list.
- b) Giving motivation and support for while in order to stimulate them involving the material.
- c) Teacher explained about the material, although it had been explained on the day before.
- d) Telling them what the class was going to do (giving information on the implementation of the hot seating strategy).
- e) The researcher divided students into groups.
- f) The researcher distributes the material to be described by each group.
- g) The researcher gave chance to the students to present the material.

- h) The researcher gave chance to the other students or group asking the questions.
- i) Teacher and students discussed about the material
- j) Closing the meeting

## 2. The second meeting

The second meeting was conducted on September 07th 2017 from 10.45 a.m. up to 12.15 a.m. All the activities of the class were not really different with the activities in the first meeting even this meeting focused on the failed indicators in the previous meeting. As a matter of case, the researcher gave some vocabulary related the material of speaking. The researcher give explain how to make a good sentence to explain the picture. After that, some of the students practice it in front of class. These all did the researcher absolutely to improve the students' ability and to overcome the students' problems in speaking ability.

## 3. The third meeting

This meeting was conducted on September, 14th 2017 from 10.45-12.15 a.m. In the meeting, the researcher gave test to students. The students were given a competence test to measure the students' improvements and achievement of the study in speaking by using hot seat strategy. The test was done orally by inviting them one by one doing small presentation about their picture "an incident" in front of the class while the researcher scored their speaking ability grade

(vocabulary, grammar, pronunciation and accuracy). This scoring was individual grade. This is following result of students' test in the second cycle:

**Table 4.3**  
**The Students' Score of Second Cycle Test**

Pronunciation	Scores ( s )	Frequencies ( f )	Percentages (%)
	5	6	20%
	4	16	53.33%
	3	8	26.67%
	2	0	0
	1	0	0
Mean Score : 3.93		30	100
Grammar	Scores ( s )	Frequencies ( f )	Percentages (%)
	5	0	0
	4	14	46.67%
	3	16	53.33%
	2	0	0
	1	0	0
Mean Score :3.46		30	100
Vocabulary	Scores ( s )	Frequencies ( f )	Percentages (%)
	5	2	6.66%
	4	20	66.67%
	3	8	26.67%
	2	0	0
	1	0	0
Mean Score :3.8		30	100
Fluency	Scores ( s )	Frequencies ( f )	Percentages (%)
	5	0	0
	4	18	60%
	3	12	40%
	2	0	0
	1	0	0
Mean Score : 3.6		30	100

The table 4.4above shows that the students' grades of the second cycle test. It indicates that the students' second cycle test increased better

than their first cycle test (see table 4.2). The mean score of students' pronunciation in the first cycle test was 3.3 whereas they get increase in the second cycle test with mean score 3.93. Besides that, the mean score of their previous grammar was 3.1 then it became better in the second cycle test with 3.46. In addition, the mean score of the students previous vocabulary was 3.43 then it increase become 3.8 in the second cycle test. Furthermore, their fluency of the first cycle test rose from 3.5 to 3.6 in the second cycle test.

The table 4.4 above shows that the students' grades of the second cycle test. It indicates that the students' second cycle test increased better than their first cycle test (see table 4.2). The mean score of students' pronunciation in the first cycle test was 3.3 whereas they get increase in the second cycle test with mean score 3.93. Besides that, the mean score of their previous grammar was 3.1 then it became better in the second cycle test with 3.46. In addition, the mean score of the students previous vocabulary was 3.43 then it increase become 3.8 in the second cycle test. Furthermore, their accuracy and fluency of the first cycle test rose from 3.5 to 3.6 in the second cycle test. Moreover, the highest score of students' pronunciation in the first cycle test was 4 which was gained by 9 students whereas the highest score in the second cycle test was 5 which was obtained by 6 students. In similar words, the score 4 is the highest score of the students' grammar that gained by 7 students in the first cycle test whereas that score 4 is the highest score although only gained by 14

students in the second cycle test. Then, the score 4 of the vocabulary was gotten by 13 students only in the first cycle test whereas the highest score in the second test is 5 also but the students were getting score 2. In addition, the score 4 of the students' fluency gained by 15 students in the first cycle test whereas the highest score in the second cycle test was 4 which was obtained by 18 students. Those all data showing that there was an improvement of students ability from their vocabulary, grammar, pronunciation, accuracy and fluency of each. Finally, based on the table above, the percentage of students' speaking score with eighteen students passed the second cycle test was 75%. It means that the class could pass the criteria of minimum successful (KKM). Overall, those quite improvements indicating the students' speaking ability could be recovered and enhanced by using hot seat strategy .

**c. Observation and Evaluation**

The aspects which were observed during the teaching and learning process were just same in the first. There were four aspects; they were learning activities, creativity, feeling of happiness, and interaction. Each aspect consisted of some indicators. To observe the teaching and learning process, the researcher and the collaborators used the guidelines of observation. The result of the observation and evaluation which were done in the second cycle showed improvement of the students' participations in the classroom. In other words, it showed the students' achievements and

the students' activities during the teaching and learning process. For clear information about the improvements, see the following table.

**Table 4.5.**  
***Comparison the Results of the Observation between the First Cycle (C1) and the Second Cycle (C2)***

Aspects	Indicators	Percentage		Change %
		C1	C2	
Learning Activities	Doing their assignments based on the teachers' instruction.	66.66%	83.33%	16.67%
	Asking question to their teacher if there is an instruction which is not clear.	70%	83.33%	13.33%
	Giving comments and suggestions about their friends' job.	60%	80%	20%
	Presenting their discussion result without being appointed by the teacher.	66.66%	83.33%	16.67%
	Discussing and working together with their friends in doing their assignments.	66.66%	83.33%	16.67%
	Doing assignments from their teacher well.	60	80%	20%
Creativities	Showing their curiosity by asking question to their teacher and friends.	63.33%	80%	16.67%
	Exploring their ideas.	60%	76.67%	16.64%
	Thinking and are not hopeless for looking for answer using books or asking to their friends.	66.66%	80%	13.34%
Feeling of happiness	Looking happy in learning process.	70%	83.33%	13.33%
	Not feeling sleepy during the teaching and learning process.	70%	83.33%	13.33%
Interaction	Discussing with their teacher.	60%	80%	20%
	Discussing with their friends.	70%	83.33%	13.33%
	Working together with their friends.	73.33%	83.33%	10%
Mean Score		<b>65.95%</b>	<b>81.66%</b>	<b>15.71%</b>

Based on the table above, there were some improvements for the students' activities. It made the researcher and the collaborators very

happy because the improvements were increase. The table above showed that most of the indicators for each aspect increased.

#### **d. Reflection**

The students' score at the end of this research, This made the researcher happy. In the first cycle, the highest score of the first test was 4 but the highest score of the second test at the end of the second cycle was 5. The lowest score of the first test in the first cycle by 2 students and the lowest score of the second cycle test by 3. It is mean that the actions which were done and had gone well in speaking ability. So, this research was stopped because the target from the researcher was achieved.

Besides the increase in students' scores in the end cycle, the students' passion and motivation increased also. They do not think that English is lesson to learn even English can pleasure to learn.

### **B. Discussion**

To make this discussion clear, the researcher would like to explain in parts improving the students' speaking ability by using hot seating strategy. From the four indicators that have analyzed namely: vocabulary, grammar, pronunciation, accuracy and fluency, and also the students learning activities, creativity, feeling of happiness, motivation and interaction each other showed that hot seating strategy was effective in improving students' speaking ability.

This research related of previous findings, To make this discussion clear, the researcher would like to explain in parts; improving the students' speaking ability by using hot seating .From the four indicators that have analyzed, namely:



vocabulary, grammar, pronunciation, accuracy and fluency, and also the students learning activities, creativity, feeling of happiness, motivation and interaction each other showed that picture dictation was effective in improving students' speaking ability.

This research related of previous findings, Andi Kumala (2015) conducted the result of the study that was aimed to answer or not using hot seating can improve the speaking ability of the second year students of SMA Kartika Wirabuana XX.1 Makassar. The population of this study was the second year students of SMA Kartika Wirabuana XX.1 Makassar, in academic year 2014-2015. She found that hot seating strategy it has proved that there is significant progress in speaking ability

The main point in this study was to improve the students' speaking ability and overcome the students' problems in speaking. It was happened because the student achievements and performances improve from the first cycle to the second cycle. Even though, it still need some stabilization, but it has to be stopped because it has limited time and all students have passed in this lesson and get good scores. Moreover, passion and motivation that have owned by the students can be the great factors of development of their achievement. Therefore, if there is someone wants to continue this research in the next time, it will be great and the researcher will really appreciate it.

In the first cycle, the speaking ability of the students for some criteria, they are vocabulary, grammar, pronunciation and accuracy and fluency showed that their ability in each criterion after testing and observing was so far from goodness

event most students were lack of speaking. The causes of their lack were students low of confident and motivation, vocabulary and one problem that almost student had about pronunciation and structure of language.

To solve the problems, the researcher prepared all students' need to face them in the second cycle such as a new topic Then, the researcher taught them how to pronounce it, give them motivation and give them assignment to effort them to speak. The result of the students' achievement in the second cycle in vocabulary, grammar, pronunciation and accuracy and fluency, after testing and observing showed great improvement. It also can be seen mean score test and observation in the first cycle and in second cycle (see table 4.2 and 4.3).

On the other hand, there are strength and weakness by using hot seating strategy. The strength of using this strategy can creates wide imagination that gives students relative choices and thus thinking of new ideas. This cooperative process includes discussing, negotiating, rehearsing and performing, Many activities reduce stress by releasing mental, physical, and emotional tension.

The weakness of this strategy was there many that must be prepared by the teacher before come to the classroom that needed long time to teach in the classroom because each member should sit in the hot seat to explain the material.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusions and the suggestions of this research. Conclusion describes how about the improvement of students' speaking ability after being taught by using hot seating strategy. Suggestions are taken based on findings and conclusions obtained in this research.

#### **A. Conclusion**

Relating to the research findings and discussion in the previous chapter, the conclusions are presented in the following statements:

The data was gained from test and observation within both first cycle and second cycle and also from observation guidelines showed that the students' speaking ability after being taught by using hot seating strategy had significantly improved. Their spoken English became better in the end section of this research. It proved enough the effects as well as the benefits of picture dictation in enhancing the students' speaking ability.

A number of problems faced by the students while seated in a hot seat and described the material at the beginning of research were the students' speaking ability found that they did mispronunciation, structure of language and lack of vocabulary possessed by each student. As a matter of hope, the second cycle test indicated that their previous problems in speaking decreased even did not recovered all perfectly. Hot seat was able to decrease the students' errors in doing speaking English and could also encourage the students' motivation and their

feeling into the class. This Class Action Research proved enough that students' speaking ability could be improved by using hot seating strategy.

### **B. *Suggestions***

The researcher would like to give a suggestion to the teachers of English that this method was very useful to teach speaking or even practicing speaking inside the classroom however there were many method to be used in teaching learning process, but using hot seat strategy to teaching speaking that could overcome your problem while teaching English especially for teaching speaking such as; students were difficulties expressing their idea and students less motivated. This method was better for you. Besides that, this method had strength and weakness. For more detail, the researcher would explain as follows;

The strength of using this strategy was creates wide imagination that gives students relative choices and thus thinking of new ideas. This cooperative process includes discussing, negotiating, rehearsing and performing, Many activities reduce stress by releasing mental, physical, and emotional tension.

The weakness of this strategy was there many that must be prepared by the teacher before come to the classroom that needed long time to teach in the classroom because each member should sit in the hot seat to explain the material.

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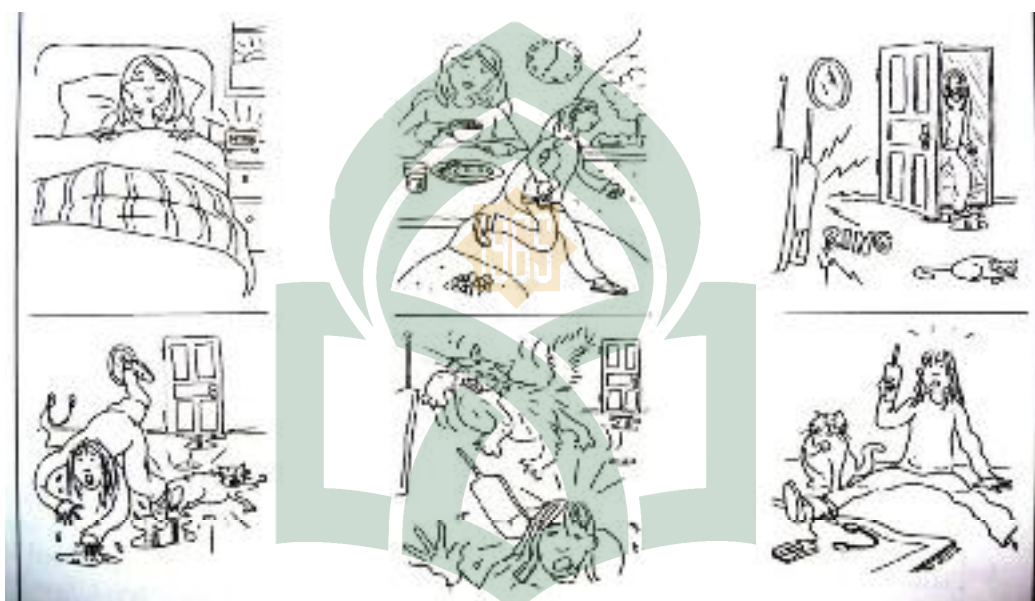


## Appendix 2. Research instrument

### INSTRUMENT TEST

#### Diagnostic Test

1. Teacher gives evaluation to measure students' speaking  
*Describe the sequence of every pictures below*



UNIVERSITAS ISLAM NEGERI  
**ALAUDDIN**  
M A K A S S A R



**Cycle 1**

- Teacher explain the material
1. Look at the picture. **Then describe it in front of the class by own word.**

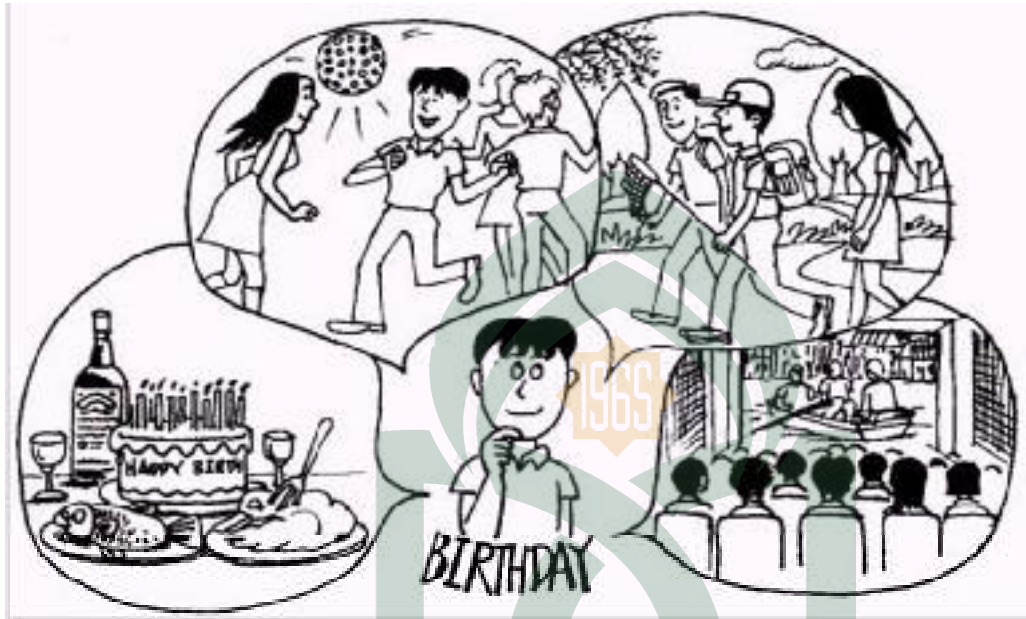
***LOSARI BEACH***

2. Look at the picture. **Then describe in front of the class by own word**

***NATIONAL MONUMENT***

3. Teacher gives evaluation to measure student's speaking

*Look at the pictures. What does the man think about?*



UNIVERSITAS ISLAM NEGERI  
**ALAUDDIN**  
M A K A S S A R

**Cycle 2**

- Teacher explain the material
  1. Look at the picture. **Then describe it in front of the class by own word.**

**PRAMBANAN TEMPEL**

2. Look at the picture. **Then describe it in front of the class by own word.**

**EIFFEL TOWER**

3. In the last meeting, teacher gives evaluation to measure the students' speaking.  
*Describe the sequence of every pictures below*



### Appendix 3. The Result of Students' speaking Test

TABLE OF STUDENTS' TEST (PRECYCLE)

NO	NAMA SISWA	CRITERIA				TOTAL	AVERAGE	FINAL SCORE
		PRONUNCIATION	GRAMMAR	VOCABULARY	FLUENCY			
1	Abdul Nizam	-	-	-	-	-	-	-
2	Ade Irmayanti	2	2	2	2	8	2	40
3	Ahmad Husaipah	2	2	2	2	8	2	40
4	Ahmad Wahyudi	2	2	2	2	8	2	40
5	Akbar Rahim	1	1	1	1	4	1	20
6	Andini	2	2	2	2	8	2	40
7	Asrawati	2	2	2	2	8	2	40
8	Atini Fuad Fadila	2	1	2	2	7	1.75	35
9	Fadli Alif Syafaruddin	1	1	2	2	6	1.5	30
10	Fendy	1	1	2	2	6	1.5	30
11	M.Nur Febriansyah	2	1	2	2	7	1.75	35
12	Muh.Rafli	2	2	2	2	8	2	40
13	Muhammad Riayatsyah	1	1	2	2	6	1.5	30
14	Muhammad Yansar	1	1	1	2	5	1.25	25
15	Muhammad Rifki Pratama Putra	1	1	2	2	6	1.5	30
16	Muh. Fatih Nur	1	1	1	2	5	1.25	25

17	Muhammad Syahrul	1	1	1	2	5	1.25	25
18	Nur Intan Mutiarah Sari	1	1	1	2	5	1.25	25
19	Nur Taklimsyah	1	1	1	2	5	1.25	25
20	Rahmat	1	1	1	2	5	1.25	25
21	Rahmawati	1	1	1	2	5	1.25	25
22	Sari Putri	1	1	1	2	5	1.25	25
23	Serli S	1	1	1	2	5	1.25	25
24	Sittinurjannah	2	2	2	2	8	2	40
25	Siti Widya Candra	2	2	2	2	8	2	40
26	Suciati	1	1	2	2	6	1.5	30
27	Sukardillah	2	1	2	2	7	1.75	35
28	Tri Wira Cahya	2	2	2	2	8	2	40
29	Wulandri	2	1	2	2	7	1.75	35
30	Waldi	2	2	2	2	8	2	40

TABLE OF FIRST CYCLE TEST

NO	NAMA SISWA	CRITERIA				TOTAL	AVERAGE	FINAL SCORE
		PRONUNCIATION	GRAMMAR	VOCABULARY	FLUENCY			
1	Abdul Nizam	3	3	3	3	12	3	60
2	Ade Irmayanti	4	3	4	4	15	3.75	75
3	Ahmad Husaipah	4	3	4	4	15	3.75	75
4	Ahmad Wahyudi	3	4	4	4	15	3.75	75
5	Akbar Rahim	3	2	3	4	12	3	60
6	Andini	4	4	4	4	16	4	80
7	Asrawati	4	4	4	4	16	4	80
8	Atini Fuad Fadila	4	3	4	4	14	3.75	75
9	Fadli Alif Syafaruddin	3	3	4	4	14	3.5	70
10	Fendy	3	3	3	3	12	3	60
11	M.Nur Febriansyah	3	3	3	3	12	3	60
12	Muh.Rafli	4	4	4	4	16	4	80
13	Muhammad Riayatsyah	3	3	4	4	13	3.75	75
14	Muhammad Yansar	3	3	4	4	14	3.75	75
15	Muhammad Rifki Pratama Putra	3	3	3	3	12	3	60
16	Muh. Fatih Nur	3	3	3	3	12	3	60

17	Muhammad Syahrul	3	3	3	3	12	3	60
18	Nur Intan Mutiarah Sari	3	3	3	3	12	3	60
19	Nur Taklimsyah	3	3	3	3	12	3	60
20	Rahmat	3	2	3	3	11	2.75	55
21	Rahmawati	3	3	3	3	12	3	60
22	Sari Putri	3	3	3	3	12	3	60
23	Serli S	3	3	3	3	12	3	60
24	Sittinurjannah	4	4	4	4	16	4	80
25	Siti Widya Candra	4	4	4	4	16	4	80
26	Suciati	3	2	3	3	11	2.75	55
27	Sukardillah	3	3	3	3	12	3	60
28	Tri Wira Cahya	4	3	3	4	14	3.5	70
29	Wulandri	3	2	3	3	11	2.75	55
30	Waldi	3	4	4	4	15	3.75	75



TABLE OF SECOND CYCLE TEST

NO	NAMA SISWA	CRITERIA				TOTAL	AVERAGE	FINAL SCORE
		PRONUNCIATION	GRAMMAR	VOCABULARY	FLUENCY			
1	Abdul Nizam	4	3	3	3	13	3.25	65
2	Ade Irmayanti	5	4	4	4	17	4.25	85
3	Ahmad Husaipah	5	4	4	4	17	4.25	85
4	Ahmad Wahyudi	4	4	4	4	16	4	80
5	Akbar Rahim	3	3	3	3	12	3	60
6	Andini	5	4	4	4	17	4.25	85
7	Asrawati	5	4	4	4	18	4.25	85
8	Atini Fuad Fadila	4	4	4	4	16	4	80
9	Fadli Alif Syafaruddin	4	3	4	3	14	3.5	70
10	Fendy	3	3	3	3	12	3	60
11	M.Nur Febriansyah	4	4	4	4	16	4	80
12	Muh.Rafli	4	4	4	4	16	4	80
13	Muhammad Riayatsyah	4	3	4	4	15	3.75	75
14	Muhammad Yansar	4	3	4	4	15	3.75	75
15	Muhammad Rifki Pratama Putra	4	3	4	4	15	3.75	75
16	Muh. Fatih Nur	4	3	4	3	14	3.5	70
17	Muhammad Syahrul	3	3	3	3	12	3	60
18	Nur Intan Mutiarah Sari	3	3	3	3	12	3	60

19	Nur Taklimsyah	4	4	4	4	16	4	80
20	Rahmat	3	3	3	3	12	3	60
21	Rahmawati	3	3	4	3	13	3.25	65
22	Sari Putri	3	3	3	3	12	3	60
23	Serli S	3	3	3	3	12	3	60
24	Sittinurjannah	5	4	5	4	18	4.25	85
25	Siti Widya Candra	5	4	5	4	18	4.25	85
26	Suciati	4	3	4	4	15	3.75	75
27	Sukardillah	4	4	4	4	16	4	80
28	Tri Wira Cahya	4	4	4	4	16	4	80
29	Wulandri	4	3	4	3	14	3.5	70
30	Waldi	4	4	4	4	16	4	80



	Not feeling sleepy during the teaching and learning process	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		70 %
Interaction	Discussing with their teacher		✓	✓	✓		✓	✓	✓		✓		✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	60%
	Discussing with their friends	✓	✓	✓	✓	✓				✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	70%
	Working together with their friend	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	73.33%
<b>Mean Score</b>																										

The result of the observation in the First Cycle







## Appendix 5. Photograph

### 1. Introduction



## 2. PreCycle





### 3. Teaching Learning Process ( Using Hot Seating Strategy ) cycle 1



**4. Evaluation cycle 1**



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**5. Teaching Learning Process ( Using Hot Seating Strategy ) cycle 2**



## 6. Evaluation Cycle 2



7. Togetherness



**Appendix 1. Lesson Plan**

**PERANGKAT PEMBELAJARAN**  
**RENCANA PELAKSANAAN PEMBELAJARAN**  
**( RPP )**  
**PENDIDIKAN BUDAYA DAN KARAKTER BANGSA**

**MATA PELAJARAN : BAHASA INGGRIS**

**SATUAN PENDIDIKAN : SMA / MA**

**KELAS / SEMESTER : X MIA 5 / 1**

**NAMA : NILASARI**

**NIM : 20400113074**

**SEKOLAH : SMA NEGERI 2 TAKALAR**

# RENCANA PELAKSANAAN PEMBELAJARAN

## TEXT DESCRIPTIVE

**SATUAN PENDIDIKAN** : SMA NEGERI 2 TAKALAR

**MATA PELAJARAN** : BAHASA INGGRIS

**KELAS / SEMESTER** : X MIA 5 / 1

**MATERI POKOK** : DESCRIPTIVE TEXT

**ALOKASI WAKTU** : 2 X 45 MENIT

**PERTEMUAN** : 2

---

### A. KOMPOTENSI INTI

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

## B. KOMPOTENSI DASAR

1.3 Menangkap makna secara kontekstual terkait fungsi social, sturktur teks, dan unsure kebahasaan teks descriptive, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.

## C. INDIKATOR

1.3.1 Mengidentifikasi gambar yang di berikan

1.3.2 Menggambarkan materi yang di berikan

1.3.3 Merespon materi yang di berikan

## D. TUJUAN PEMBELAJARAN

1. Siswa mampu mengidentifikasi gambar yang di berikan
2. Siswa mampu menggambarkan materi yang di berikan
3. Siswa mampu merespon dengan benar terhadap teks yang di dengar

## E. MATERI AJAR

- Descriptive Text about Losari Beach

## F. STRATEGI PEMBELAJARAN

- **HOT SEATING**

## G. KEGIATAN PEMBELAJARAN

Pertemuan ke 2 ( 2JP )

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Kegiatan awal	<ul style="list-style-type: none"> <li>• Guru memberi salam</li> <li>• Peserta didik membaca doa sebelum memulai pembelajaran.</li> <li>• Guru memeriksa kehadiran peserta didik.</li> <li>• Guru menjelaskan tentang tujuan pembelajaran ( hot seating strategi ) atau kompetensi dasar yang akan di capai.</li> <li>• Guru menyampaikan cakupan materi dan uraian kegiatan yang</li> </ul>	5 menit



	<p>akan di lakukan sesuai RPP.</p> <ul style="list-style-type: none"> <li>• Guru membagi peserta didik dalam beberapa kelompok.</li> </ul>	
Inti	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Guru menjelaskan topic yang akan di diskusikan oleh siswa Tentang ( <b>LOSARI BEACH</b> )</li> <li>• Guru menjelaskan istilah Tempat Duduk Panas dan prosedur penggunaan tempat duduk yang panas.</li> <li>• guru menjelaskan apa yang mereka akan lakukan</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang topic yang akan di bahas.</li> </ul> <p><b>Mengumpulkan informasi</b></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk berdiskusi terhadap hal-hal yang akan di tanyakan terkait materi yang di jelaskan oleh kelompok yang bertugas.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Guru membimbing peserta didik untuk mengutarakan beberapa pertanyaan kepada peserta didik yang duduk di hot seat terkait dengan materi yang di jelaskan.</li> <li>• Guru mengarahkan peserta didik yang duduk di hot seat mengkonfirmasi pertanyaan peserta didik yang lain.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• peserta didik menyimpulkan materi pembelajaran secara lisan.</li> </ul>	80 menit

Kegiatan Penutup	<ul style="list-style-type: none"> <li>• Guru menyimpulkan materi pelajaran.</li> <li>• Menutup pembelajaran dengan ucapan salam.</li> </ul>	5 menit
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#### H. Media / alat, bahan dan sumber belajar

- Media / alat : spidol , penghapus dan papan tulis
- Bahan : teacher make material
- Sumber belajar : buku teks pelajaran

#### I. PENILAIAN HASIL BELAJAR

- Teknik : Lisan
- Bentuk : menggambarkan teks descriptive yang di tentukan oleh guru
- Instrument : Tes Lisan

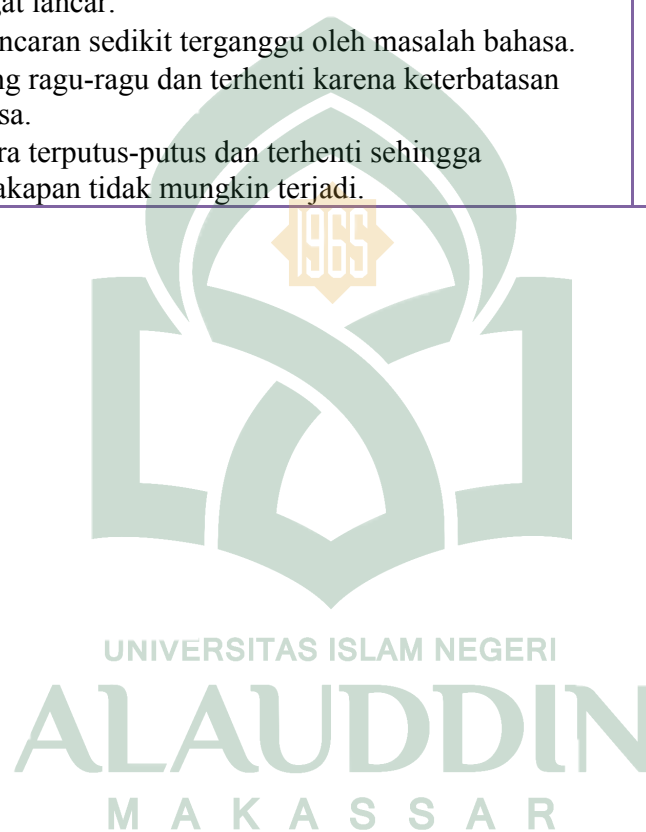
#### J. PEDOMAN PENILAIAN

- Jumlah skor maksimal keseluruhan 10

- Nilai siswa  $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 10$
- Rubrik Penilaian Keterampilan ( speaking skill )

ASPEK	KETERANGAN	SKOR
Pelafalan	• Sangat jelas sehingga mudah dipahami.	4
	• Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi.	3
	• Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh.	2
	• Ada masalah pengucapan yang serius sehingga tidak bisa dipahami	1
Tatabahasa	• Tidak ada atau sedikit kesalahan tatabahasa.	4
	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna.	3
	• Sering membuat kesalahan sehingga makna sulit	2

	<p>dipahami.</p> <ul style="list-style-type: none"> <li>• Kesalahan tata bahasa sangat parah sehingga tidak bisa dipahami</li> </ul>	1
Kosakata	<ul style="list-style-type: none"> <li>• Menggunakan kosakata dan ungkapan yang tepat. 4</li> <li>• Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi. 3</li> <li>• Sering menggunakan kosakata yang tidak tepat. 2</li> <li>• Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi. 1</li> </ul>	
Kelancaran	<ul style="list-style-type: none"> <li>• Sangat lancar. 4</li> <li>• Kelancaran sedikit terganggu oleh masalah bahasa. 3</li> <li>• Sering ragu-ragu dan terhenti karena keterbatasan bahasa. 2</li> <li>• Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi. 1</li> </ul>	



Takalar

2017

Peneliti

**NILASARI**

**NIM : 20400113074**

Mengetahui

Kepala Sekolah

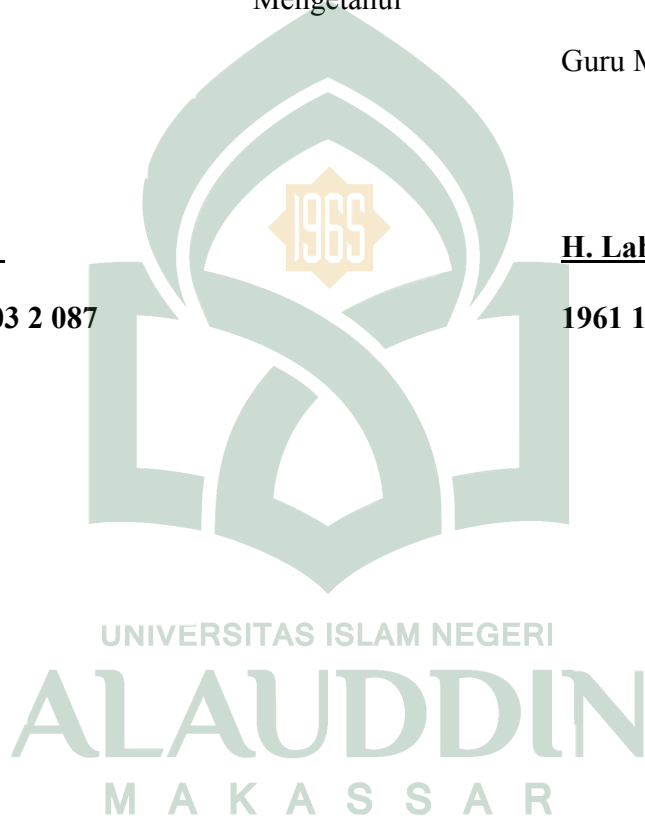
Guru Mata Pelajaran

**Dra. Hj. St. Rosmala**

**NIP. 1964 1231 198903 2 087**

**H. Lahaseng , S.Pd**

**1961 1231 198412 1 028**



## RENCANA PELAKSANAAN PEMBELAJARAN

### TEXT DESCRIPTIVE

**SATUAN PENDIDIKAN : SMA NEGERI 2 TAKALAR**

**MATA PELAJARAN : BAHASA INGGRIS**

**KELAS / SEMESTER : X MIA 5 / 1**

**MATERI POKOK : DESCRIPTIVE TEXT**

**ALOKASI WAKTU : 2 X 45 MENIT**

**PERTEMUAN : 3**

---

#### **A. KOMPOTENSI INTI**

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

## B. KOMPOTENSI DASAR

1.3 Menangkap makna secara kontekstual terkait fungsi social, sturktur teks, dan unsure kebahasaan teks descriptive, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.

## C. INDIKATOR

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1.3.3 Merespon materi yang di berikan

## D. TUJUAN PEMBELAJARAN

1. Siswa mampu mengidentifikasi gambar yang di berikan
2. Siswa mampu menggambarkan materi yang di berikan
3. Siswa mampu merespon dengan benar terhadap teks yang di dengar

## E. MATERI AJAR

- Descriptive Text about National Monument

## F. STRATEGI PEMBELAJARAN

- HOT SEATING

## G. KEGIATAN PEMBELAJARAN

### Pertemuan ke 3 ( 2JP )

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Kegiatan awal	<ul style="list-style-type: none"> <li>• Guru memberi salam</li> <li>• Peserta didik membaca doa sebelum memulai pembelajaran.</li> <li>• Guru memeriksa kehadiran peserta didik.</li> <li>• Guru menjelaskan tentang tujuan pembelajaran ( hot seating strategi ) atau kompetensi dasar yang akan di capai.</li> <li>• Guru menyampaikan cakupan materi dan uraian kegiatan yang akan di lakukan sesuai RPP.</li> </ul>	5 menit

	<ul style="list-style-type: none"> <li>• Guru membagi peserta didik dalam beberapa kelompok.</li> </ul>	
Inti	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Guru menjelaskan topic yang akan di diskusikan oleh siswa Tentang ( <b>NATIONAL MONUMENT</b> )</li> <li>• Guru menjelaskan istilah Tempat Duduk Panas dan prosedur penggunaan tempat duduk yang panas.</li> <li>• guru menjelaskan apa yang mereka akan lakukan</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang topic yang akan di bahas.</li> </ul> <p><b>Mengumpulkan informasi</b></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk berdiskusi terhadap hal-hal yang akan di tanyakan terkait materi yang di jelaskan oleh kelompok yang bertugas.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Guru membimbing peserta didik untuk mengutarakan beberapa pertanyaan kepada peserta didik yang duduk di hot seat terkait dengan materi yang di jelaskan.</li> <li>• Guru mengarahkan peserta didik yang duduk di hot seat mengkonfirmasi pertanyaan peserta didik yang lain.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• peserta didik menyimpulkan materi pembelajaran secara lisan.</li> </ul>	80 menit

Kegiatan Penutup	<ul style="list-style-type: none"> <li>• Guru menyimpulkan materi pelajaran.</li> <li>• Menutup pembelajaran dengan ucapan salam.</li> </ul>	5 menit
------------------	--	---------

#### H. Media / alat, bahan dan sumber belajar

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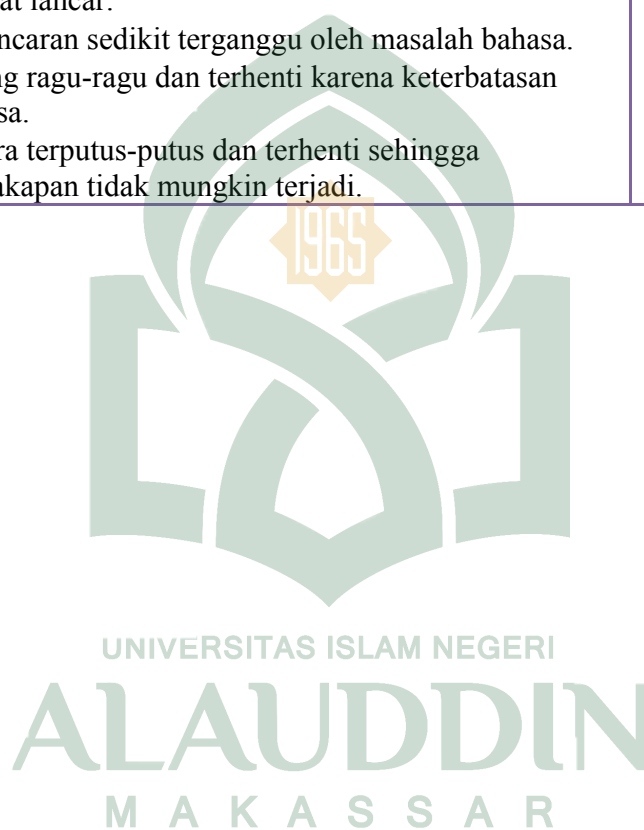
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Pelafalan	• Sangat jelas sehingga mudah dipahami.	4
	• Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi.	3
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	• Ada masalah pengucapan yang serius sehingga tidak bisa dipahami	1
Tatabahasa	• Tidak ada atau sedikit kesalahan tatabahasa.	4
	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna.	3
	• Sering membuat kesalahan sehingga makna sulit	2



	<p>dipahami.</p> <ul style="list-style-type: none"> <li>• Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami</li> </ul>	1
Kosakata	<ul style="list-style-type: none"> <li>• Menggunakan kosakata dan ungkapan yang tepat. 4</li> <li>• Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi. 3</li> <li>• Sering menggunakan kosakata yang tidak tepat. 2</li> <li>• Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi. 1</li> </ul>	
Kelancaran	<ul style="list-style-type: none"> <li>• Sangat lancar. 4</li> <li>• Kelancaran sedikit terganggu oleh masalah bahasa. 3</li> <li>• Sering ragu-ragu dan terhenti karena keterbatasan bahasa. 2</li> <li>• Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi. 1</li> </ul>	



Takalar 2017

Peneliti

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Mengetahui

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UNIVERSITAS ISLAM NEGERI  
**ALAUDDIN**  
M A K A S S A R

## RENCANA PELAKSANAAN PEMBELAJARAN

### TEXT DESCRIPTIVE

**SATUAN PENDIDIKAN** : SMA NEGERI 2 TAKALAR

**MATA PELAJARAN** : BAHASA INGGRIS

**KELAS / SEMESTER** : X MIA 5 / 1

**MATERI POKOK** : DESCRIPTIVE TEXT

**ALOKASI WAKTU** : 2 X 45 MENIT

**PERTEMUAN** : 5

---

#### A. KOMPOTENSI INTI

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
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- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

## B. KOMPOTENSI DASAR

1.3 Menangkap makna secara kontekstual terkait fungsi social, sturktur teks, dan unsure kebahasaan teks descriptive, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.

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1.3.3 Merespon materi yang di berikan

## D. TUJUAN PEMBELAJARAN

1. Siswa mampu mengidentifikasi gambar yang di berikan
2. Siswa mampu menggambarkan materi yang di berikan
3. Siswa mampu merespon dengan benar terhadap teks yang di dengar

## E. MATERI AJAR

- Descriptive Text Prambanan Tempel

## F. STRATEGI PEMBELAJARAN

- HOT SEATING

## G. KEGIATAN PEMBELAJARAN

### Pertemuan ke 4 ( 2JP )

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Kegiatan awal	<ul style="list-style-type: none"> <li>• Guru memberi salam</li> <li>• Peserta didik membaca doa sebelum memulai pembelajaran.</li> <li>• Guru memeriksa kehadiran peserta didik.</li> <li>• Guru menjelaskan tentang tujuan pembelajaran ( hot seating strategi ) atau kompetensi dasar yang akan di capai.</li> <li>• Guru menyampaikan cakupan materi dan uraian kegiatan yang akan di lakukan sesuai RPP.</li> </ul>	5 menit

	<ul style="list-style-type: none"> <li>• Guru membagi peserta didik dalam beberapa kelompok.</li> </ul>	
Inti	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Guru menjelaskan topic yang akan di diskusikan oleh siswa Tentang ( <b>PRAMBANAN TEMPEL</b> )</li> <li>• Guru menjelaskan istilah Tempat Duduk Panas dan prosedur penggunaan tempat duduk yang panas.</li> <li>• guru menjelaskan apa yang mereka akan lakukan</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang topic yang akan di bahas.</li> </ul> <p><b>Mengumpulkan informasi</b></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk berdiskusi terhadap hal-hal yang akan di tanyakan terkait materi yang di jelaskan oleh kelompok yang bertugas.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Guru membimbing peserta didik untuk mengutarakan beberapa pertanyaan kepada peserta didik yang duduk di hot seat terkait dengan materi yang di jelaskan.</li> <li>• Guru mengarahkan peserta didik yang duduk di hot seat mengkonfirmasi pertanyaan peserta didik yang lain.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• peserta didik menyimpulkan materi pembelajaran secara lisan.</li> </ul>	80 menit

Kegiatan Penutup	<ul style="list-style-type: none"> <li>• Guru menyimpulkan materi pelajaran.</li> <li>• Menutup pembelajaran dengan ucapan salam.</li> </ul>	5 menit
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#### H. Media / alat, bahan dan sumber belajar

- Media / alat : spidol , penghapus dan papan tulis
- Bahan : Teacher make material
- Sumber belajar : buku teks pelajaran

#### I. PENILAIAN HASIL BELAJAR

- Teknik : Lisan
- Bentuk : menggambarkan teks descriptive yang di tentukan oleh guru
- Instrument : Tes Lisan

#### J. PEDOMAN PENILAIAN

- Jumlah skor maksimal keseluruhan 10

- Nilai siswa  $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 10$
- Rubrik Penilaian Keterampilan ( speaking skill )

ASPEK	KETERANGAN	SKOR
Pelafalan	• Sangat jelas sehingga mudah dipahami.	4
	• Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi.	3
	• Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh.	2
	• Ada masalah pengucapan yang serius sehingga tidak bisa dipahami	1
Tatabahasa	• Tidak ada atau sedikit kesalahan tatabahasa.	4
	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna.	3
	• Sering membuat kesalahan sehingga makna sulit	2

	<p>dipahami.</p> <ul style="list-style-type: none"> <li>• Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami</li> </ul>	1
Kosakata	<ul style="list-style-type: none"> <li>• Menggunakan kosakata dan ungkapan yang tepat. 4</li> <li>• Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi. 3</li> <li>• Sering menggunakan kosakata yang tidak tepat. 2</li> <li>• Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi. 1</li> </ul>	
Kelancaran	<ul style="list-style-type: none"> <li>• Sangat lancar. 4</li> <li>• Kelancaran sedikit terganggu oleh masalah bahasa. 3</li> <li>• Sering ragu-ragu dan terhenti karena keterbatasan bahasa. 2</li> <li>• Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi. 1</li> </ul>	



Takalar 2017

Peneliti

**NILASARI**

**NIM : 20400113074**

Mengetahui

Kepala Sekolah

Guru Mata Pelajaran

**Dra. Hj. St. Rosmala**

**NIP. 1964 1231 198903 2 087**

**H. Lahaseng , S.Pd**

**1961 1231 198412 1 028**





## RENCANA PELAKSANAAN PEMBELAJARAN

### TEXT DESCRIPTIVE

**SATUAN PENDIDIKAN** : SMA NEGERI 2 TAKALAR

**MATA PELAJARAN** : BAHASA INGGRIS

**KELAS / SEMESTER** : X MIA 5 / 1

**MATERI POKOK** : DESCRIPTIVE TEXT

**ALOKASI WAKTU** : 2 X 45 MENIT

**PERTEMUAN** : 5

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#### A. KOMPOTENSI INTI

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

## B. KOMPOTENSI DASAR

1.3 Menangkap makna secara kontekstual terkait fungsi social, sturktur teks, dan unsure kebahasaan teks descriptive, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.

## C. INDIKATOR

1.3.1 Mengidentifikasi gambar yang di berikan

1.3.2 Menggambarkan materi yang di berikan

1.3.3 Merespon materi yang di berikan

## D. TUJUAN PEMBELAJARAN

1. Siswa mampu mengidentifikasi gambar yang di berikan
2. Siswa mampu menggambarkan materi yang di berikan
3. Siswa mampu merespon dengan benar terhadap teks yang di dengar

## E. MATERI AJAR

- Descriptive Text about **Eiffel Tower**

## F. STRATEGI PEMBELAJARAN

- **HOT SEATING**

## G. KEGIATAN PEMBELAJARAN

### Pertemuan ke 4 ( 2JP )

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Kegiatan Penutup	<ul style="list-style-type: none"> <li>• Guru menyimpulkan materi</li> </ul>	5 menit

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	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna.	3
	• Sering membuat kesalahan sehingga makna sulit dipahami.	2

	<ul style="list-style-type: none"> <li>• Kesalahan tata bahasa sangat parah sehingga tidak bisa dipahami</li> </ul>	1
Kosakata	<ul style="list-style-type: none"> <li>• Menggunakan kosakata dan ungkapan yang tepat. 4</li> <li>• Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi. 3</li> <li>• Sering menggunakan kosakata yang tidak tepat. 2</li> <li>• Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi. 1</li> </ul>	
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**ALAUDDIN**  
M A K A S S A R

## CURRICULUM VITAE



Nilasari was born April, 25<sup>th</sup> 1996 Pappa Village ,in Takalar Regency, South Sulawesi. She was the second child from the marriage of his parents , Abd.Patta and Hj.Jumatiah. She began his elementary school at SD Negeri 08 Tamasongo, and graduated in 2007. After that, she continued his study to junior

high school at SMP Negeri 1 Takalar, and graduated in 2010. After that she continued his study at SMA Negeri 2 Takalar and graduated in 2013 year. In 2013, she entered to the S1 Programme of English Education Department in Tarbiyah and Teaching Science Faculty of UIN Alauddin Makassar.

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