



## **AN ANALYSIS OF STUDENTS' SPEAKING SKILLS USING THE HOT SEAT GAME STRATEGY AT 2<sup>nd</sup> GRADE STUDENTS OF SMAN 1 TAEBENU IN ACADEMIC YEAR 2022/2023**

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### **Abstract**

This study, titled “An Analysis of Students’ Speaking Skills Using the Hot Seat Game Strategy at 2nd Grade Students of SMAN 1 Taebenu in the Academic Year 2022/2023,” investigates the effectiveness of the Hot Seat Game strategy in enhancing students’ speaking skills. Employing a quantitative approach with a pre-experimental, one-group pre-test and post-test design, the research involved 14 students from Class XI.A (2 males and 12 females) at SMAN 1 Taebenu. Data were collected through a speaking test in which students described a picture, administered both before and after the treatment. The assessment focused on five speaking aspects: pronunciation, grammar, vocabulary, fluency, and interactivity. The findings show a significant improvement in students’ speaking performance, with the mean score increasing from 9.21 in the pre-test to 19.29 in the post-test an 11% gain. While the results suggest that the Hot Seat Game can enhance speaking skills, the absence of a control group limits the generalizability of the findings. Future studies are encouraged to employ a more robust experimental design to validate and expand upon these results.

**Keywords:** Hot Seat Game Strategy, Speaking Skills, Language Learning Strategy.

### **INTRODUCTION**

English is an international language using in many countries in the world. It has an important role in various fields such as economics, bilateral relation, politics, knowledge, technology, and education. In Indonesia, English is being taught as a foreign language. Therefore all school levels such primary schools, high schools and universities put English as an important subject alongside mathematics, social, science, etc. However, it is not easy for teachers to teach students in the classroom because English requires good structural system, pronunciation, and vocabulary. Moreover, it involves four language skills namely listening, reading, writing, and speaking. Speaking is one of the most difficult skills compare to others as it needs pronunciation accuracy, fluency, grammar, understanding and vocabulary (Bueno Madrid and McLaren, 2006).

Speaking on the other hand is defined as the ability to communicate effectively to convey information verbally in order to be understood by the listeners (Harmer, 2001). Besides that, Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994) and (Burns and Joyce, 1997). This is undeniable fact that speaking is one of the most difficult skills as it involves the application of all aspects that have been learned. Besides that, Many factors influence students' ability to master speaking

skills, and one of them is teachers who are less capable of applying methods in teaching these skills or who underestimate the importance of training students' speaking skills. Regardless of its important, teaching have been undervalued by EFL/ESL teachers, they have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills. Nevertheless, the modern world demands for the requirement of communication skills for the learners and the English teachers have to teach the ELLs the needed skills so that they will improve their abilities in speaking and perform well in reallife situations. Therefore, teachers need to have a good preparation and understanding of materials before taking action in the class.

Looking at teachers preparation before class, there are many ways to be applied in the classroom such as games and other methods suit the student context. Game-based learning has received increased attention in recent years as an adjunct to teaching and learning materials. This has been well echoed in the literature, with numerous articles on the use of games and game theory in education. Game-based learning has emerged as an innovative learning technique that can increase student motivation, emotional involvement and enjoyment, Maxwell Hartt, Hadi Hosseini & Mehrnaz Mostafapour (2020).

Therefore, in this study, the authors tried to implement a "hot seat game". This Game aims to describe an object or piece of information. Hot seat is a game based on a popular game where someone gets to guess a word from clues, but they are not allowed to say the actual words as a clue (Lackman, 2011). Similar to that, "Hot Seat Game" is a group work aiming to increase the amount of students talking, encourage students' cooperation and promote learner autonomy (Rachmawati, 2013).

This research aims to analysis students' speaking at SMAN 1 Taebenu through "Hot Seat Game", it focuses on how students participation on the game while in the class and how it method increase their speaking ability. This is based on the writer's desire to find out how far along the students' speaking skills at SMAN 1 Taebenu are and whether this game can help students improve their speaking skills.

## **RESEARCH METHODS**

### **Research Design**

This research aims to analyze students' speaking abilities through the implementation of the Hot Seat Game strategy. The research design used is preexperimental, involving one group as the experimental group. This design includes the implementation of pre-tests and post-tests. The researcher selected one class from the school as the research subject. The pre-experimental design allows for testing the impact of the strategy by comparing the group's performance before and after the treatment.

### **Research Locus**

This research is conducted at SMAN 1 Taebenu the subject of this research is the XI grade of the students' on SMAN 1 Taebenu.

### **Type and Data Research**

#### **1. Population**

The concept of a population refers to a broad category comprising objects or subjects with specific qualities and characteristics as determined by the researcher for the purpose of study and drawing conclusions (Sugiyono, 2012). In the context of this study, the population consists of all individuals from class X at SMKN 5 Kupang, Kota Raja District, totaling 143 people.

#### **2. Sample**

Samples in a study serve as a tool for data collection. The accuracy of the data can be determined based on the sample size used in the study. According to Sugiyono (2010), a sample is a subset of the population, comprising a specific number and characteristics. The purpose of

the statement above is to emphasize that in a study, a sample represents a portion of the research subjects selected from the population to serve as a representative sample. The sample size can vary according to the researchers' needs and preferences, with larger sample sizes often chosen to better represent the population. Furthermore, considering that the population consists of 143 individuals and the researcher requires a maximum of 14 samples, the researcher determined the sample size using a random sampling technique. In this technique, the researcher selected one class as the research subject, specifically, class XI.A at SMAN 1 Taebenu.

### **Data Collection**

According to Hanik (2011) Data collection techniques used by researchers in this study are pre-test and post-test, as for the steps (procedures) of data collection to be carried out as follows:

- The researcher administered an initial test to the students, which is the pretest.
- The researcher provided treatment by explaining how to describe a picture or an object accurately.
- The researcher administered the final test (post-test) to the students with the same questions as the initial test.
- The researcher examined the students' test results.
- The researcher gave score to the students'.

### **RESULTS AND DISCUSSION**

Based on a research conducted at SMAN 1 Taebenu, the Hot Seat Game strategy was employed to enhance students' speaking proficiency. The findings encompass data description, and after data was collected from the research sample, the data was explicated. Explicating the data involved data analysis. Speaking is a highly crucial skill in education, and it is imperative for educators to nurture students' speaking abilities from an early stage. Speaking is often considered one of the most challenging skills compared to others, as it necessitates pronunciation accuracy, fluency, grammatical correctness, comprehension, and vocabulary (Bueno Madrid and McLaren, 2006).

The research findings indicate that the utilization of the Hot Seat Game strategy can enhance students' speaking proficiency. The post-test results exhibit a significant improvement compared to the pre-test. Moreover, this strategy also facilitates the development of every aspect of students' speaking skills, including pronunciation, grammar, vocabulary, fluency, and interactivity.

To assess students' speaking abilities, the researcher used picture description tasks. The Pre-Test was conducted on May 17, 2023, to determine the basic speaking abilities of 11th-grade students from SMAN 1 Taebenu. Subsequently, the researcher administered the treatment to the students on May 22, 2023. After the treatment, the researcher conducted the Post-Test on May 31, 2023, to evaluate the impact of the treatment.

The research background reveals that students at SMAN 1 Taebenu face difficulties in speaking English due to factors such as low interest, lack of motivation, and ineffective teaching methods.

Before implementing the hot seat game strategy, there was no significant increase in student engagement in the classroom. However, after the researcher applied the hot seat game strategy, which led to a significant change in students' attitudes, the students felt joyful, happy, and actively participated during the game. They not only actively spoke but also sought the right explanations to help their groupmates guess the clues provided by the researcher. Therefore, the implementation of the hot seat game strategy made a significant contribution to improving students' speaking abilities and made the learning process more engaging. At the end of the meeting on May 31st, the researcher administered a post-test to measure the extent of improvement in students' speaking abilities after the treatment.

Based on data analysis and hypothesis testing, the results of the calculations show that the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted. From this analysis, the researcher concludes that students who received high scores in the implementation of the hot seat game strategy achieved better overall results. This is evidenced by the higher average scores obtained in both tests.

The average score for the pre-test is 37, and the average score for the post-test is 77. Therefore, it can be concluded that the use of the hot seat game strategy is an effective activity for developing students' speaking abilities and motivating them in learning English. In this activity, students are encouraged to actively participate in the teaching and learning process. The researcher has found that good preparation and facilities can motivate students, especially in speaking lessons, and significantly contribute to the effectiveness of the teaching and learning process through the hot seat game strategy. This demonstrates that the "hot seat" game strategy can enhance the speaking abilities of the 11th-grade students at SMAN 1 Taebenu.

The results obtained indicate a very significant improvement in the students' speaking process. However, this research still has a limitation as it did not utilize a control group as a comparison group to assess whether the hot seat game strategy fully contributed to enhancing students' speaking abilities. This can only be confirmed if the control group showed lower scores in the post-test, and this difference was consistent with the results in the pre-test.

Using a control group in research allows for a better understanding of the impact of the intervention by comparing it to a group that did not receive the treatment. It helps ensure that any improvements observed can be attributed to the intervention itself and not to other factors. Future research may consider incorporating a control group to strengthen the validity of the findings and provide a more comprehensive assessment of the hot seat game strategy's effectiveness in improving students' speaking skills.

## CONCLUSION

Based on the research data, the researchers concluded that the hot seat game strategy could enhance the speaking skills of the students in class XI.A at SMAN 1 Taebenu. This was evidenced by the findings in the pre-test and post-test, which exhibited a significant improvement as presented by the author in Chapter IV. From these results, it can be inferred that the hot seat game strategy was effective in improving the students' speaking abilities throughout the learning process.

However, due to the absence of a control class as a comparative group in this study, the improvements observed among the students cannot be solely attributed to the researcher's employed method. Consequently, the findings of this research are considered inconclusive and subject to various limitations, rendering it far from comprehensive.

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