

THE EFFECT OF HOT SEAT GAME TO INCREASE STUDENTS' SPEAKING ABILITY TO THE SEVENTH GRADERS OF SMP PANGUDI LUHUR SUKARAJA

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ABSTRACT

The objective of the research was to find out whether or not there is any significant difference between students who are taught by using Hot Seat Game and students who are not taught by using Hot Seat Game in speaking ability to the seventh graders of SMP Pangudi Luhur Sukaraja. The population of the research was the seventh graders of SMP Pangudi Luhur Sukaraja consist of 44 students and the sample consist of 22 students. The sample of this research was taken by using purposive sampling. The method of this research was experimental method and the design was quasi-experimental design. The instrument in this research was used oral test. The value of t -obtain = 5.219 is higher than t -table = 2.000. The value of sig (2 tailed) = 0.00 less than the value significant level (0.05). finally the researcher concluded that Alternatif Hypothesis (H_a) of this research was accepted and Null Hypothesis (H_0) of this research was rejected. So that there was any significant differences between students who are taught by using Hot Seat Game and students who are not taught by using Hot Seat Game in the seventh graders of SMP Pangudi Luhur Sukaraja.

Keywords: The Effect, Hot Seat Game, Speaking Ability

INTRODUCTION

Language is one of social communication device being a character of the human It can facilitate human beings to express their feeling, ideas and culture. Along with period development, language becomes a very significant aspect to be mastered. Language is system of conventional vocal signs that is used communicated, Algeo, (2010). So, language becomes an important tool to express and understanding other purposes. One of the languages that is applied in some countries is English. It has significant role ether in educational or technological world.

English becomes very important in the globalization era. English is learned in many people in this world. In education English it becomes a compulsory subject in every level of education start from junior high school to senior high school. English has become one of the most important languages for many years, Zahra, (2013). And in addition, it this only applied in specific event for instance, as international seminar and English speech contest.

Listening, speaking, reading, and writing are very important skills by language learners. One of significant skill that is needed to be learned is speaking. And then speaking is reflection of a peoples' language ability. Speaking is a productive skill; it could not be separated from listening. When we speak we can produce the text that it should be meaningful. In the communication we can find the speaker, the listener, the message, and the feedback.

Speaking is an essential skill in human communication. it is one of the skills beside listening, reading, and writing that should be mastered by those who learn English. Nunan

(2003) cited by Rahmawati (2013 : 1) states that mastering the art of speaking is the single most important aspect of learning a second or foreign language and success in measured terms of the ability to carry out a conversation in the language. By mastering speaking, it was easy for the students to communicate and share information.

Hot seat game is technique that can be used for teaching speaking. Styawan (2011:29) states that Hot seat game is a very exciting game that involves physical movement and concentration. Through this research, the researcher wanted to adopt a technique was applied in the hot seat game. It was seen as an active learning process that bring students to learn more through a process constructing and creating, working in a pair of group and also sharing knowledge. Therefore, hot seat game is one of precise activities for language learning process because it developed students in a variety of cognitive and linguistic ways.

The purpose of this research was to determine the impact of hot seat game to increase the students' speaking ability. Based on the argument in hot seat game that have been write above, the researcher believe that hot set game have an effect to increase students' speaking ability. Therefore, the writer interested to do the research entitle " The Effect of Hot Seat Game to Increase Students' Speaking Ability to the Seventh graders of SMP Pangudi Luhur Sukaraja".

METHOD

This type of research is quantitative, and the method that used in this research is experimental method. The researcher method is defined as a scientific way to obtain data with specific purposes and uses, Sugiyono (2017) . There are kind of experimental methods, namely pre-experimental design, true experimental design, factorial design, and quasi experimental design, Sugiyono (2017) This type of research is quantitative, and the method that used in this research is experimental method. The researcher method is defined as a scientific way to obtain data with specific purposes and uses, Sugiyono (2017). The design involves quasi experimental research. It involved two groups of students with pre-test and post-test design. Quasi experimental design that involved the creation of a comparison group is most often used when it is not possible to randomize individuals to treatment. That experimental design is a research design where the researcher decides whether treatments give a difference for participant in result, Creswell (2012:21). Whereas in control class, the researcher was given pre-test and post-test without giving a treatment. The quasi experimental design can be represented as:

$O_1 \times O_2$
$O_3 \quad O_4$

Where:

O1 : Pretest for experimental group

O2 : Posttest for experimental group

O3 : Pretest for control group

O4 : Post-test for control group

X : Treatment using by hot seat game..

(Sugiyono, 2012:76)

Variables of the research

A research variable (also colled a study variable) is an informal term that means any variable used in research that has some kind of cause and effect relationship. According to, Sugiyono (2019) regarding the relationship between one variable and another, the type of variables in the research can be divided into four, namely, independent variables, dependent variables, moderate variables and intervening variables. In this research consist of two variables, they are dependent variable and independent variable. The independent variable of this research is Hot Seat Game. The dependent variable is students' speaking ability.

Population of research

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions Sugiyono, (2016:80).The population of the research is seventh Grader of SMP Pangudi Luhur present in the table 1

Table 1 the Population of the Research

No	Class	Population
1.	VII 1	22
2.	VII 2	22
	Total	44

(source: SMP Pangudi Luhur Sukaraja 2022 /2023)

Sample of the research

Arikunto, (2013), defines that sample is a set of elements drawn from and analyzed to estimate and characteristics of the population. There are two classes were used as sample. Samples were taken using purposive sampling. According to Sugiyono (2017,p. 124) purposive sampling is a sampling technique with certain consideration. The researcher chooses purposive sampling because students were still lack of speaking ability and the students were believed can be representative population. The sample of this research is presented in the table 2.

Table 2 The Sample of the Research

No	Class	Group	Total
1.	VII 1	Experimental	22
2.	VII 2	Control	22
	Total		44

Technique for collecting the data

The research data was collected by oral test. The researcher gives one item, but there are three choices titles and the students tell in front of the class orally, it should take about 80 minutes. The test used because they are considered the most reliable way of obtaining some information. Arikunto, (2010) defines that a test is a procedural instrument used to fine out or measure something in a situation with techniques and rules. There are two kinds in this research pre-test and post-test. The pre-test was given before the experiment and the post-test was given after the treatment. The different for both groups: in experimental group the researcher was given treatment by use Hot Seat Game, but in control group, the researcher was not given the treatment. Before the test is given to the sample students the test must be tried out its validity and reliability. And then, the test gives to the students do a oral test.

1. 1 Pre-test take control group and experimental group at the first meeting of the research before giving treatment by oral test. The time allocation is 40 minutes. The researcher gives speaking ability test to the students' as the oral test.
2. 2Treatment is giving to experimental group using Hot Seat Game. And treatment gives six times from the second meeting after pre-test until the five meeting in the experimental group.
3. 3 Post-test takes from both control group and experimental group. But, in the point post test of experimental group takes after treatment and the post-test of control group.

Validity of the test

A test can be called valid, if the test measure the object to be measured and suitable with criteria. The validity of the test material was checked by the content validity. It means that the researcher try to develop the test based on materials or topics which gave in the seventh graders of SMP Pangudi Luhur Sukaraja. To know the test items has degree of content validity, the researcher used the table of test specification. It was shown on the table 3.

Table 3 The Specification of Speaking Test

Objective	Test Material	Indicator	Kind of Test	Total Number of titles
To measure the students' speaking ability	Choose one of the titles below and tell in front of the class orally! 1.Handphone 2.Book 3.A cat	The students have to explain it in front of class. To measure students speaking ability in some aspect, they are : Pronunciation, vocabulary, grammar, fluency and comprehension.	Perfor mance test	3

Reliability of the test

According to Arikunto (2010:221), reliability shows in a sense that an instrument is quite reliable to be used as a data gathering tool because the instrument is already good. There upon, a good test should have high reliability besides having high validity. Inter rater reliability was utilized to get the reliability of the test. the criteria of reliability can be seen as follow in table 4:

Table 4. Criteria of Correlation Coefficient Interpretation

Ii interval of coefficient	Ggrade of correlation
0.00 - 0.199	Very low
0.20 - 0.399	Low
0.40 – 0.599	Medium
0.60 – 0.799	High
0.80 – 1.000	Very high

(Sugiyono, 2008:257)

Table 5. The Result of Reliability

Sperman rho	N of Item
0,819	22

Fraenkel and Wallen (2006:161) explained that the reliability should be at least 0.70 and preferably higher. Based on the calculation of try out results, reliability index was 0,819. So, the calculation of try was very high grade. Its means that the writing instrument was reliable and consistent

Technique for Analyzing the Data

1 Scoring of test

The scoring in speaking test applied to find out the students individual scores. The data analyzed by performance testing with the criteria that describe five aspects for speaking ability, there are pronunciation, grammar, vocabulary, fluency and comprehension. The scoring in speaking ability test was shown on table 6.

Table 6. Scoring system in speaking

Aspect	Competency	Score
Pronunciation	have few traces of foreign accent	5

	always intelligible, though one in conscrious of a definite accents	4
	Pronunciation problems necessitate consentrated listening and occasionally lead to misunderstanding	3
	Vary hard to understand because of pronunciation problem, must frequently be asked to repeat.	2
	Pronunciation problem so serve as to make speech virtually unintelligible.	1
Grammar	Make few noticeableerror of grammar or word – order	5
	Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning	4
	Makes frequent errors of grammar and word-order which occasionally obscure meaning	3
	Grammar and word-order errors make comprehension difficult. Must often rephrase sentence and/orr restric himto basic patern	2
	Errors in grammar and word-order so several as to make speech virtually unintelligible	1
Vocabulary	Use of vocabulary and idiom is virtually that as a native speaker	5

	Sometime use in appropriate term and/or must rephrase ideas because of lexical inadequacies	4
	Frequently uses the wrong worse, conversation some what limited because of adequate vocabulary	3
	Misuse of word and very limited vocabulary make comprehension quite difficult	2
	vocabulary limitation so extreme as to make conversation virtually imposible	1
Fluency	Speech as fluent and effortless as that of a native speaker	5
	Speed of speech seems to be slightly affected by language problems	4

	Speed are rather strongly affected by language problems	3
	Usually hesitant, often forced into silence by language limitations. Speech is as halting and fragmentary as to make conversation virtually imposible	2
	Speech is as halting and fragmentary a to make conversation virtually imposible	1
Comprehension	Appears to understands everything without difficult	5
	Understands nearly everything at normal speed, although occasional repetition my be necessary.	4
	Understand most of what is said at slower than normal speed with repetitions	3
	Has great difficultly following what is said. Can comprehend only ” social conversation” spoken slowly and with frequent repetitions	2
	Cannot be said understand even sample conversation English	1

The criteria of scoring for the assessment of speaking test are presented as follows:

Pronunciation :5

Grammar :5

Vocabulary :5

Fluency :5

Comprehension :5

Score = $\frac{\text{The result of score}}{\text{Maximum score}} \times 100$

Maximum score

(Harris ' Scale Rating Score, 1969)

2. Criteria of Score

The criteria of score used to interpret whether the students are consider excellent, very good, good, sufficient, poor and very poor. It could be seen below:

Table 7 Criteria of scoring

Percentage range	Level of Achievement
86-100	Excellent
71-85	Good
56-70	Enough

41-55	Poor
< 40	Very poor

(Aikunto, 2013: 139)

RESULTS

Statistical Analysis

Test of normality and homogeneity

Table 8 Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Using Hot Seat Game	,158	22	,160	,914	22	,056
Not using game	,157	22	,170	,929	22	,117

Lilliefors Significance Correction

Based on the calculation of statistics above, the result of normality test showed the significant value of speaking ability using Hot Seat Game was higher than 0.05 level, which has 0.160, it meant that the distribution of the data in speaking ability using Hot Seat Game was normal. Meanwhile, speaking ability using conventional game has a significant value 0.170, which was also higher than 0.05. It meant that the distribution of the data speaking ability using conventional game was also normal.

Table 9 Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
,181	1	42	,673

According to the table 18 above, the calculation of Levene Statistic used SPSS 21, it was found that the value of sig. was .673, it was higher than value of sig. (0.05). So, it meant that the sample taken from experimental and control group were homogeneous. **Table 10 Independent Samples Test**

		Levene's Test for Equality of Variances		t-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post test	Equal variances assumed	.101	.873	5.219	42	.000	16.545	3.170	10.148	22.943
	Equal variances not assumed			5.219	41.868	.000	16.545	3.170	10.147	22.944

According to Sudjiono (2008: 308) to test the hypothesis will be tested through the table of criteria of value of t-table. if $t_{\text{obtain}(t_{\text{obt}})$ more than the critical value of t- table, so the alternative hypothesis is accepted and null hypothesis is rejected. If $t_{\text{obtain}(t_{\text{obt}})$ lower than the critical value of t-table, so the alternative hypothesis is rejected and null hypothesis is accepted. Based on the table I9 above, the value of $t_{\text{obtained}} = 5.219$ is higher than $t_{\text{table}} = 2.000$. The value of sig. (2 tailed) = 0.00 less than the value significance level (0.05). Finally, the researcher concluded that Alternatif Hypothesis (H_a) of this research was accepted and Null Hypothesis (H_0) of this research was rejected.

DISCUSSION

Based on the findings above, it could be interpreted that teaching speaking ability use Hot Seat Game enable them to got better score. It meant that speaking ability was effective to improve students' speaking ability. It could be seen from average score in post-test of experimental group was 66,91 and average score in post-test of control group was 50,36. the t-obtained was 5.219 and the critical value in the t-table was 2.000.

On the other hand, the result of t-obtain was higher than t-table ($5.219 > 2.000$) and the value of sig. (2 tailed)=0.00 less than the value significance level (0,05). It could be interpreted that H_0 was rejected and H_a was accepted. It mean that there was any significant differences between students who were taught by using Hot Seat Game and students who were taught by using conventional game of the seventh graders of SMP Pangudi Luhur Sukaraja

CONCLUSION

Based on the findings in previous chapter, Independent Sample t-test of the post-test score in the Experimental and Control group gave the value of t-obtain was 5.219 and the value of Sig (2-tailed) was 0.00, it meant that the value of t-obt was 5.219 higher than t-table = 2.000 with df was $(n-2) = (44-2) = 42$, and value of Sig (2-tailed) was less than the value of significance level ($\alpha = 0.05$). the Null Hypothesis was rejected and Alternative Hypothesis (H_a) was accepted. It can be concluded there was any significant difference between student who were taught by using Hot Seat Game and student who were taught by using conventional game of the seventh graders of SMP Pangudi Luhur Sukaraja.

From the data, it was also found that the student can reduced their problem in speaking ability since Hot Seat Game applied in their classroom. By using Hot Seat Game, one of strategy can solve their problem of speaking ability and the game good strategy to get better understand about the material.

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