

## **CHAPTER I**

### **INTRODUCTION**

This chapter contains the background of the study, the reasons for choosing the topic, question of the research, the objective of the study, the hypotheses, the limitation of the study, the significance of the study, the definition of the key terms, and the organization of the study.

#### **1.1. Background of the Study**

The English has become a very important language in the world and it is a very widely-used language to communicate all over the world as well as something significant in teaching learning process. It is important to find information by online, in order to optimize communication with foreigners, and to understand others, and to find jobs. English has an important role in all things in life including economy, technology, education and international relationship. In education, English has become the primary language of communication. It is spoken by millions of people all over the world. Gence (2007:6) states that there are four skills which are needed for completing communication. They are listening, speaking, reading, and writing. Speaking is one of the essential skills in language learning besides the other skills, such as listening, reading, and writing skill.

Cameron (2001) states that speaking is an expression of meaning on active language action and to understand the other person. Moreover, it is known as an interactive, social, and communicative event of contextualized. That is why

students also necessary to know that how the language will use in the proper context as well as Martinez and Juan (2006) mention that speaking about how to produce speech that requires learners to process the knowledge in term of linguistically connection and also pragmatically appropriateness. It is also in line with Bryne (1998:8), that speaking is a two way process between speaker and listener and involves the productive skill of speaking and the respective skill of understanding. To sum up, speaking is an interactive process of involving two participants between the speaker and the listener, which is in the process of conversation can be measured through conversations with the aspects of language which are obtained through the interaction between either.

In this case, many strategies to increase the ability in speaking. Students need more opportunities to solve problems, have more self-confidence, critical thinking, more creative, easy to customize, and proactive. They will understand and share their ideas and experiences at the learning situations. Several factors and triggers of the condition they are afraid of making mistakes due to lack of vocabulary that they have. One cannot speak well when he lacks of having vocabulary. The second, the atmosphere of class does not encourage student to speak English. It caused teacher cannot manage the class well then make student bored. Fahruazzi (2002:60) mentions that the goal of classroom management is to create a classroom atmosphere conducive to interact in English in meaningful ways. Third, the topic is not too interesting. Student will say nothing when they think they are not interested in. In strategies which are used to enhance the ability of students' speaking skill they can be done in various ways, not only the content

of learning materials but also the conditions and atmosphere of the class room is also influential in the teaching learning process. So they can be more active, comfortable, and confident.

In teaching speaking, Hot Seat can be used in the classroom as an active way to teach speaking. Moore (2005:45) proposes that Hot Seat is a valuable strategy that will aid delivery of the learning goals. Moreover, Borich (2004) mentions some its purposes, they are: it helps other people know more about character, it creates interest and motivates participation in a class, it encourages students to express their thoughts or ideas as well as to help them clarify their thoughts or ideas, and it helps evaluate, diagnose, and check students' preparation and understanding of the material as well as the knowledge students bring into the class. In line with Reed (2005), that Hot Seat is a strategy to stimulate speaking for the purpose of finding out more information from others. It means that students conduct interviews activity in the classroom among the person on the Hot Seat and other students in the classroom.

For beginners as well as for students of grade ten, giving the simple topic can encourage them to speak English more. One of the topics that can be applied in the grade ten is narrative text. Narrative text can also be taught to enhance the ability of speaking. Here, the students practiced to tell something about a story of legend. Conducting Hot Seat in teaching spoken narrative text supported the ability of their students by using ideas, questions, and opinions.

However, the researcher thinks that through Hot Seat, it will be so attractive and cheerful. Students can quickly and surely to think and get answers

from the teacher, so that students can be expected to spontaneously improve their speaking ability. In line with this condition, Baker and Westrup (2005:16-17) state that fun learning means students take more active part in this lesson and involves teaching and learning through a variety interesting and guided learning. In other words when students feel fun, enjoy and comfort during learning process they will catch maximum the lesson material.

As a result, the researcher was conducted an investigation about *The Effectiveness of Hot Seat to Improve Students' Speaking Skill (The case of the Tenth Grade Students of Natural Science of SMA 2 Kesatrian in the Academic Year of 2017/2018)*.

## **1.2. Reasons for Choosing the Topic**

The researcher choses the title of “The Effectiveness of Hot Seat to Improve Students' Speaking Skill (The case of the Tenth Grade Students of Natural Science of SMA 2 Kesatrian in the Academic Year of 2017/2018)” with consideration.

1. Researcher thinks that through hot seat, it was so attractive and cheerful in English learning. By combining narrative text and the Hot Seat strategy, students are expected to improve their speaking skill.
2. At the time of training the teaching practice at Senior High School in particular of the tenth grade of Natural Science, in the learning teaching process the students could only speak according to the written words without knowing how to read the appropriate and the

correct ones, as well as the students explained that those words were never heard before so that they were difficult to pronounce. Hence, the students need a new strategy to learn English, for example Hot Seat.

### **1.3. Question of the Research**

The core of problem that bases on description above is:

“Is it effective to use Hot Seat strategy to improve students’ speaking skill of the tenth grade of SMA 2 Kesatrian?”

### **1.4. Objective of the Study**

In this research aims:

“To prove whether or not the use of Hot Seat strategy is effective to improve students’ speaking skill of the tenth grade class of SMA 2 Kesatrian.”

### **1.5. Hypotheses**

The hypotheses formulated by researcher as follow.

1. Null hypothesis (H0): there is no effectiveness in using Hot Seat strategy to improve students’ speaking skill.
2. Alternative hypothesis (H1): there is effectiveness in using Hot Seat strategy to improve students’ speaking skill.

### **1.6. Limitation of the Study**

There are two aspects that are limited in the research.

1. The research used Hot Seat to improve students' speaking skill.
2. The study applied in the tenth grade students at SMA 2 Kesatrian in the Academic Year of 2017/2018.

### **1.7. Significance of the Study**

The researcher hopes that the study will be able to develop the capability of students' speaking skill in the reasons as follow:

1. Practical significance

The researcher hopes that the teachers can understand what the students need in the teaching learning process to increase the capability of their speaking skill through the Hot Seat strategy.

2. Pedagogical significance

The researcher creates the creativity in teaching learning process with interesting things, so the teachers and students can apply in the classroom through the Hot Seat strategy.

### **1.8. Definition of the Key Terms**

To avoid any misunderstanding about the terms used in this study, there are two key terms as follows:

1. Reed (2005) explains that Hot Seat is a strategy to stimulate speaking for the purpose of finding out more information from others. It means that students conduct interviews activity in the classroom

among the person on the Hot Seat and other students in the classroom. It is a competitive and cooperative game where players or teams race to be first to reach the goal and work together towards a common goal. So this game can improve students' speaking ability and it is more confident to express what they expect.

2. Cameron (2001) argues that speaking is an active action of language to express meanings and to make understand them. Moreover, it is known as an interactive, social, and contextualized communicative event.

### **1.9. Organization of the Study**

In this final project, the researcher separates into three parts, they are: Chapter 1, Chapter 2, Chapter 3, Chapter 4, and Chapter 5.

Chapter 1 which consists of the background of the study, the reasons for choosing the topic, the research question, the objective of the study, the hypotheses, the limitation of the study, the significance of the study, the definition of key terms, and the organization of the study.

Chapter II the researcher presents review of related literature. It consists of speaking, the interactive speaking, the roles of teacher in speaking, the narrative text, the Hot Seat strategy, and the review of previous studies.

Chapter III the researcher presents research method. It consists of the research design, the subject of the research, the variable of the study, the

instrument of the study, the validity of the study, the reliability of the study, the procedure of data collection, and the technique of data analysis.

Chapter IV the researcher presents the school profile, the subject of the study, the validity and reliability of the research instrument, the pre-test analysis, the treatment, the post-test analysis, and the discussion of the research findings.

Chapter V the researcher presents the conclusion and suggestion about the result of research which was conducted and explained in the previous chapter.