

**Using ‘Hot Seating Strategy’ to Teach a Descriptive Text  
in Speaking Class of Senior High School**

**Paper**

*Submitted as a Partial Fulfillment of the Requirements  
for Strata One (S1) Degree*



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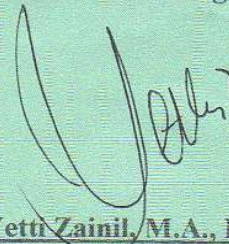
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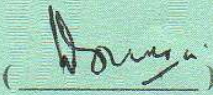
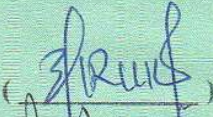
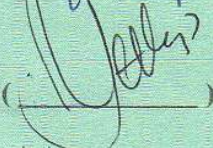
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## ABSTRACT

**Primayadi, Pertiwi Putri (2018).** “Teaching ‘Hot Seating Strategy’ to Teach a Descriptive Text in Speaking Class of Senior High School”. *Paper*. Padang: Bachelor Program (S1) of English Language Education of Language and Art Faculty, State University of Padang, 2018.

Based on the writer’s experience, many students have difficulties in speaking, especially descriptive text. Considering this problem, an alternative teaching strategy is needed to help students improve their speaking skill in terms of describing something. That is why this paper is conducted. It is aimed at explaining how to use an educational drama game which is called hot seating strategy in teaching spoken descriptive text to senior high school students. Before implementing this strategy, the teacher needs to prepare a “hot seat”. Hot seating strategy is conducted by dividing students into several groups of four or five. After that, the teacher takes the hot seat and puts it in front of the class. Then, one representative member of the group sits on the hot seat, not facing the board. Next, the teacher writes down the name of people, tourism places or famous historical places on the board. The members facing the board have to describe the words written on the board. Finally, the one on the hot seat guesses what is being described. It is believed that this strategy can help many students improve their speaking skill in describing something.

**Keywords:** *speaking, descriptive text, hot seating strategy.*

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Padang, July ..... 2018

The Writer

## **DEDICATION**

*All of my work is dedicated to my parents; Jhon Kenedi, S.Pd. and Supriyati,  
S.Pd. –who have inspired, supported and protected me.*

*I couldn't have done it without them.*

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Nowadays, the world lives in the age of globalization. English has become the most significant language in the world. It is used internationally to communicate, share, take, and give information and knowledge to others. English plays a crucial role in the development of the world; including economy, international relationships, technology and education. The development of science and cultures are also the development which cannot be separated from the use of English. Therefore, every nation should equip their citizens with the ability to use English.

There are a number of ways that can be used to learn English. One of the ways is through education. In education, English has become the primary language of communication. It is spoken by millions of people all over the world. Since English might be a foreign language in some countries, education is considered the best way to learn English. Yulianti (2014:1) states that, "In Indonesia, English is learnt as a foreign language and as one of compulsory subjects that should be learnt by students, especially in the secondary school level, such as in junior and senior high school".

When it comes to learning English, there are four skills that students are required to have. According to Yulianti (2014), people are considered to have mastered English when they have four skills consisting of receptive skills (listening and reading) and productive skills (speaking and writing). Those skills are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication.

According to Morehouse (2017), listening is the first language skill to be acquired. It is known as a receptive skill or a passive skill. It requires people to use ears and brain to comprehend the language as it is being spoken. The second skill to be acquired is speaking. It is known as a productive skill or an active skill. It requires people to use vocal tract and brain to correctly produce language through sound. The third skill that should be acquired is reading. It requires people to use eyes and brain to comprehend the written form of spoken language. The fourth language skill to be acquired is writing. It requires people to use hands and brain to produce written symbols that represent spoken language.

The status of English on the international level is a major factor that contributes to the increase in the importance of learning English in Indonesia. As a matter of fact, English has become an important asset for anyone seeking employment in business, industry or technology. It can be seen that one of the aims of teaching English in senior high schools is to enable students to

communicate in English so that they become able to enroll in the labor market and to cope with the challenges of higher education as well. Thus, the need for equipping Indonesian EFL senior high school students with effective speaking skills has arisen.

In real life communication, being able to speak English is very important. As Maxom (2009) states, people cannot overcome a language without having the ability to speak it. Speaking enables people to communicate and send their messages to other people from different countries. They also can build a good relationship in business, technology, and education. Speaking has been one of the basic skills that requires communicative competence, pronunciation (intonation, stress, and pitch), grammar, vocabulary, fluency, accuracy, and comprehension.

Speaking is a complex skill where a speaker and a listener interact with each other in an active process. According to Chaney (1998), speaking is the process of how people establish and communicate their messages by means of verbal and non-verbal symbols in certain settings. Speaking refers to a tool which learners can communicate with others to achieve certain goals or to express opinions, intentions, hopes and viewpoints. In almost any setting, speaking is the most frequently used language skill. Rather than writing and reading, most people tend to speak more. That is why having good speaking skills is very crucial. Speaking has been one of the skills that senior high school students are required to have.

Based on the 2013 Curriculum syllabus, one of the speaking skills that students learn in school is describing something. To describe is to report details about something either out loud or in writing. To describe out loud means describing orally. Based on the writer's experience in Senior High School Number 1 Painan, the problem faced by most students is speaking regarding monologue text, especially descriptive text. Many students have difficulties when they are asked to describe something orally because the teacher tends to teach spoken descriptive text by showing pictures and then ask the students to describe them which is very boring for most of the students. Ruso (2007), in Widia (2014), states that most students are not interested when teachers teach them by only lecturing all the time. Many of them end up having no interest towards the lesson.

Considering the problem, an alternative teaching strategy is needed to encourage and motivate students in speaking class in terms of describing something. As Wallace, Stariha and Walberg (2004) state, teachers should provide the opportunity for students to practice their speaking skills in the classroom. There are many strategies that can make many students speak fluently in the classroom. Koltai (2012) mentions some of them including chain fairytales, 20 questions, the memory, and hot seat. These strategies are in the form of games.

Since many senior high school students love to play, they tend to prefer learning through games. Game has been one of effective ways to

improve students' communicative skills. Aziza (2013) mentions that many people have been using games for English language teaching to avoid students from stress upon studying, to recall things well and quickly, to make them feel competitive and interested, to gain motivation, and to understand the lesson easily. This means that through games, many students can learn without having stress from the lesson and make them enjoy the teaching-learning process. All of the students in the classroom can take a part in the game. It can provide an opportunity for students to speak.

According to Rachmawati (2013), one of the appropriate strategies in the form of game for senior high school students is called "hot seating strategy". It is considered as an educational drama game. This strategy enables students to improve their speaking skill in describing something. It is in the form of game that many students might have an interest in. By using this strategy, the teaching-learning process in school can be more fun and not boring.

Moore (2005) proposes that 'hot seating strategy' works as a tool to help teachers reaching the learning objectives. By using this strategy, the learning goals can be fulfilled. In addition, Borich (2004) mentions some other purposes, including to help people understand more about character, to make students interested and motivated to learn in class, to encourage students expressing what's on their mind, and to help evaluate students' development

and comprehension about the materials. These functions can encourage students to speak English more fluently.

### **B. Limitation of the Problem**

There are many teaching models that can be used by teachers in teaching speaking of descriptive text. In this paper, the writer limited the discussion on how to use hot seating strategy to teach a descriptive text in senior high school.

### **C. Formulation of the Problem**

The problem is formulated as follows :

“How is the hot seating strategy used in teaching speaking of descriptive text to senior high school students?”

### **D. Purpose of the Paper**

The main purpose of this paper is to explain how to use an educational drama game which is called hot seating strategy in teaching speaking of descriptive text to senior high school students. In addition, the writer hopes that this paper could be helpful for teachers in teaching students a descriptive text and also encourage their motivation to speak.

## CHAPTER IV

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Speaking is a tool that can be used to communicate with others in order to achieve certain goals or to express opinions, intentions, hopes and viewpoints. In almost any setting, speaking is the most frequently used language skill. However, based on the writer's experience in Senior High School Number 1 Painan, the problem faced by most students is speaking. Many of them find it hard to speak monologue texts, especially descriptive text. Considering the problem, an alternative teaching strategy is needed to encourage and motivate students in speaking class in terms of describing something. Some researchers such as Borich (2004) and Moore (2005) propose hot seating strategy because it can help teachers reaching the learning objectives.

Hot seating strategy is conducted by dividing students into several groups of four or five. After that, the teacher takes a hot seat and puts it in front of the class. Then, one representative member of the group sits on the hot seat, not facing the board. Next, the teacher writes down the name of

people, tourism places or famous historical places on the board. The members facing the board describe the words written on the board. Finally, the one on the hot seat guesses what is being described. There are several advantages found from implementing this strategy to teach a descriptive text in senior high school. First, it encourages communication. Second, it allows students to express their ideas freely. Third, it helps students improve their cognitive development.

## **B. Suggestion**

Based on the discussion, it is suggested for teachers to use appropriate teaching strategies to encourage and motivate students in speaking class in terms of describing something. Hot seating strategy is one of which. According to Borich (2004), it can make students interested and motivated learning in class, encourage students expressing what's on their mind, and help evaluate their development and comprehension about the materials. Before implementing this strategy, teachers should do some preparation. They need to choose the appropriate teaching material and media, prepare a "Hot Seat", understand the topics to be discussed in the classroom, make a lesson plan, and consider the time allocation for conducting the teaching-learning process.

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