

The Effectiveness of Using Hot Seating Model In Teaching Speaking Skill at MA NW Tanak Beak Barat In The Academic Year 2023/2024

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ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui keefektifan penggunaan model hot seating dalam pengajaran keterampilan berbicara siswa di MA NW Tanak Beak Barat. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian pre-experimental. Sampel penelitian kelas sepuluh terdiri dari 29 siswa 18 perempuan dan 11 laki-laki. Instrumen penelitian yang digunakan adalah tes oral speaking dengan pre-test dan post-test. Dalam pengumpulan data peneliti menggunakan pre-test, post-test, wawancara, kuisioner dan dokumentasi. Sedangkan untuk analisis data, peneliti menggunakan rumus uji sampel berpasangan yang dihitung menggunakan SPSS versi 20 untuk mengetahui hasil pre-test dan post-test. Berdasarkan hasil penelitian yang sudah dilakukan dapat dijelaskan bahwa penggunaan model hot seating mempunyai pengaruh dalam pengajaran keterampilan berbicara siswa. Hal ini terlihat dari hasil uji t sampel berpasangan dimana Sig (2 tailed) memperoleh nilai 0.000 yang berarti lebih kecil dari nilai significant 0.05. H_0 diterima dan H_a ditolak. Berdasarkan hasil tes tersebut, dapat disimpulkan bahwa model hot seating mempengaruhi keterampilan berbicara siswa. Hal ini berarti, terdapat pengaruh yang significant dari penggunaan model hot seating dalam pengajaran keterampilan berbicara siswa.

1. Introduction

In this globalization era, English is the language of the international communication. Even though English is not the most spoken language in the world, it is the official language in 53 countries and is spoken as first language by around of 400 million people in the worldwide. But that is not all, it is also the most common language in the world. Meanwhile, in Indonesia English become foreign language. English language is very important in human life. English is one of the languages that are widely used in every aspects of life such as science, education, business and entertainment. Recognizing the fact English is important in the future, learning English as early as possible must be implemented in school which is one of the efforts to increase individual competence in learning English.

Moreover, for the future competition faced by other nations, graduates of a school must not have productive competence but also have English competence. To be proficient and mastering English is certainly not easy because students are required to master the four English skill that must be learned in English those are speaking skill, writing skill,

listening skill and reading skill. One of the four skills, speaking is considered very important because it can be seen and applied directly to someone who speaks English. Speaking plays an important role in learning foreign language, by mastering speaking skill, people will be able to share their opinion, idea or anything with anyone whether they are local people or native speaker orally. Speaking is an interaction of thought, idea or feeling between two or more people, it is a productive part of teaching and learning process. This will be important for students in everyday lifestyle. For example: describing something, telling something with others, complaining to others, discuss something with others and conversing with native speaker is tool of commerce. Speaking is an important part of everyday interactions and often a person's first impression is based on his or her ability to speak fluently and comprehensively. However, speaking is not an easy thing for students in the classroom.

At the school especially in English foreign language classroom, speaking English is still become a problem for the students. According to Zhang (2009:91) states that speaking remains the most difficult to master for the majority of English learners and they are still incompetent in communicating orally in English. In fact, students usually feel anxious when asked to speak in English, they are shy to speak in English in front of their friends because they don't know how to speak and pronounce the word. Actually, they are lack of vocabulary. MA NW Tanak Beak is one of the private senior high school at Tanak Beak Barat that applies 2013 Curriculum (K13). It served as a guide for this school's teaching and learning methods, which included the study of English. The pupils spend an hour learning English twice a week for 45 minutes each time. In speaking, listening, writing, and reading are the four language abilities that students studying English are required to acquire. A student is regarded to have successfully completed the English subject in accordance with the 2013 curriculum if they achieve the minimal standard criteria score (KKM) established by each school. For the academic year 2023, MA NW Tanak Beak Barat determines 65 for the English KKM. It means that in order to pass the English subject, the students must score at least 65. For most of students, especially those who are enrolled at tenth grade at this institution.

Based on the researcher observation, the researcher found that most of the students had difficulties in speaking English, it means that some students still having difficulties in achieving the KKM especially in English subject. The researcher conducted a primary study by interviewing several students in the class. The researcher found problems such as, students were less able to speak English, students were not able to use English in short conversations, lack of motivation to learn English, lack of vocabulary mastery, and most students were not interested in learning English, and they are afraid of making mistakes. Meanwhile, the condition of the teaching and learning process was not active. The students seemed less enthusiastic in learning English, especially in speaking. There are several factors that cause problems in students' speaking skills such as student interest, media and techniques or methods used by teacher in the process of learning English that are less precise. Teachers still apply conventional methods in the teaching and learning process in the classroom. The conventional method focuses more on teachers who play an active role in the teaching and learning process, thus making the teaching and learning process less communicative. In these problems, it takes the right method or strategy to deal with the problem. Nowadays, there are many methods or

strategies that can be used by teachers as learning media especially in speaking. This aims to increase students' interest and understanding in learning English, especially in speaking.

Based on the problem above, that all the reason why the researcher chooses this school to be a place to do a research. In this school, the researcher implemented hot seating model in teaching speaking skill. Hot Seating model is one of a strategy in which the character or characters played by the teacher or students are interviewed by other group members. This activity invites students to tell about certain events, explore motivation and various perspectives or experiences related to themes, topics, events, or ideas. Hot seating has many great benefits. It helps others to know about character it creates interest, motivates participation in class. Encourage students to express their thoughts or ideas as well as to help them in clarifying their thoughts or ideas. Before implementing this hot seating model, the teacher needs to prepare a "hot seat". The hot seat is carried out by dividing students into several groups consisting of four or five people. After that, the teacher took a hot chair and placed it in front of the class. Then, one representative of the group members sits on the hot seat, not facing the board. Next, the teacher writes the names of famous people, tourist attractions or historical places on the blackboard. The member facing the council must explain the words written on the board. Finally, the person sitting in the hot seat guessed what was being explained. It is believed that this strategy can help many students improve their speaking skills in describing something. Based on description above, the researcher can have concluded that hot seating strategy has a big impact on students learning English subject especially in speaking. Hot seating has important role in improving students' speaking skill in the classroom. Therefore, the researcher interested to investigating above description into a research entitled: "The Effectiveness of Using Hot Seating Model in Teaching Speaking Skill at MA NW Tanak Beak Barat in the Academic Year 2023/2024".

Speaking is one of the four skills in language learning. Speaking is a word with more than one meaning such as accuracy, fluency, encouragement, strength feelings, idea and communicative opinion with other people orally. Therefore, speaking activities have to be mastered by students in helping them to achieve the learning goals and to communicate well. Actually, there are many definitions of speaking from experts. According to Paneerselvam and Mohammad (2019) states that speaking is one of the essential skills in acquiring a language, this skill take priority over other skill. It means that speaking is strengthens interpersonal connection if it is used correctly in social situation. The significance of speaking is not only in the classroom but also in real life situation.

Aspects of Speaking Skill

The main goal in teaching the productive skill speaking is to develop the ordinary voice to express his feeling and ideas using appropriate students speaking competence. It means that someone can speak fluently, grammatically correct and understandable or the listener. To measure speaking competence there are five aspects of speaking competence. According to Wipf (in Putri (2021), there are at least five aspects of speaking skill concerned with pronunciation, comprehension, grammar, vocabulary and fluency.

Types of Speaking Skill

There are some strategies and methods for teaching speaking skill. In teaching English speaking skill for English foreign language, learner's teachers have their own way so that their learners can practice in front of the class. This is depending on that will be though by the teacher. According to Brown (2007: 327) states that there are five types of speaking skill, as follows: Imitative, Intensive, Responsive, Interactive, and Extensive.

Teaching Speaking

Teaching is the activity to transfer the material from someone to another. Teaching is relationship or interaction between the teacher and the students in process to transferring knowledge in order that the students are able to apply their knowledge in their daily life. Teaching speaking for the students is considered the most challenging by some expert since students in this level little knowledge of the target language. The English teaching in senior high school in Indonesia has purpose of developing the student's communicative competence which covers of four language skill those are: listening skill, reading skill, writing skill, and speaking skill. The students are exceptive to speak and communicate in English in everyday life. Therefore, to achieve the goal, teaching of that four language skill should be proportional.

The teachers should improve both the students' receptive and productive skill equally. Teaching speaking is important in learning process. The teacher need to encourage the student participation and also the teacher should support the students to always practice in speaking English. In order to make their English speaking ability can use to interact with other in daily life. According to Richards (2012: 32) teaching speaking is conducted in the target language can engage effectively in the discourse of an academic environment I they have good speaking ability. It means that teaching speaking is something that cannot leave in second language learning. In other hand, teaching speaking is a part of second language learning that will be taught by the teacher specially to improve speaking skill.

Hot Seating

A hot seating is a part of the interactive and cooperative learning strategy in teaching speaking skill (Zamil, 2010: 22 as cited in Ali, 2020). It invites students to be active in speaking and thinking about the character of someone. Students work in small group or as whole class. Then one of students sits on the "hot seat" and identifies or assume about historical figure or character. According to Catherine (2008: 43) states that hot seat is a conversation in which students allow themselves to be questioned by the rest of the group and the questionnaires may speak as themselves or in role. It means that, this strategy is a wonderful activity to spur interest in literature and help the students from the opinion about the behavior of characters. According to Syarfuni (2010: 76) states that hot seating is an educational game promotes to practice English without making the students aware that they are asked to practice. The situation not seems like a threat because it is performed in a relaxed and friendly competition atmosphere. Hot seating strategy is an interactive strategy in which students practice speaking and listening activities, as each student get a session to sit in the hot seat in front of other students in the classroom while other students ask a question, and the role of the teacher is to guide students by giving the directions to focus on the question. By means of these the strategy enables students

to create many varied question and the teacher only correct the grammar of student's question (Young, 2008: 2).

Teaching Speaking by Using Hot Seating Model

Hot seating model is educational game that can used to improve students' speaking skill according to four stages: preparation, implementation, evaluation, and follow up (Al-Heela and Ghunaim, 2006). These stages can be summarized as follow:

a. Preparation

In this stage, there are great responsibilities on teacher where they are supposed to know well all the domains of the game, material, rules, time-allotment and relation with curriculum or what the game may achieve. So, hot seat strategy needs to prepare rules.

b. Implementation

In this states, teacher introduce the game by connecting the subject of the lesson with the previous one in order to start the new lesson. The teacher has to notice the individual differences among the learners and maintained the aim of the game toward achieving while implementing the game in order to guide term.

c. Evaluation

In this stage, teachers have to discuss the results of using game and show the benefit of the game. Teachers have to fix and organize the result clearly.

d. Follow up

In this stage, teachers follow up learners to identify the acquired learning experience and provide them with some other games or activities to enrich their educational experience.

2. Method

The type of this research is experimental research which used pre- experimental design with quantitative approach. According to Gay and Airrasian (2000), experimental research is a type of research that can test hypothesis to establish cause-effect relationship. The pre-experimental design has one group pre-test and post-test. Here there are two kinds of test: a pre-test and a post-test. The steps done here: first, the researcher will give a pre-test to the students. Second, the researcher apply hot seating model to the students in the classroom. Third, the researcher will give a post-test to the students to know the effectiveness of the hot seating model.



According to Sugiyono (2005: 108), the type of pre-experimental design of this research is comparing the result after and before giving treatment. The researcher only compare score of pre-test and post-test.

Table 3.1 One Group Pre-Test and Post-Test Research Design

Group	Pre-test	Treatment	Post-test
E	O ₁	X	O ₂

Sugiyono (2005:108)

Explanation:

E = Experimental Design

O₁ = Pre-Test

X = Treatment

O₂ = Post-test***Instrument of the Research*****a. Pre-test and post-test**

The instrument of this research is oral test which applies both in pre- test and post-test. The researcher gives pre-test before treatment and post- test after treatment. Therefore, in the test the researcher invited the students to doing performance in front of the class to describing the picture based on own words as oral speaking test which is related to the syllabus or the material based on the syllabus in the school. According to Brown (2004) states that test is a method of measuring person ability, knowledge or performance in a given domain.

b. Interview

The researcher as interviewer who give several questions to the students as resources persons and who answer question raised by the researcher. To obtain data in the research, interviews were carried out at tenth grade of MA NW Tanak Beak Barat.

c. Questionnaire

The questionnaire is used to measure the learning outcomes given to the treatment. The questionnaire is used to find out how students responded in English learning with implemented hot seating model.

d. Documentation

The documentation that used is photos during the learning process.

Population and Sample of the Research**a. Population**

The population is generalization area consisting of object/subject that have certain quantities and characteristics set by researchers to be studied and the drawn this conclusion Sugiyono (2011: 80). The populations of this research are the students at MA NW Tanak Beak Barat in the academic year 2023/2024 which consists of three classes.

b. Sample

Sample is part of the population that the researcher wants to examine. According to Sugiyono (2011: 81) states that sample is part of the number and characteristics of the population. The data of the sample is taken from the population. Based on the

researcher's observation, the sample of this research is the tenth grade of MA NW Tanak Beak Barat in the academic year 2023/2024.

Technique of Collecting Data

In collecting data, the researcher used oral presentation test data and give individually to the students when they participated in the classroom. The researcher implemented a hot seating model to know the effectiveness of hot seating model in teaching speaking skill at tenth grade of MA NW Tanak Beak Barat in academic year 2023/2024. The procedure of test will be divided in three:

a. Pre-test

Pre-test used to collect the data about students' speaking skill. Ladico et al (2006: 178) states that a pre-test is a test given the experimental treatment. Pre-test is done before treatment process to know the students' speaking skill before taught by hot seating model.

b. Treatment

After giving pre-test, the researcher gave treatment to the students using hot seating model in the classroom. The purpose of the treatment is to help students to understanding English test, especially in teaching speaking skill. The treatment of the research that conducted in six meetings which meeting needs 90 minutes.

c. Post-test

Post-test used to collect data about students' speaking skill in descriptive text. Post-test hold after all treatments is done. A post-test is a measure on some attribute or characteristics that is assessed or participant in an experiment after a treatment (Creswell, 2008: 297).

d. Interview

The researcher as interviewer who give several questions to the students as resources persons and who answer question raised by the researcher. To obtain data in the research, interviews were carried out at tenth grade of MA NW Tanak Beak Barat.

e. Questionnaire

The questionnaire is used to measure the learning outcomes given to the treatment. The questionnaire is used to find out how students responded in English learning with implemented hot seating model.

f. Documentation

The documentation that used is photos during the learning process.

Technique of Analysis Data

After collecting the data, in quantitative research to analyze the data is by using statistical data analysis. The data that the researcher gets from the field is numerical data and can be formulated using statistical method. In this research, there are three ways to analyses the data as follows:

a. Scoring the data

Analyze the data by using scoring; the scoring is a process of making the students' achievement which was measured by the test. The raters gave speaking score to the students by using scoring criteria. Criteria are statements which describe achievement level and real evidence of learner's achievement in standard quality that wanted. The scoring consists of 1, 2, 3, 4 and 5 points which criteria in every point. A point covered of pronunciation, grammar, vocabulary, fluency, and comprehension. The test was scored by using the rating scores of oral proficiencies scoring categories test by Brown (2003) in table 2.1. Based on rating scoring categories, the researcher used the following formula:

$$SS = \frac{S}{N} \times 100$$

Where:

SS : students score

S : total score

N : Maximum score

Table 3.4 score range and criteria

Score	Criteria
80-100	Very good
66-79	Good
56-65	Fair
46-55	Poor
0-45	Fail

b. Normality test

According to Ghazali (2018: 111), state that normality test is aimed to test whether in the regression model, variable independent and dependent normally distributed or not. A good regression model has a normal data distribution or close to normal, that is the distribution does not deviate to left and right (normal curve). The researcher computed the data by using statistical formula. The formula used was SPSS version 20. The hypothesis formulates are:

Ho: The data do not have normal distribution

Ha: The data have normal distribution

While the criteria acceptance or rejections of hypothesis are:

Ho is accepted if sig (Pvalue) < α = 0.05 and Ha is rejected

Ha is accepted if sig (Pvalue) > α = 0.05 and Ho is rejected.

c. Paired sample t-test

Paired sample t-test is a different test of two paired samples. Sample in pairs are the same subject but the different treatment. This model is used to analyze the research model before and after treatment is given. According to Widiyanto (2013: 35), state that the paired sample t-test is one of the test methods used to assess the effectiveness of the treatment, marked by a difference in the average before and after the treatment is given. It means that the paired sample as the same subject but with different treatment before using hot seating model and after using hot seating model. The researcher used SPSS version 20 to analyze the data. The hypothesis of this analysis formulates are:

Ho: there is no significant improvement after the treatment process

Ha: there is a significant improvement after the treatment process While the criteria acceptance or rejections of hypothesis are:

Ho is accepted if significant value $> \alpha = 0.05$ and Ha is rejected

Ha is accepted if significant value $< \alpha = 0.05$ and Ho is rejected.

This test is to prove whether the research sample before and after implemented the hot seating model has an average significantly or not. The formula is suitable to help the researcher to measure the data in order to get the valid result about the effectiveness of using hot seating model in teaching speaking skill.

3. Result and Discussion

a. Research Findings

In this part, the researcher tried to find the effectiveness of using hot seating model in teaching speaking skill at tenth grade of MA NW TanakBeak Barat. Speaking is one of crucial skill that should be learned in order to acquire English language. One way to teach speaking in fun way is by using hot seating model. The students lacked interest in improving their speaking skill because they have not found an interesting way to use in improving their speaking ability. Finally this research explored to find whether hot seating model is effective in teaching speaking skill and to find whether this model help the students to get higher score if they are taught by using this model or not. In this part shows the description of students' score of pre-test and post- test. From the students „score of pre-test and post-test the researcher analyzes the effectiveness of using hot seating model in teaching speaking skill at MA NW Tanak Beak Barat in the academic year 2023/2024.

a) The Data of Pre-Test and post-test Activity

• Pre-test

The researcher conducted this research at tenth grade of MA NW Tanak Beak Barat. The sample of this research consists of 29 students (18 female and 11 male) which taught by using hot seating model. Before the students received the treatment, the students were given pre-test on Wednesday, 12th of July 2023. The form of pre-test was speaking test that ask the students to practice in front of the class to describing picture based on their own words. The researcher gave three choices of the picture that are described about peoples, things and animals. Based on the result of pre-test above, it described that the quality of the students' speaking skill before giving the

treatment. The average score was 43.27. It means that the students' speaking skill is fair. The main reason is the students feel nervous, fear, shy because limited of vocabularies to build complete sentences.

Table 4.2 **Speaking criteria symbol**

Symbol	Criteria
P	Pronunciation
G	Grammar
V	Vocabulary
F	Fluency
C	Comprehension

• **Post-test**

The post-test was given after the researcher give treatment by using hot seating model with similar task on the pre- test before. The kind of test was oral speaking test that ask the students to practice in front of the class to describing picture. The researcher gave three choices of the picture that are described about peoples, things and animals with different picture. The result of the students' test in post-test was better than test in pre-test before. Based on the result above, the result of post-test is higher than the result of pre-test. The result of the students' post- test described the overall students achieving of their speaking skill. It is describes that the quality of the students' speaking skill after giving treatment is good.

• **The result of pre-test and post-test score**

The result explain that the pre-test and post-test were used to measure the students' knowledge gained after the treatment which implemented by using hot seating model. In addition, to determine the students' knowledge level of their speaking skill. Based on the result above, that the students get the significant improvement to gaining the core before and after giving the treatment. It proved that the students got improvement in their speaking skill by using hot seating model. Based on the raw data the statistic test the resulted the following descriptive statistics as described in the following table:

Table 4.5 Descriptive Statistics of Students Speaking Score in Pre-Test And Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	29	30	65	43.27	6.979
Posttest	29	68	80	73.65	4.345

Valid N (Listwise)	29				
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Based on the descriptive statistics above, it found that the significant improvement can be measured by presented the minimum and the maximum score of pre-test and post-test. The minimum score in pre- test was 30 and the maximum score was 65. And the minimum score in post-test was 68 and maximum score was 80. The mean score of pre-test was 43.27 and the mean score of post-test was 73.65. However, the standard deviation in pre-test was 6.979 and in post-test was 4.345. Before get treatment the students get “Fail” classification, and after doing treatment the students get “Good” classification.

• ***The Students Responses to Application of Using Hot Seating Model***

In this study, the researcher used interviews and questionnaires to obtain information. This section aims to answer the research objectives, to find out the effectiveness of using hot seating model as a teaching method. Through interviews, the researcher asked the students to tell about the difficulties their experienced, experience in the teaching and learning process during learning by using hot seating model as a method of the study. The researcher tries to briefly describe the answers of the information to support the findings of the research. The researcher took 10 of 29 students to be interviewed. The students were interviewed about their responses or comments about the implementation of the Hot Seating. There are some students who get difficulties in speaking skills this is because speaking is rarely done in the classroom. Based on result of the interviews conducted, many of students limited of vocabulary, they still get the difficulties to pronounce the words.

They were not confident to speaking in English, they can not to make good sentences because rarely tried to make short conversation the class. Based on the students learning outcomes above, by using hot seating model as a method of teaching learning to solve the problem. The researcher wants to improve the students' speaking ability. Moreover, the result of the interviewed after implemented hot seating model. The students speaking ability was improved and they more confident to practice with their friends, and their vocabulary mastery improved. Another research instrument used as supporting the data the researcher used questionnaire. From the data was collected from the student's responses through questionnaires showed strong positive responses from the participants. 92.89% of the students think that the use of hot seating in teaching learning process is good because it can help the students to improve their speaking ability in English. The students also show good respond during the treatment activity. From explanation of the result above, it can concluded that the number of students agree is quite high. And this show that hot seating model is preferred by the students.

b. Data Analysis

i. Normality Test

Normality test used to determine the data distribution on particular data variable is normal. This test purpose to examine whether or not the collected data normally distributed. The researcher used SPSS version 20 to calculate the data.

Table 4.6 Normality Test of Pre-Test and Post-Test

Test		Shapiro-Wilk		
		Statistic	Df	Sig.
Score	Pre-test	.909	29	.017
	Post-test	.915	29	.023

a. Lilliefors Significance Correction

Based on the table above shows that the significance value of speaking achievement of pre-test and post-test. The point of the column in Shapiro-wilk in pre-test was 0,017 ($p > 0.05$) it means that the result of the pre-test is distributed normal data. The post-test result based on Shapiro-wilk was 0.023 ($p > 0.05$) it means too that the post-test data is distributed normal. It means that both data are distributed normal.

ii. The Hypothesis Test

Because the data are normal, the researcher decided to use paired sample t-test to determine which hypothesis is accepted, whether H_0 or H_a . The researcher calculated paired sample t-test by using SPSS version 20.

iii. Paired sample t-test

Paired sample t-test is test that used to measure two paired related groups, such as pre-test and post-test score in experiment group. This test is used to measure whether or not both pre-test and post-test are significantly different. The researcher calculated the result of pre-test and post-test by using paired sample t-test. To find out the significant difference in speaking ability before and after treatment.

Table 4.7 Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	43.27	29	6.979	1.296
Pair 1 Posttest	73.65	29	4.345	.807

Table paired sample above shows some of descriptive value from each test. The mean score of pre-test was 43.27 from 29 students. Standard deviation of pre-test was

6.979 from 29 data with standard error was 1.296. The mean score of post-test was 73.65 from 29 students and the standard deviation of post-test was 4.345 and the standard error of post- test was 0,807.

Table 4.8 Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pretest & posttest	29	.851	.000

Based on table of paired sample correlation above, the correlation of pre-test and post-test was 0,851 from 29 students and the significance level was 0,000. It means that there was correlation between pre-test and post-test.

Table 4.9 Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest – posttest	-30.379	3.995	.742	-31.899	-28.860	-40.953	28	.000

The result of paired sample test is determined by significant value, this value is used to determine which hypothesis is accepted. Ho is accepted if the significant value is higher than 0.05 and Ha is rejected. Ha is accepted if the significant value is lower than 0.05 and Ho is rejected. Based on the result above, the value of paired sample test sig. (2 tailed) was $0.000 < 0.05$ it means that Ha is accepted and there is a significant effect of using hot seating model in teaching speaking skill at tenth grade of MA NW Tanak Beak Barat in the academic year 2023/2024.

c. Discussion

To make the discussion clear, the result of the study should be able to answer the problems, which had been stated in the formulation of the problem of this study. The problem is "there effect of using hot seating model in teaching speaking skill at tenth grade of MA NW Tanak Beak Barat in the academic year 2023/2024?" To answer the problem, the researcher had done the treatment about eight meetings with two meetings with pre-test and post-test and six meeting with the treatments. The

researcher gave pre-test with describe the picture based on the students" own word as a instruments of this research to know the students"speaking achievement before gave the treatment, and gave post-test with describe the deferent picture to know students" speaking achievement after theresearcher gave the treatment. Moreover, to analyzed the data the researcher used normality test and paired sample t-test.

This research related of previous findings, Ahmad Syah from UIN Suska Riau (2020). Conducted the result of the study was aimed to investigated how students" speaking skill taught by using hot seating strategy in Enhancing Students" Speaking Skills at SMA Taruna Mandiri Pekan baru. There were 65 students as a sample out from 76 populations. In collecting the data, he used speaking test. He found that teaching speaking ability using hot seating strategy effectively improve students" speaking ability. In this research, speaking as the first assessment, to analyze the data by using scoring; the scoring is a process of making the students" achievement which was measured by the test. The raters gave speaking score to the studentsby using scoring criteria. Criteria are statements which describe achievement level and real evidence of learner" achievement in standard quality that wanted. The scoring consists of 1,2,3,4 and 5 points which criteria in every point. A point covered of pronunciation, grammar, vocabulary, fluency, and comprehension. The test was scored by using the rating scores of oral proficiencies scoring categories test by Brown (2003).

Based on the findings above, the researcher found out that the use of hot seating model gave contribution toward the students" speaking skill. There were significant different score between pre-test and post-test. The researcher found that the students" mean score of the post-test was higher than thestudents" mean score in the pre-test. The mean score of pre-test was 43.27, with the minimum score was 30, and the maximum score was 605. Meanwhile, the mean score of post-test was 73.65 with minimum score was 68 and maximum score was 80. It can be concluded that the students" speaking skill of the test was improved really well after being taught by using hot seating model. In order to determine whether or not hot seating model towards students" speaking skill, the researcher decided to used paired sample t-test. The resultof paired sample test can be seen at table 4.9. It can be seen in sig. 2 tailed that the score was 0.000 which means lower than significant value which was 0.05. So, it can be concluded that Ho is rejected and Ha is accepted indicating that the students" score of speaking skill test is higher after being taught by using hot seating model. The average score from both pre-test and post-test the significant difference, the post-test was improved really well after being taughtby using hot seating model. Moreover, the result of the interviewed after implemented hot seating model. The students speaking ability was improved and they more confident to practice with their friends, and their vocabulary mastery improved.

Another research instrument used as supporting the data the researcher used questionnaire. From the data was collected from the student"s responses through questionnaires showed strong positive responses from the participants. 92.89% of the students think that the use of hot seating in teaching learning process is good because it can help the students to improve their speaking ability in English. The students also show good respond during the treatment activity. In playing hot seating

model, the students participated without realizing that they were actually taking part in learning English. The findings correlated with Syarfun (2010: 76) states that hot seating is an educational game promotes to practice English without making the students aware that they are asked to practice. The situation not seems like a threat because it is performed in a relaxed and friendly competition atmosphere. It can be concluded that the students learned without feeling coercion. They were happy under the atmosphere of playing hot seating model which made them enjoyed to learn English especially in speaking skill. And this findings correlated with Borich (2014) states that hot seating created interest and motivated participation in the classroom. It can concluded the students are found enjoyable, interesting, active and fun when it comes to utter hot seating model. The class atmosphere is very active and comfortable. The students did not feel bored at all because they have a chance to interact with their friends in the classroom,

The students made significant progress in increasing their speaking skill. They knew the meaning of the words, they knew how to make the good sentences, synonym and antonym of the verbs that have been taught. It is proven by the students' achievement of pre-test and post-test was different. Based on the criteria, the score of pre-test was qualified as "Fail". On the other hand, after giving the treatment, the students „score increased. It was qualified as "Average to Good". It shows that there was significant effectiveness of using hot seat model as a new method in attempting to increase students' speaking ability. In this research, the researcher found that there were three factors that might cause and affect the improvement of students' score achievement those are : (1) Students were paying attention to the teacher in learning English by using hot seating model. It was because of interesting game that made them curious. Likewise, Hobbiss (2017) states that attention directly impacts school attainment across the whole spectrum. (2) In the atmosphere of the competition, students tried to win their group so that before the game was started they had prepared themselves with vocabulary. In accordance with, Cagilty, et al (2015, p.39) states that competition in games enhanced learning and motivation of the participants. And, (3) Students heard the taught vocabulary repeatedly, so that they understood more. It is proven by Gibson (2016) states that repetition works well especially for learning speaking skill.

From the result above, it shows that the alternative (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that hot seating model effects students' in speaking ability. The findings of this research indicated that there was improvement of the students in speaking skill which is taught by applying hot seating model at MA NW Tanak Beak Barat and it was significantly effective to use hot seating model in teaching speaking skill at tenth grade of MA NW Tanak Beak Barat in the academic year 2023/2024.

4. Conclusion

a. Conclusion

This research has purpose that to find out the effectiveness of using hot seating model in teaching speaking skill and the research formulation of the problem is there effect of using hot seating model in teaching speaking skill. The researcher used pre-experimental design by using pre-test and post- test in one group. The population of

this research was all the students of MA NW Tanak Beak Barat. Moreover, the sample of the research was tenth grade of MA NW Tanak Barat which was taught by using hot seating model. To answer the problem, the researcher had done the treatment about eight meetings with two meetings with pre-test and post-test and six meeting with the treatments. The researcher gave pre-test with describe the picture based on the students' own word as a instruments of this research to know the students' speaking achievement before gave the treatment, and gave post-test with describe the deferent picture to know students' speaking achievement after the researcher gave the treatment. Moreover, to analyze the data the researcher used normality test and paired sample t-test.

Based on the research findings, the researcher concluded that hot seating model gives the positive effect in teaching speaking skill and hot seating model gives significant improvement in teaching speaking skill at tenth grade of MA NW Tanak Beak Barat in the academic year 2023/2024. It is proved by the increasing of the students' score. The means score of post- test was 73.65 is better than the mean score of pre- test was 43.27. The different score of pre-test and post-test is highly significant. It can proved by the result of paired sample t-test, in sig. 2 tailed that the score was 0.000 which means lower than significant value which was 0.05. It means that H_0 is rejected and H_a is accepted. Moreover, the result of the interviewed after implemented hot seating model. The students speaking ability was improved and they more confident to practice with their friends, and their vocabulary mastery improved.

Another research instrument used as supporting the data the researcher used questionnaire. From the data was collected from the student's responses through questionnaires showed strong positive responses from the participants. 92.89% of the students think that the use of hot seating in teaching learning process is good because it can help the students to improve their speaking ability in English. The students also show good respond during the treatment activity. The researcher concluded that hot seating model is effective in teaching speaking skill at tenth grade of MA NW Tanak Beak Barat in the academic year 2023/2024.

b. Suggestions

In this part, the researcher presents some suggestions of the research for the teacher, the students and other researcher as follows:

- 1) For the teacher, 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 seating model 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
- 2) For the students, it is recommended that students continue to use hot seating model to be method outside in the classroom.
- 3) For other researcher, it is suggest to conduct further researcher related to the topic of hot seating model for teaching speaking skill and more creative to help the students in increasing theirs speaking skill.

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