

**HOT SEAT GAME TO IMPROVE SPEAKING SKILLS OF  
THE FIRST YEAR STUDENTS OF SMK NEGERI 4 MALANG**

**UNDERGRADUATE THESIS**

**BY**

**ALEXANDRA**

**NIM 135110501111044**



**ENGLISH LANGUAGE EDUCATION PROGRAM  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA**

**2018**

**HOT SEAT GAME TO IMPROVE SPEAKING SKILLS OF  
THE FIRST YEAR STUDENTS OF SMK NEGERI 4 MALANG**

**UNDERGRADUATE THESIS**

**Presented to  
Universitas Brawijaya  
In partial fulfillment of the requirements  
For the Degree of Sarjana Pendidikan**

**BY**

**ALEXANDRA  
NIM 135110501111044**

**ENGLISH LANGUAGE EDUCATION PROGRAM  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA  
2018**

## DECLARATION OF AUTHORSHIP

Herewith I,

Name : Alexandra  
NIM : 135110501111044  
Address : Jl.Kerto Pamuji no.71 Malang

Declare that :

1. This undergraduate thesis is sole work of mine and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
2. If at a later time it is found that this undergraduate thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Malang, 23 January 2018




Alexandra

NIM.135110501111044

This is to certify that the undergraduate thesis of **Alexandra** has been approved by the Board of Supervisor.

Malang, 23 Januari 2018

Supervisor

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke, positioned above the printed name.

Dr.Esti Junining, M.Pd.

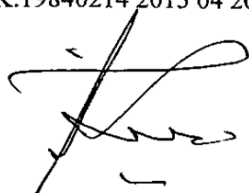
NIP.19720604 200212 2 001

This is certify that the undergraduate thesis of **Alexandra** has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Pendidikan*



Dr.Ive Emaliana, M.Pd, Chair

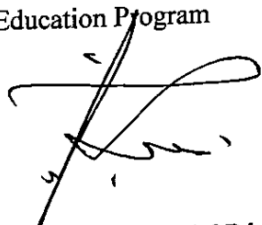
NIK.19840214 2015 04 2001



Dr.Esti Junining, M.Pd, Member

NIP.19720604 200212 2 001

Acknowledged by,  
Head of English Language  
Education Program



Dr.Esti Junining, M.Pd.

NIP. 19720604 200212 2 001

Sighted by,  
Vide-Dean of Academic Affair



Syariful Muttaqin, M.A.

NIP. 19751101 200312 1 001

## ACKNOWLEDGEMENTS

*Alhamdulillahirobbil Alamin*, all praise is due to Allah *Subhanahu Wa Ta'ala*, the Almighty God for His countless love and blessing so that the writer finished her undergraduate thesis.

I would like to express my special gratitude to:

1. Dr.Esti Junining, M.Pd as the supervisor and as the Head of English Language Education Program. Who has guided me during the process of the undergraduate thesis writing. I thank her for all her advice, directions, understanding, and encouragements.
2. For my examiner, Dr.Ive Emaliana, M.Pd, who has given her valuable input for the improvement of this undergraduate thesis.
3. For the headmaster, Dr. H.Wadib Su'udi, M.M, for the English teacher Anis Soviana, M.Pd for giving permission for the writer to conduct the research. And all students of X PD B at SMK Negeri 4 Malang for being contributed and participate in this research.
4. My beloved mother, Kasiswati for giving me strenght, pray, and support to complete this undergraduate thesis. Without her, my life would not have been posible. I love you so much for attend me and never stop to love me every day.
5. For my older sister Yudith and my older brother Brendand also my little sister Rebecca, who always support me, praying for me and loving each other day by day.
6. My beloved alumnus friends of MAN Jombang, Ayun, Indah, Dio, Eny, Dwi, Ika, Tita, Ruska and etc, who always give me strenght to finish this undergraduate thesis.
7. My best friends of "Pejuang Skripsi 2013" we support each other to finish this undergraduate thesis Widy, Rosalia Indah, Hera Rizky, Nila, Lidya Iklima, Maylani, Haeruddin, Faris, and etc.

8. My friends at my boarding house, Agita Putri, Niar Husagi, Ayu, Suci, Michele, and etc.

The last special thank goes to all the writer's friends of English Language Education Program. And hopefully this research can be useful for everyone, especially students who are interested in English and Education.

Malang, 23 Januari 2018

The writer

## ABSTRACT

Alexandra. 2017. **Hot Seat Game to Improve Speaking Skills of The First Year Students of SMK Negeri 4 Malang**. English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Dr.Esti Junining, S.Pd, M.Pd.

**Keywords:** Hot Seat Game, Speaking Skill, Descriptive Text

Hot seat game is a game in which the goal is describing object or the information. Conducting hot seat games in teaching speaking could help the students be more active in speaking English because most students of the first year of X PD B class in SMK Negeri 4 Malang still face difficulties in speaking. Some of the students are embarrassed to speak in front of the class. In other case, it happens because students are not interested in learning English. To overcome the problem in mastering speaking skill, the writer uses hot seat game as a technique in learning process.

This study used a classroom action research design which uses a cycle consisted of four stages which are planning, action, observing, and reflection. During the study, the writer acted as a teacher who implemented the hot seat game in teaching and learning process and the English teacher acted as an observer. In collecting the data, there were some instruments the writer used such as observation checklist, field notes, questionnaire, interview guide, and oral speaking test. The result of this study show that hot seat game can improve students speaking skill. It was dealing with the fulfillment of the criteria of success which had been set by the writer. First, the students passed ( $\geq 75$ ) as the standard minimum score (KKM). The finding showed that the class percentage which passed the KKM in pre-test was 23% and it increased became 83% in the post-test. Second, 75% of the students actively involved in the teaching and learning process. The students' involvement improved from 71% to 96% actively during the leaning process. From this result, the writer concludes that teaching using hot seat game for the first students of SMK Negeri 4 Malang can improve their speaking skill.

Based on the result of this study, as suggestion for the teacher, she must be creative to help the students to improve their English skill by using interesting activity of teaching in order to make the students more motivated and interested in learning process. For the students, they should more learn the English course because English is important to communicate in this era. Hopefully this study can help the students to develop their speaking skill.



## ABSTRAK

Alexandra. 2017. **Hot Seat Game to Improve Speaking Skills of The First Year Students of SMK Negeri 4 Malang**. English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Dr.Esti Junining, S.Pd, M.Pd.

Kata kunci: Permainan kursi panas, Kemampuan berbicara, Teks descriptif

Game kursi panas adalah permainan di mana tujuannya menggambarkan objek atau informasinya. Melakukan permainan kursi berjemur dalam mengajar berbicara bisa membantu siswa lebih aktif dalam berbicara bahasa Inggris karena kebanyakan siswa kelas X PD B di SMK Negeri 4 Malang masih menghadapi kesulitan dalam berbicara. Beberapa siswa merasa malu untuk berbicara di depan kelas. Dalam kasus lain, hal itu terjadi karena siswa tidak tertarik untuk belajar bahasa Inggris. Untuk mengatasi masalah dalam menguasai kemampuan berbicara, penulis menggunakan permainan kursi panas sebagai teknik dalam proses pembelajaran.

Penelitian ini menggunakan desain penelitian tindakan kelas yang menggunakan siklus yang terdiri dari empat tahap yaitu perencanaan, tindakan, pengamatan, dan refleksi. Selama penelitian, penulis bertindak sebagai guru yang menerapkan permainan kursi panas dalam proses belajar mengajar dan guru bahasa Inggris yang berperan sebagai pengamat. Dalam mengumpulkan data, ada beberapa instrumen yang penulis gunakan yaitu lembar observasi, catatan lapangan, angket, wawancara, dan tes ujaran lisan. Hasil penelitian ini menunjukkan bahwa permainan kursi panas dapat meningkatkan kemampuan berbicara siswa. Hal itu berkaitan dengan pemenuhan kriteria keberhasilan yang telah ditetapkan oleh penulis. Pertama, siswa lulus ( $\geq 75$ ) sebagai standar skor minimum (KKM). Temuan tersebut menunjukkan bahwa persentase kelas yang lulus KKM dalam pre-test adalah 23% dan meningkat menjadi 83% pada post-test. Kedua, 75% siswa terlibat aktif dalam proses belajar mengajar. Keterlibatan siswa meningkat dari 71% menjadi 96% secara aktif selama proses pembelajaran.

Dari hasil ini, penulis menyimpulkan bahwa pengajaran menggunakan permainan kursi panas untuk siswa kelas 1 SMK Negeri 4 Malang dapat meningkatkan kemampuan berbicara mereka. Berdasarkan hasil penelitian ini, sebagai saran bagi guru, ia harus kreatif membantu siswa meningkatkan kemampuan bahasa Inggris mereka dengan menggunakan metode pengajaran yang menarik agar siswa lebih termotivasi dan menarik dalam proses belajar mengajar. Bagi para siswa, mereka harus lebih belajar bahasa Inggris penting untuk berkomunikasi di era ini. Semoga penelitian ini dapat membantu siswa mengembangkan kemampuan berbicara mereka.

## TABLE OF CONTENTS

<b>TITLE PAGE</b> .....	<b>i</b>
<b>DECLARATION OF AUTHORSHIP</b> .....	<b>ii</b>
<b>SUPERVISOR’S APPROVAL</b> .....	<b>iii</b>
<b>BOARD OF EXAMINER’S APPROVAL</b> .....	<b>iv</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>ABSTRAK</b> .....	<b>vii</b>
<b>TABLE OF CONTENTS</b> .....	<b>viii</b>
<b>LIST OF APPENDICES</b> .....	<b>x</b>
<b>LIST OF FIGURE</b> .....	<b>xi</b>
<b>LIST OF TABLE</b> .....	<b>xii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
1.1 Background of the Study .....	1
1.2 Problem of the Study .....	5
1.3 Purpose of the Study .....	5
1.4 Significances of the Study .....	5
1.5 Scope and Limitation of the Study .....	5
1.6 Definition of the Key Terms.....	6
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	<b>7</b>
2.1 The Nature of Speaking.....	7
2.2 Assessment of Speaking Skills.....	9
2.2.1 Micro Skills of Speaking.....	9
2.2.2 Criteria of Good Speaking.....	10
2.3 Teaching Speaking.....	12
2.4 Teaching Speaking in Vocational High School.....	13
2.4.1 Teaching Speaking by Using Games.....	18

2.5 Descriptive Text.....	19
2.5.1.....	19
2.6 Hot Seat Game.....	20
2.6.1 Steps of Hot Seat Game.....	22
2.6.2 The Advantages of Hot Seat Game.....	23
2.7 Previous Studies.....	23
<b>CHAPTER III RESEARCH METHOD.....</b>	<b>26</b>
3.1 Research Design.....	26
3.2 Setting & Subject of the Research.....	28
3.3 Research Procedure.....	28
3.3.1 Preliminary Study.....	30
3.3.2 Planning the Action.....	30
3.3.2.1 Lesson Plan.....	31
3.3.2.2 Materials.....	32
3.3.2.3 Criteria of Success.....	32
3.3.3 Implementing the Action.....	32
3.3.4 Observing the Action.....	34
3.3.5 Reflecting the Action.....	35
3.4 Data Collection.....	35
3.5 Data Analysis.....	38
<b>CHAPTER IV FINDING AND DISCUSSION.....</b>	<b>41</b>
4.1 Finding Before Implementing the CAR.....	41
4.1.1 Preliminary Study.....	41
4.1.1.1 The Result of Classroom Observation.....	41
4.1.1.2 The Result of Interview with the English Teacher	42
4.1.1.3 The Result of Interview with the Students.....	43

4.2 Finding During Implementing the CAR.....	44
4.2.1 Planning.....	44
4.2.2 Action.....	45
4.2.3 Observation Checklist and Field Notes.....	51
4.2.4 The Result of Oral Speaking Test.....	54
4.2.5 Reflection.....	58
4.3 Discussion.....	59
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>63</b>
5.1 Conclusion.....	63
5.2 Suggestion.....	64
<b>REFERENCES.....</b>	<b>65</b>
<b>APPENDICES.....</b>	<b>67</b>

## LIST OF TABLE

<b>Table</b>	<b>Page</b>
3.1 Teaching Procedures.....	33
3.4 Observation Checklist.....	36
4.1 The Summary of the result from observation and field notes.....	51

## LIST OF FIGURES

<b>Figures</b>	<b>Page</b>
3.1 Procedure of CAR by Kemmis and Taggart.....	27
3.3 Procedures of Classroom Action Research.....	29
3.5.1 Scoring System1.....	39
3.5.2 Scoring System 2.....	39
4.1 The Result of Students' Pre-Test Score.....	55
4.2 The Result of Students' Post-Test Score.....	56
4.3 The Diagram of the Students' Speaking Skill Improvement.....	57

## LIST OF APPENDICES

Appendix 1. Interview guide for the English Teacher in Preliminary Study.....	68
Appendix 1. The Result of Interview with the English Teacher in Preliminary Study.....	67
Appendix 2. Interview for the Students in Preliminary Study.....	72
Appendix 2. The Result of Interview with the students in Preliminary Study.....	73
Appendix 3. Test Instruments for Preliminary Study.....	78
Appendix 4. Speaking Scoring Rubric.....	79
Appendix 5. Teaching Media and Material.....	80
Appendix 6. Field Notes.....	83
Appendix 7. Interview guide for the English Teacher.....	87
Appendix 7. The Result of Interview with the English Teacher.....	89
Appendix 8. Questionnaire for the Students.....	91
Appendix 9. Result of Questionnaire.....	93
Appendix 10. The Result of Pre-Test and Post-Test.....	94
Appendix 11. The Result of Students' Pre-Test.....	95
Appendix 12. The Result of Students' Post-Test.....	96
Appendix 13. Permission Letter from Faculty Cultural Studies.....	98
Appendix 14. Berita Acara bimbingan Skripsi.....	99