

The Implementation of Hot Seat Technique as a Teaching Technique to Teach Spoken Descriptive Text to The Seventh Graders

THE IMPLEMENTATION OF HOT SEAT TECHNIQUE AS A TEACHING TECHNIQUE TO TEACH SPOKEN DESCRIPTIVE TEXT TO THE SEVENTH GRADERS

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Abstract

This study has aim to describe the implementation of “hot seat” technique in teaching speaking to the seventh graders, to describe e students’ speaking ability after the implementation of hot seat game as a teaching technique to teach spoken descriptive text to the seventh graders and present the students’ responses in implementation of hot seat game as a teaching technique to teach spoken descriptive text to the seventh graders. The researcher uses descriptive qualitative research without any statistical calculation. The result of this study showed hot seat technique could help the students to speak English more especially in describing an object. Hot seat could be applied in speaking class because this technique was effective to help students become effective in speaking English.

Keywords : hot seat, speaking, descriptive text, seventh graders

PENDAHULUAN

Speaking plays an important role in learning foreign language such as in learning English. By mastering speaking English people will be able to share their opinion, idea or anything with anyone whether they are local people or foreigner orally. And also they can interact with people around them. It will help them so much in communication skill considering English influence many aspects of human life.

According to Chenfield (1978:141) “speaking is essential skill to be successful in communication and everyday living society”. Speaking means one skill must be mastered by everyone who learns English because with that skill they are able to communicate with others and gain much more information and knowledge. And also speaking plays an important role in learning. Nunan (1991:3) states that “mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language”.

Considering the importance of speaking skill, many teachers try to train their students to speak well by making English area or English club like in SMP 1 Menganti. They made English club and always follow English Olympiads in order to motivate the students to speak English more. But the problem here is the students who always register in English competition are students in eighth graders only a few participant come from seventh graders. Whereas, seventh graders’ students are expected

to be more active than the senior but the fact they are passive in joining English club.

Teaching a foreign language especially speaking has its own challenges for teachers in every level especially in seventh graders who just graduated from elementary school and need a very strong basic in learning English. Students in these graders are in transition phase and still adapt the new environment and situation. Most of them are too shy to start speaking English if their friends do not speak English too and they do not use English in their daily life. Teacher should motivate them more and more to speak English. In these graders they are expected to be able to speak English more fluently than lower graders. But in fact they cannot speak English well though it is in English lesson. It is a challenge for teachers to promote the students to speak English.

Some factors might influence that condition as they are afraid to make mistake because they have less vocabulary. Chastain (1976:340) states that “vocabulary needed for the students to talk about some aspect of their lives”. 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. Fahrurazzy (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. It is confirmed by Baker and Westrup (2003:5) “students find it difficult to have conversation on a topic that they know little about”.

Furthermore, Hammer (2007:123) stated that there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities- chances to practice real – life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Everyone can see how well they are doing both how successful they are and also what language problems they are experiencing. And finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become.

For that reason, hot seat is chosen to encourage students to be more active in speaking English. In addition this game is a group work so they are increasing the amount of talking for individual students, encouraging broader skills of cooperation and negotiation, promoting learner autonomy by allowing students to make their own decisions in the group without being told what to by the teacher (Harmer, 2002b: 117). That is why hot seat game is applied in this school. They need to study different ways of thinking, communicating and acting in their relationships with others (rivers, 1983:25).

For the beginner like students in seventh graders, giving the simple topic can encourage them to speak English more. The example topic that matches with seventh graders curriculum is descriptive text. Descriptive text also is taught to improve speaking skill. Here students are trained how to describe something in detailed. Pupils should master in describing the simple thing around them. Hot seat game will help teachers so much in order to improve their students’ speaking ability.

Conducting hot seat in teaching spoken descriptive text could help the students to be more active in speaking English because the role play of this game were asked the students to describe the words or pictures which given by the teacher.

Based on the reasons above, the foundations of the study are come up to the surface as the research questions. Those are:

1. How is the implementation of “hot seat” technique in teaching spoken descriptive text to the seventh graders?
2. How is the students’ speaking ability after the implementation of hot seat technique as a teaching technique to teach spoken descriptive text to the seventh graders?

3. What are the students’ responses in implementation of hot seat game as a teaching technique to teach spoken descriptive text to the seventh graders?

This study is conducted to Describe the implementation of hot seat game as a teaching technique to teach spoken descriptive text to the seventh graders, to describe the students’ speaking ability after the implementation of hot seat as a teaching technique to teach spoken descriptive text to the seventh graders and to describe the students’ responses toward the implementation of hot seat game as a teaching technique to teach spoken descriptive text to the seventh graders.

Knowing the importance of mastering speaking, the teacher should have a way to motivate the students to speak English more. The teacher needs to change the way of organizing classroom activities in order to build English atmosphere in class. Usually students always afraid to speak English individually then the teacher should change it into group work.

That statement above was supported by Doff (1990) who stated the different ways of organizing classroom activities:

1. **Pair work:** *the teacher divides the whole class into pairs. Every student works with his or her partner and all the pairs work at the same time.*
2. **Open or public pair work:** *as with the pair work, the class will be divided into pairs, and each pair of students speaks in turn in front of the class.*
3. **Group work:** *the teacher divides the class into small groups to work together, and as in pair work, all the groups work at the same time.*
4. **Whole class activity:** *the whole class takes part into an activity together. An example of this activity is Circle games These games involve the learners sitting in a circle and working as a whole class.*

Hot seat technique was in line with those ways of organizing classroom activities because this technique was applied in group work. By using group work strategy to teach speaking English, it will motivate the students to speak English more because all of the students speak English too. So it will reduce the students’ worried in speaking English.

Below was the procedure in conducting hot seat technique According to (TeachingEnglish, 2010) there are some rules to conduct Hot Seat Technique in the classroom;

1. First, the teacher splits the class into different teams and asks the students to make a circle and sit face the board.
2. Then take an empty chair - one for each team - and put it at the front of each group, facing the team members. These chairs are the 'hot seats'.

The Implementation of Hot Seat Technique as a Teaching Technique to Teach Spoken Descriptive Text to The Seventh Graders

3. Then get one member from each team to come up an it in that chair, so they are facing their team-mates and have their back to the board.
4. Next, the teacher writes the words and glues the pictures clearly on the board. The student in the hot seat listens to their team mates and tries to guess the words or the pictures. The first hot seat student to say the word wins a point for their team.
5. Then change the students over, with a new member of each team taking their place in their team's hot seat.

METHOD

Based on the problems and the objectives of the study, this study use descriptive approach as the research design. The researcher investigated about the implementation of Hot Seat technique in teaching spoken descriptive text, the students' speaking ability after the implementation of hot seat game and to know the students' responses toward the implementation of hot seat game as a teaching technique to teach spoken descriptive text.

The researcher observed students in SMP 1 Menganti, the speaking skill of average seventh graders. She also used qualitative when reported her study. Frankel and Wallen (1993:20) stated that qualitative data were collected in the form of words or pictures rather than number. That is why the researcher will present the result of the observation mostly in the form of words and pictures rather than numbers. Qualitative research had two main purposes, the first was to describe and to explore and then second was to describe and explain (Sukmadinata, 2005:60). As what the definition of descriptive qualitative researches is that a descriptive qualitative research does not test any kinds of hypothesis and just focuses on the description of natural phenomena existing during the research (Millan: 1992). The researcher believes that descriptive research is the most appropriate research design to be used because the main objectives of this study is to describe the implementation of Hot Seat technique in teaching spoken descriptive text..

The setting of the study was in SMP 1 Menganti. This school is located in Jalan Raya Domas Menganti. There were nine classes of seventh grade, VII A until VII I For this research, the researcher chooses VII A class as the subject. The teacher chooses this class because most of them have low motivation in learning English and not accustomed to speak English. They have perspective that English is difficult subject and difficult to use this language in communication daily. The researcher chose SMP 1 Menganti since this school has applied Hot Seat technique to teach spoken descriptive text.

The subject of the study is VII A class of SMPN 1 Menganti and the teacher. It dealt with the researcher's study, the implementation of hot seat technique to teach spoken descriptive in seventh graders. VII A class was consisted of thirty students, including 11 boys and 19 girls. In this level students learn about descriptive text also its spoken. In this case, students should be able to describe something more fluently. That is why the students' oral ability in doing spoken descriptive was the observed thing in this study.

To collect all the data needed, the researcher constructed a research instrument to collect the data as valid as possible. Instrument is very important and the appropriate instrument should be chosen in doing research in order to make the data valid. From the instrument, the data will be obtained then they were analyzed to answer the research questions of the study. The instruments that be used by the researcher to collect the data during the observations are observation sheet, students' task and students' interview.

During the observations, the researcher used observation sheet as a guidance to observe the implementation of Hot Seat technique in teaching spoken descriptive text to seventh graders. The researcher took any data during the observations began from the teacher opened the class, explained the material, applied the technique and left the class. This instrument was used to answer the research question number 1.

Students' task was given in third meeting. This instrument is used to measure the students' speaking ability after the implementation of hot seat technique. The teacher asked students to come forward and describe their classmate. Then the teacher took their score. This task has purpose to measure the students' speaking ability after playing the *Hot seat*. Students' task has purpose to know whether the implementation of Hot Seat technique is appropriate in teaching spoken descriptive text or not. The teacher took the students' score based on the ESL Speaking Proficiency adopted from Haris (1969). This rubric was used to measure the students' speaking ability. The components of ESL Speaking Proficiency were pronunciation, grammar, vocabulary, fluency and comprehension.

The next instrument is students' interview. Oral interviews can be classified into three types: (1) the structured interview: the interviewees have to answer the predetermined and ordered questions guided by the interviewer; it is the most formal oral interview. (2) the unstructured interview: such interview is guided by interviewer rather than by the researcher, and the direction would be relatively unpredictable. (3) Semi-structured interview: it is the combination of two types mentioned above (Nunan, 1994). The researcher used semi-structured interview as the most appropriate one to this study. In this instrument, the researcher can collect the students' overall opinions and thought about the techniques that are used

focusing on the techniques and how it can motivate them. The researcher only interviewed seven students because it was not possible to interview all students in 7-A class which has 30 students.

After collecting data, an analysis toward the data was needed. Firstly, the researcher analyzed what she has gotten when observed the class descriptively. The researcher's observation sheet gave more detail explanation began from the teacher greeted the students until she end the class. The researcher observed the class activity include the students' responses of *The Hot Seat* technique. Second, she described the result of the students' speaking ability which she got from the teacher. From this analysis could be seen the students' speaking ability after the implementation of hot seat technique.

The last is the data gained from the student's interview are presented descriptively. The researcher analyzed the information which got from the interview activity with seven students to know more about the respond of the techniques was used. As the researcher stated above, the interviews are tape-recorded and transcribed. The students' answers did not count in number but in words. It is in line with Best (1981:156) who stated that numeral measures are not advisable in a qualitative study.

RESULT AND DISCUSSION

The Result of Study

In this part, the researcher concludes the result of the implementation of hot seat technique in teaching spoken descriptive text to the seventh graders of SMP 1 Menganti. The researcher used observation sheet to get the data during the process, the students' task to measure the students' speaking ability after the implementation of hot seat and students' interview to get the students' response of the technique. The technique was implemented twice in VII A class on April 2nd and 4th 2013. The time allotted was 2 x 40 minutes per meeting.

The Result of the First Observation

The first observation was conducted on Tuesday, April 2nd 2013. In class A, English lesson began on 09.05- 10.20 am. Before the teacher and the researcher attending the class, the teacher told that students of class A are the active students. Almost all of them like English lesson but they were not accustomed to speak English even in English class because only a few students who speak in English. That was why she tried to apply hot seat technique in order to encourage them to speak English more because this technique require all students to speak English.

After checking the students' attendance list, teacher gave the students motivation. She hoped by giving motivation, the students had strong intention to

Next, students were given a description text. Students are asked to read it in five minutes. The text which given is easy to be understood. The students looked easy and did not find any difficulty in reading that text. There were no students who talked with their friends during reading the text. After five minutes, the teacher gave them several questions related to the text orally in order to measure whether the students understood the text or not. She asked those questions orally in order to make the students speak English fluently. She always built English atmosphere in class. Then she explained about the generic structure of descriptive text.

After explaining the generic structure of descriptive text, the teacher asked them to play Hot Seat. First of all she divided the class into six groups and each group consisted of five members. At first, they wanted to choose it by self but the teacher did not agree. Then she said that she would say a number then students had to gather based on it. For example, the teacher said three then students made a circle which is consisted of three students. When she said five, students would make a circle of five students. She decided to make a group of five because the class consisted of thirty students. After all students getting their own group, they are asked to choose where they wanted to sit. Because of the amount of students in class are thirty so there are six groups of five.

Next, the teacher told about the hot seat position form. One student of each member sat opposite his or her members and could not see the whiteboard. This student called hot seat member. The rest members who sat facing the board could see the words or pictures on it.

After the students sitting in the right position, the teacher began to tell the rules. To make sure that the students understood the rules, the teacher gave trial by writing the word "doctor" on the whiteboard and asked them to describe it to the hot seat member. The teacher also reminded them again to always speak and guess the words in English. Then they got deal. The game continued.

The teacher started the game by writing the first word and the members began to describe it to their member on *The Hot Seat* one by one. The group who could answer it first time was group 3.

- (1) Student number 3 : it is an occupation
- (2) Student number 5 : wear white **cloth**
- (3) Student number 18 : no.... white **suit**
(correct his friend)
- (4) Student number 5 : iya wear white suit
- (5) Student number 23 : with nurse. Ayo
cepetan
- (6) Student number 18 : work in hospital
- (7) Hot seat member : (raise her hand)

The Implementation of Hot Seat Technique as a Teaching Technique to Teach Spoken Descriptive Text to The Seventh Graders

(8)Teacher : Group 3 first

(9) Hot seat member : (answer without notice the whiteboard) is it doctor?

(10)Teacher : One point for group 3

As seen above in (1) and (2) student number 5 used the wrong vocabulary then student number 18 corrected it. They cooperate with each other to give the right description to the hot seat member.

The Result of the Second Observation

The second observation was conducted on 4th April 2013. The meeting was held at 08.10 – 09.30. As the previous meeting, the teacher opened the class by checking the attendance list and giving motivation to the students.

After that, she reviewed her explanation about descriptive text in the previous meeting, she distributed two descriptive texts then asked students to identify the generic structure by underline it in 15 minutes. She gave limit time to manage her time teaching well. Then the teacher asked several questions related to the text.

Then the teacher glued the first picture, the teacher gave sign to all the groups to start give a description one by one based on the picture on the whiteboard. This was the conversation of group 4 in describing the first picture:

- (1) Student number 8 : it is **a** animal
- (2) Student number 24 : it is **big**
- (3) Student number 25 : it **have** long neck
- (4) Student number 24 : bukan neck but nose
- (5) Student number 25 : oh iya it **have** long nose
- (6) Student number 28 : hmmm it **eat** grass
- (7) Hot seat member : (raise her hand) sir!
- (8) Teacher : Group 6 first!
- (9) Student number 9 : is it elephant sir?
- (10) Teacher : yes! One point for group 6
- (11) Members of group 4 : walaaa kurang faster

As seen in (8) the teacher pointed group 6 rather than group 4 because group 6 raised her hand first. Students' error can be seen in (1), (3), (5) and (6) above, student number 8, 25 and 28 made mistake in the use of article and verb. But in (4) above, student number 24 corrected his friend who said the wrong vocabulary. It showed that he pay attention to what his friend said.

After the last picture could be guessed, she told that she would give a task that asked the students to

describe their classmate orally in the next meeting. The class became crowded. The students seemed not ready for the task but the teacher motivated them and made sure that they would do it well.

After told the task and made sure that the students could do it well, the teacher closed the meeting on that day and left the class.

The Result of the Third Observation

The third observation was held on April 9th 2013. The meeting was held at 09.05 – 10.20. On this meeting, the teacher gave the students' task to the students with the topic was "classmate". The students must describe their classmate in front of class.

As the previous meeting, the teacher asked the students' news and checked their attendance list. Then the teacher called the students' name one by one. The student who was called came forward in front of class and began to describe her object. She described her friend in detail and also she has rich vocabulary and good pronunciation. She only made mistake in vocabulary when she forgot the English word of *pelajaran*. Other students could understand the student's description furthermore they corrected the student's word by telling the English word. It showed that the students paid attention to their friend's performance.

This was the record of the student's performance:

I am going to describe my friend, Anna. Anna lives in Jl Raya Domas No 31. She lives with her parents and her sister. She goes to school on foot because her house is near her school. She is quiet tall. She is slim. She wears veil. She likes meatball and spicy food. Anna is very kind and helpful. She helps me to do my **homework mathematic** because she is smart in that **pelajaran**. Her hobby is cooking. Her cooking is so delicious.

After one student finished their performance, the teacher called another student until the last students. During the students' performance, the teacher did not help them to translate or told the English words. In the last performance, the teacher gave praise for the students' performance. She said that the students' have progress in speaking English.

Before ending the class, the teacher motivated the students to always speak English. The students' responded the teacher.

The Students' Speaking Ability after The Implementation of Hot Seat Technique as A Teaching Technique to Teach Spoken Descriptive Text

The researcher described the students' speaking ability after the implementation of hot seat technique based on the ESL Speaking Proficiency adopted from Haris (1969). This rubric was used to measure the students' speaking ability. The components of ESL Speaking Proficiency were

pronunciation, grammar, vocabulary, fluency and comprehension.

From the students' speaking descriptive task, the researcher picked two descriptions that would be analyzed, one of them was in very good criterion and the other one was in poor criterion. The following was an example of very good description:

I am going to describe my friend, Anna. Anna lives in Jl Raya Domas No 31. She lives with her parents and her sister. She goes to school on foot because her house is near her school. She is quiet tall. She is slim. She wears veil. She likes meatball and spicy food. Anna is very kind and helpful. She helps me to do my **homework mathematic** because she is smart in that **pelajaran**. Her hobby is cooking. Her cooking is so delicious.

In pronunciation aspect, this student was able to describe her classmate in excellent level. Her pronunciation always intelligible, though one is conscious a definite accent. The other students could understand what she talked about. It meant that her pronunciation was good and did not make misunderstanding. Her pronunciation was in the fourth level.

In aspect of grammar, her grammar was in the fifth level. She could apply the simple present tense both nominal and verbal were very well. As seen above, the sentences "she is slim" and "she wears veil" were correct. Based on the rubric, she was in the fifth level, makes few (if any) noticeable errors of grammar or word order.

In term of vocabulary, she has an adequate variety of vocabulary. She could use an appropriate vocabulary. She said "on foot" which is many students always said "by foot" as in her sentence "she goes to school on foot....". But she made error by saying "homework mathematic". It should be "mathematic homework". She also forgot the English vocabulary of "pelajaran" until the other students remembered her. But this error did not make misunderstanding for others. She was in the fifth of vocabulary ter.

The next aspect was fluency. Her speech was occasionally hesitant, she looked like remember the vocabulary. But her performance was not disturbed. She was done the task very well.

In the last aspect comprehension, she was in the fourth level. She understood nearly everything at normal speed, although occasionally repetition might be necessary.

Then the researcher picked another description which is belongs to poor criterion. He was in poor criterion because he made errors in grammar, his vocabulary was limited and his performance was short:

I am going to describe my friend Alfian. He is my best friend **mulai SD**. He **have** short hair. Apalagi ya? He is tall. He **is like** chicken. Apa ya? hmmm his hobby is playing football. He is kind and smart and diligent. He has many comics. I always borrow it. And **it free**.

In pronunciation aspect, this student was in the third level. He had pronunciation problems which occasionally lead to misunderstanding. His voice was low and hesitant. He looked doubt in his performance. He made error in pronounce "hair" and "diligent". And also her performance was short.

In aspect of grammar, his grammar was incorrect. He could not apply the simple present tense both nominal and verbal well. As seen above, he said "he have short hair", "He is like chicken" and "it free". He should say "he has short hair", "He likes chicken" and "it is free". He made frequent errors of grammar and word-order which occasionally obscure meaning. When he said "he is like chicken", it made his friends misunderstanding. He should say "friend chicken" to make his description clearly.

In term of vocabulary, he had limited vocabulary. It could be seen in his sentence "He is my best friend mulai SD." Because he did know the English vocabulary, he combined it with their mother tongue vocabulary.

The next aspect was fluency. He usually hesitant; often force into silence by language limitation. In other words, having less vocabulary could influence the speaking fluency.

The last aspect was comprehension, he was in the third level. He understood most of what is said at slower than normal speed with repetition. He always asked his friends to repeat what they said.

The Students' Responses in Implementation of Hot Seat Game as a Teaching Technique to Teach Spoken Descriptive Text

The questions were about the students' interest in learning English, the implementation of hot seat technique and the enthusiasm of students after playing hot seat in learning English.

When they were asked about their interest in learning English, four students said that they liked English lesson and they interested in learning that subject. The rest said that it depended on the English lesson itself. If it was easy, they would like it. But if it was difficult, they did not like it.

The next question is about the difficulty in learning English. Most of them dealt that English especially speaking was the difficult one to be learned. They were afraid to make mistake in pronunciation and did not know the vocabulary. It made them understand what the people said in English but could not respond it in the same language. The fourth student had different idea about this question. She told that she had laughed at the time of speaking English when she was in elementary school. It made her afraid to speak English.

The third and fourth questions are about the implementation of hot seat in their class. All of them agreed that Hot Seat technique was easy to be understood

The Implementation of Hot Seat Technique as a Teaching Technique to Teach Spoken Descriptive Text to The Seventh Graders

and they enjoyed playing it in class. They also stated that Hot Seat technique helped them to speak English more. The students did not afraid to make mistake because all of their classmates speak English too.

The last question is about their opinion about hot seat technique. All of them stated that hot seat was fun. They enjoyed when they had to compete in guessing the word or the pictures with other groups. And they did not realize that they have spoke English. They spoke English without thinking much. Another student added that this technique helped her to be more understand about the descriptive text is.

Discussion

This section was divided into three sub parts. They were the implementation of hot seat as a teaching technique in teaching spoken descriptive text, the students' speaking ability after the implementation of hot seat technique and the students' response toward the implementation of hot seat technique.

The Implementation of Hot Seat Technique in Teaching Spoken Descriptive Text

The observations of the implementation of hot seat as a teaching technique to teach spoken descriptive text were done on April 2nd and 4th 2013 on SMPN 1 Menganti.

Teaching speaking to the students is the most important one. People mostly use language orally rather than written because they need to interact with others which is always in spoken form. This was supported by Chaney who said that "speaking is the process of building and sharing meaning". So, the students should have capability in telling their ideas about some problems or anything. That is why the goal of speaking is to improve students' communicative skill. By telling their ideas, the students can increase their speaking ability and their confidence. McDonough and shaw (1993) says "speaking is the ways to express ideas and opinion, expressing and desire to do something, negotiating or solving a particular problem, and maintaining social relationship and friendship".

During the implementation of hot seat technique, the students looked enjoy and fun in class. They also spoke English without thinking much. This shown that they learned more in those meetings rather than before. It was supported by Baker and Westrup (2005:16-17) stated 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.

In the end of every meeting, the teacher always gave feedback and praise to the students in order to

increase the students' motivation in learning English especially in spoken descriptive text.

Students' Speaking Ability after the Implementation of Hot Seat Technique

In this section, the researcher will discuss about the result of students' speaking ability after the implementation of hot seat technique. Based on the students' task, they have an impressive progress in speaking English.

The students looked have a good progress in speaking English. They were not shy or afraid making to speak English. It looked like the teacher was success to create the English atmosphere in class. In line with this, Fahrurazzy (2002:60) mentions that the goal of classroom management is to create a classroom atmosphere conducive to interact in English in meaningful ways. That was why creating English atmosphere in class was so important.

Another thing which supported the students' speaking progress was the topic that given from the teacher. The topic for the students' task was around them and could attract the students' interest. This was confirmed by Baker and Westrup (2003:5) who stated that students find it difficult to have conversation on a topic that they know little about.

The Student's Responses toward the Implementation of Hot Seat Game as a Teaching Technique to Teach Spoken Descriptive Text

The researcher used the students' interview to get know the students' responses to the implementation of hot seat technique in teaching spoken descriptive text to seventh graders that could encourage the students to speak English especially in describing something. There were five questions for the students' interview. The interview used semi structure interview which is the researcher could add some questions if necessary.

From the questions about their interest in learning English, almost all of them agreed that learning English especially speaking was the difficult one. They were afraid to make a mistake and the teacher when they were in elementary school never gave them motivation to speak English. Whereas motivation which given by the teacher's has a big effect to the students' learning process. In line Harmer (2003:52) stated that clearly a major factor in the continuance of a student's motivation is the teacher.

The next and the questions were about the implementation of hot seat technique. The students dealt that this technique could encourage and motive them to be active in speaking English. When the technique applied, they could enjoy it and speak English without think much. These statements proved that hot seat

technique helped them in improving their speaking ability. In line with this condition, Baker and Westrup (2005:16-17) stated 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.

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions dealing with the implementation of Hot Seat technique in teaching descriptive text to seventh graders.

Conclusion

The researcher concludes the study into three conclusions that answer the research questions as follows:

1. The teacher implemented *The Hot Seat* technique on the first and second meeting. First, the teacher divided class into several groups. Students were asked to make a group of five. Then they have six groups consisted of five members. Four members sat face the whiteboard then they could see the words or the pictures clues. One member of each group sat faces their friends. So he or she could not see the words or the pictures on the white board. When the teacher gave the word or glued the picture on the whiteboard, four members had to give a description one by one based on the picture or the word that they seen. When a group could guess it, the teacher gave another word. The implementation of hot seat technique in SMP Negeri 1 Menganti was appropriate with the role play that published in TeachingEnglish website.
2. After the implementation of *Hot Seat* technique, the result of students' speaking ability indicates that it is getting better. It proved from their performance that more clearly in giving description. Based on the result of students' task, it was showed every pupil has progress in all speaking elements, pronunciation, grammar, vocabulary, fluency and comprehension. They looked like interested in speaking English.
3. Based on the students' interview which stated that this technique could make them be more active in speaking especially in describing something. It was also increased the students' interaction and could help the students think creatively. By applying this technique, the teacher could build English atmosphere in class. During the observations, the researcher saw this technique could influence student who did not too interested in English became interested in English.

Suggestions

During the observations on 2nd April 2013, 04th April 2013 and 09th April 2013, the researcher gives the following suggestions:

1. The words or the pictures which are given by the teacher in class should not too easy. Giving challenging theme, it will encourage students to find

the new vocabulary. So their vocabulary stock will be increased.

2. The teacher should give appreciation or reward to the students who can guess the words or the pictures quickly. The teacher should say "good, that's right, excellent or give applause when the students do their job well. So they will braver and confident to speak.
3. The next researchers are encouraged to conduct another research related to hot seat technique. Therefore, it is suggested to conduct such study in other grades and various kinds of text.

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