

AN UNDERGRADUATE THESIS

**IMPROVING STUDENTS' SPEAKING PERFORMANCE BY
USING HOT SEATING TECHNIQUE AMONG THE TENTH
GRADERS OF SMAN 1 BATANGHARI EAST LAMPUNG**

By:

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TARBIYAH FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H/2019 M

**IMPROVING STUDENTS' SPEAKING PERFORMANCE BY
USING HOT SEATING TECHNIQUE AMONG THE TENTH
GRADERS OF SMAN 1 BATANGHARI EAST LAMPUNG**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H/2019 M**

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ABSTRACT

BY :

MULIYA RAHMAWATI

The main aims of this research were not only to improve students' speaking performance but to enhance their learning activity at SMAN 1 Batanghari using Hot Seating Technique. The researcher tried to investigate whether Hot Seating Technique can be a strategy used to improve the students' speaking performance and their learning activity.

In this research, the researcher conducted a classroom action research (CAR) which was done in two cycles. Each cycle consisted of planning, acting, observing and reflecting. The subjects of this research was 27 students in the tenth graders of SMAN 1 Batanghari. In collecting data, the researcher used that include test pre-test, post test I and post test 2), observation and documentation. The research was conducted collaboratively with the English teacher of SMAN 1 Batanghari.

The result of this research shows that *Hot Seating Technique* has positive result in improving the students' speaking performance Among the Tenth graders of SMAN 1 Batanghari. It can be proven by the students average score from pre test to post test. The average score in pre-test was 45, post-test I was 64 and become 75 in post-test II. In addition, the students' learning activities were improved from the 50% in cycle 1 to 75% in cycle 2. It means that the using *Hot Seating Technique* can improve the students' speaking performance.

Keyword : Hot Seating Technique, Speaking Performance, Classroom Action Research.

IMPROVING STUDENTS' SPEAKING PERFORMANCE BY USING HOT SEATING TECHNIQUE AMONG THE TENTH GRADERS OF SMAN 1 BATANGHARI EAST LAMPUNG

ABSTRAK

**OLEH :
MULIYA RAHMAWATI**

Tujuan utama dari penelitian ini tidak hanya untuk meningkatkan keterampilan berbicara tetapi juga aktivitas pembelajaran di SMAN 1 Batanghari menggunakan *Teknik Kursi Panas*. Peneliti mencoba membuktikan *Teknik Kursi Panas* dapat menjadi salah satu metode pembelajaran untuk meningkatkan keterampilan berbicara siswa.

Dalam penelitian ini, peneliti melakukan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 27 siswa di kelas X SMAN 1 Batanghari. Dalam mengumpulkan data, peneliti menggunakan tes (pre-test, post test I dan post test 2), observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris SMAN 1 Batanghari.

Hasil dari penelitian ini menunjukkan bahwa *Teknik Kursi Panas* sebagai strategi memiliki hasil positif dalam meningkatkan keterampilan berbicara siswa kelas sepuluh SMAN 1 Batanghari. Hal ini dapat dibuktikan berdasarkan nilai pre-test adalah 45, post test I adalah 64 dan pada post test II menjadi 75. Ini berarti bahwa penggunaan *Teknik Kursi Panas* sebagai teknik dapat meningkatkan keterampilan berbicara siswa.

Kata Kunci : *Teknik Kursi Panas, Keterampilan Berbicara, Penelitian Tindakan Kelas (PTK)*



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It has been agreed so it can continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

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APPROVAL PAGE

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RATIFICATION PAGE

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An Undergraduate thesis entitled: IMPROVING SPEAKING PERFORMANCE BY USING HOT SEATING TECHNIQUE AMONG THE TENTH GRADERS OF SMAN 1 BATANGHARI IN ACADEMIC YEAR 2019/2020, written by Muliya Rahmawati, student number 1501070082, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 16th December 2019 at 08.00-10.00 am.

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The Undersigned:

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, December 5th 2019
The Researcher



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ORISINALITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 05 Desember 2019
Yang Menyatakan,



Muliya Rahmawati
1501070082

DEDICATION PAGE

This piece of work is dedicated to:

My Beloved Parents

(Mr. Nursidik and Mrs.Siti Khotiah)

My Beloved Brother

(Muhammad Ikhbal Hamdani)

My Beloved Lectures Of English Education Study Program Of Instituate Islamic

Collage Of Metro

My Beloved Friends

Absolute (A) Class of english Education Department and my Beloved Campus

IAIN Metro

MOTTO

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي ﴿٢٥﴾ وَيَسِّرْ لِي أَمْرِي ﴿٢٦﴾ وَأَحْلِلْ

عُقْدَةً مِّن لِّسَانِي ﴿٢٧﴾ يَفْقَهُوا قَوْلِي ﴿٢٨﴾

My Lord relieves my mind. And ease my task for me. And loose a knot from my tongue. That they may understand what I am saying.

(At-Thahaa 25:28)

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Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

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The writer do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, December 5th 2019



Muliva Rahmawati
1501070082

TABLE OF CONTENT

COVER PAGE	i
TITLE PAGE	ii
ABSTRACT	iii
ABSTRAK	iv
RATIFICATION PAGE.....	v
NOTIFICATION PAGE	vi
NOTA DINAS.....	vii
APPROVAL PAGE	viii
STATEMENT OF RESEARCH ORIGINALITY	ix
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGEMENT	xiii
TABLE OF CONTENT	xv
LIST OF TABLES	xviii
LIST OF FIGURES	xix
LIST OF APPENDICES	xx

CHAPTER I INTRODUCTION..... 1

A. Background of Study.....	1
B. Problem Identification.....	5
C. Problem Limitation	5
D. Problem Formulation	6
E. Objective and Benefit of Study	7
F. Prior Research	7

CHAPTER II THEORICAL REVIEW 10

A. The Concept of Speaking Performance.....	10
1. The Nature of Speaking Performance	10

2. Types of Classroom Speaking Performance	12
3. Speaking Assesment.....	14
B. Concept of Hot Seating Technique	15
1. The Nature of Hot Seating Technique	15
2. The Benefits of Hot Seating Technique	17
3. The Implementation of Hot Seating Technique	17
C. Action Hypothesis	18
 CHAPTER III RESEARCH METHOD	 19
A. Variable And Definition Operatuinal Variable	19
1. Operational Variable	19
B. Research Setting	19
C. The Subject of This Research.....	19
D. The Concept of Classroom Action Research.....	20
1. Cycle 1	22
2. Cycle 2	24
E. Data Collecting Technique	26
1. Test	26
2. Observation.....	27
3. Documentation.....	28
4. Field Note	29
F. Data Analysis Technique.....	29
G. Criteria Of Success	30
 CHAPTER IV RESULT OF THE RESEARCH AND INTERPRETATION	
A. Result of the Research	31
1. Description of the Location.....	31
2. Description of the research.....	32
a. Pre Test Activity.....	39
b. Cycle I	35
c. Cycle II	45

B. Interpretation.....	55
1. Result of Students Learning	55
2. The Result of Students' Learning Activities in Cycle I and Cycle II	59
C. Discussion	62

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	64
B. Suggestion	65

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Table 1 Data Pre-Survey	2
Table 2 The Data of Pre-survey Result Speaking Performance Grade	3
Table 3 Analytic Speaking Criteria.....	14
Table 4 Students' Speaking Pre Test Grade.....	33
Table 5 Speaking Criteria Symbol	34
Table 6 Frequency of Students' Grade in Pre-test	34
Table 7 The Students' Speaking Grade of Post Test I	37
Table 8 Frequency of Students' Grade in Post Test I	38
Table 9 The Students' Learning Activities Observation in Cycle I	40
Table 10 The Frequency of Students' Activities in Cycle 1	41
Table 11 The Comparison between Pre-Test and Post Test I Grade in Cycle I.....	42
Table 12 The Comparison of Students' Pre-Test and Post Test I in Cycle I.....	43
Table 13 The Students' Post Test II Grade	47
Table 14 The Frequency of Students' Grade in Post Test II.....	48
Table 15 The Students' Learning Activity Result in Cycle I.....	50
Table 16 The Frequency of Students' Activities in Cycle II	51
Table 17 The Comparison Between Post Test 1 Grade and Post-Test II Grade	52
Table 18 The Comparison Between Post Test 1 Grade and Post-Test II Grade	53
Table 19 The Comparison of Speaking Performance of Pre-Test, Post-Test 1 in Cycle I and Post Test II in CyCle II	57
Table 20 The Comparison of Students' Pre-Test, Post-Test 1 Grade in Cycle I and Post Test II Grade in CyCle II.....	58
Table 21 The Percentage of Students' Activities in Cycle I and Cycle II	60

LIST FIGURES

Figure 1	Kurt Lewin's Action Research Design	21
Figure 2	The Percentage of The Students' Grade in Pre-Test	34
Figure 3	The Percentage of The Students' Grade on Post-Test I	39
Figure 4	The Percentage of The Students' Activities in Cycle I	41
Figure 5	The Comparison of Percentage of The Students' Completness Grade on Pre-Test and Post-Test I.....	44
Figure 6	The Percentage of The Students' Grade on Post-Test II... ..	49
Figure 7	The Percentage of The Students' Speaking Performance in Cycle II.... ..	51
Figure 8	The Percentage of Comparison of Students' Grade on Post-Test I and Post-Test II	54
Figure 9	The Comparison Grade of Students' Speaking Performance in Pre-Test, Post-Test I in Cycle I, and Post Test II in Cycle I	59
Figure 10	Figure of Learning Activity in Cycle I and Cycle II	60

LIST OF APPENDICES

APPENDICES I

1. Syllabus	68
2. Lesson Plan	70
3. Worksheet of Meeting 1 in Cycle 1	82
4. Worksheet of Meeting 1 in Cycle 2	83
5. Worksheet of Meeting 2 in Cycle 1	84
6. Worksheet of Meeting 2 in Cycle 2	85
7. The Observation Sheet of The Teacher's Activity I	86
8. The Observation Sheet of The Teacher's Activity II	87
9. The Observation Sheet of The Students' Activity I	88
10. The Observation Sheet of The Students' Activity II	90
11. The Result of Pre-Test.....	92
12. Table of Test Specification Pre-Test.....	93
13. Instrument Pre-Test	94
14. The Result of Post-Test I.....	95
15. Table of Test Specification Post-Test I.....	96
16. Instrument Post-Test I	97
17. The Result of Post Test II.....	98
18. Table of Test Specification Post-Test II.....	99
19. Instrument Post-Test II.....	100
20. Documentation	101
21. Field Note.....	106
22. Attendance List	107

APPENDICES II

1. Surat Izin Survey	108
2. Surat Balasan Survey.....	109
3. Sk Bimbingan Skripsi.....	110
4. Surat Tugas	111
5. Surat Izin Research.....	112
6. Surat Balasan Research	113
7. Surat Keterangan Bebas Kaprodi.....	114
8. Surat Keterangan Bebas Pustaka	115
9. Kartu Konsultasi Bimbingan Skripsi	116
10. Curriculum Vitae	119

CHAPTER I

INTRODUCTION

A. Background of Study

English as an international language is very important in globalization era. In fact, English is a widely used in international communication in the world. English has a significant role of the international interaction. It is because all of the societies from other countries must be able to communicate by using English.

Furthermore, a qualified English instruction plays an important role in attempting effectiveness of English so that teacher is able to deliver the material, and to implement the material, time, facilities and environment. English Learning divides two aspects such as language skills in motivation itself such as productive language skills. In this case, the teacher must use the impertinent and appropriate materials based on the indicators that people have delivered, and environment that influence style of English.

In line with English language teaching, speaking becomes one of urgent language skill in English instruction. Speaking is an activity used by someone to communicate with other. It takes place everywhere as part of people daily activities. When people speak, they interact and use the language to express their ideas, feeling and thought.

However, speaking is not an easy matter. There are many speaking problems got by the students. In teaching and learning process, the teacher gives less attention to speaking. Therefore, the students do not learn how

to speak well. They are shy to speak English in front of their friend because they do not know how to speak. They have lack of vocabulary even pronunciation.

In line with speaking problem above, the researcher had conducted a pre- survey at the tenth graders of science of SMAN 1 Batanghari. Based on the result of pre survey that had been conducted on November 26th, 2018 at SMAN 1 Batanghari, it was investigated that the tenth graders have insufficient speaking performance. The researcher got the result the students' assignment givent by the English teacher, as follows:

Table 1
The Result of Pre- Survey Data on November 26th, 2018
SMAN 1 BATANGHARI

No	Name	Final Score	Criteria
1	AA	56	Incomplete
2	AM	50	Incomplete
3	CR	50	Incomplete
4	DA	56	Incomplete
5	DF	67	Incomplete
6	DN	62	Incomplete
7	DS	56	Incomplete
8	ET	75	Complete
9	FV	62	Incomplete
10	GD	56	Incomplete
11	HM	75	Complete
12	IJ	75	Complete
13	KY	75	Complete
14	LD	62	Incomplete
15	MA	75	Complete
16	MK	56	Incomplete
17	NA	56	Incomplete
18	NA	62	Incomplete

No	Name	Final Score	Criteria
19	NZ	67	Incomplete
20	RA	56	Incomplete
21	RP	56	Incomplete
22	SH	50	Incomplete
23	SN	67	Incomplete
24	TM	56	Incomplete
25	VF	56	Incomplete
26	WD	40	Incomplete
27	YZ	50	Incomplete
	Total score	1625	
	Highest Score	75	
	Lowest score	40	
	Average	60	

Table 2

The Result of Pre- Survey Data on November 26th , 2018

SMAN 1 BATANGHARI

No	Grade	Frequency	Percentage	Criteria
1.	≥ 70	5 Students	19%	COMPLETE
2.	< 70	22 Students	81%	INCOMPLETE
Total		27 Students	100%	-

(Archieved From the students' assignment of descriptive text given by the english teacher on November 26th, 2018)

Based on Table 2 of pre-survey result above, it was investigated that the students who were able to pass the Minimum Mastery Criteria (MMC) is less than the students who are not able to pass MMC. The total of students who are able to pass the minimum mastery criteria (MMC) is 5 students (20%). Meanwhile, total of students who are not able to complete the minimum mastery criteria (MMC) is 20 students (80%). Therefore, it is

concluded that the students of the tenth grade at SMAN 1 Batanghari have in sufficient speaking performance.

Based on the observation, the researcher found that the dominant learning activity is teaching English grammar. The opportunity of speaking practice is limited. They had difficulties in expressing ideas and opinions orally as they were afraid of making mistakes and becoming in confident to speak English. They still had difficulties in pronouncing English word. Therefore, they preferred to be silent and not fully participate in the classroom activities. In addition, the students in the class have less of motivation, so the class is monotonous and has less learning activities. Based on the condition above, it could be concluded that speaking of the tenth graders of science of SMAN 1 Batanghari was very inadequate.

Based on the problem above, the researcher implemented hot seating technique. Hot seating technique is a technique that involves one person taking on the role of a character and being asked question by the rest of the class. The person sits on a chair and speaks as through he or she was the character. Meanwhile, the other students interrogate the character discovering his or her motivation, reasoning, feelings, etc.

Hot seating has many great benefits. It helps other people to know about the character. It creates interest, motivates participation in a class, encourages students' to express their thoughts or ideas as well as to help them in clarifying their thoughts or ideas.

To solve the problem, the researcher tried to use Hot Seating Technique to improve the students' speaking skill. Based on the description above, the researcher conducted a classroom action research in the title of "Improving Speaking Performance by Using Hot Seating Technique among the Tenth Graders of SMAN 1 Batanghari in the Academic Year of 2019/2020".

B. Problem Identification

Based on the background of the problem above, it can be identified several issues are :

1. The students' motivation in learning English needs to be increased.
2. The students' pronunciation mastery should be improved.
3. The students' vocabulary mastery needs to be increased.
4. The students' grammar mastery should be improved.
5. The students' speaking performance need to be improved.

C. Problem Limitation

Based on the identification of the problem above, there were many problems found during the practice of teaching and learning process. In this case, the researcher focuses on the students' low speaking performance. Therefore, the researcher conducted a classroom action research in the title of "Improving Speaking Performance by Using Hot Seating Technique among the Tenth Graders of SMAN 1 Batanghari in the Academic Year of 2019/2020" .

D. Problem Formulation

Based on the background discussed above, the researcher has formulated the problem as follows: “How does hot seating technique improve the students’ speaking performance and their learning activities among the tenth grade of SMAN 1 Batanghari in the academic year of 2019/2020.”

E. Objective and Benefits of the Study

1. Objective of the Research

Based on the problem formulation, there is a purpose of this study is in order to investigate how hot seating technique improves the students’ speaking performance at the tenth grade of SMAN 1 Batanghari in the academic year 2019/2020.

2. Benefits of the Research

This study is formulated as an attempt to find some usefulness.

The usefulness of this research are:

a. For the researcher

The result of this study can be useful as the information in teaching English speaking skill.

b. For the Teacher

The result of this study can be applied in improving students English speaking skills and also improve their performance in teaching process.

c. For the students'

The result of this study as a preference to increase students' interest in English learning easy and fun that and be used to develop and improve their speaking skill.

F. Prior Research

Regarding the importance of improving speaking skill using hot seating technique, the researcher considered some researcher that deal with the improvement of speaking by using hot seating technique of some prior researcher. The first prior research was done by Nilasari.¹ The aim of the first prior research is to increase students' speaking skill. The research method is classroom action research. Sample of the first prior research was the tenth graders of Senior High School. Finding of the first prior research that was proved by the data gained from test and observation guidelines showing the students' speaking ability after being taught by hot seating strategy had significantly improved. Their English speaking skill became better in the end section of this research. It proved enough the effects as well as the benefits of picture dictation in enhancing the students' speaking skill.

The second prior research was done by Idris. The aim of the second prior was to investigate significant effect of improvement students' speaking ability at the second years of Al-Kautsar Islamic Modern

¹Nilasari, *Using Hot Seating Strategy to Increase the First Year Students' Speaking Ability At SMA Negeri 2 Takalar*, (2017) : 6

Boarding School Pekanbaru.²The research method is quantitative research method. Finding of this research was that there was a significance effect of improvement of students' speaking ability between students who were taught by using Hot Seat Strategy and who were taught by using Conventional Strategy. Therefore, the effect on mean indicates that the use of Hot Seat Strategy is better than Conventional strategy.

The third prior research was done by Elnada.³The aim of the third prior research was to investigate the effectiveness of using hot seating strategy on enhancing speaking skills. The research method is quasi experimental or quantitative research method. Sample of this research is students' of Al-azhar University. Finding of this prior research is the researcher recommended the necessity of carrying out training courses for teachers to promote the implementation of hot seating based teaching towards enhancing students' productive skill. Based on that the researcher suggested some studies of using new techniques of teaching English speaking skills such as hot seating and other strategies for training student-teachers to enhance other English language skills.

This research had the similarity with the first prior research. The similarity of the teaching techniques used to improve the students' speaking skill. Moreover, the sample is senior high school of the tenth graders, and the method is classroom action research. The similarity

²M Idris, *The Effect Of Hot Seat Strategy On Students' Speaking Ability At Al-Kautsar Islamic Modern Boarding School Pekanbaru*, (2014)

³ZiadMohammadElnada, *The Effectiveness of Using Hot Seating Strategy on Enhancing Student-Teacher's Speaking Skills at Al- Azhar University-Gaza*, (2015)

between the second prior research and this research to improve the speaking ability of the students by using hot seating techniques. Meanwhile, the differences between the research method. The second prior research used qualitative research and this research used classroom action research.

The similarity between the third prior research and this research to make the students' effective and active in the speaking class. In addition, the first difference is at the sample. The sample of the third prior research is teacher-students at the university. But, this research is senior high school. Another difference is the third prior research used quantitative method.

Based on the prior research above, it is concluded that all of prior researches is to improve the students' speaking skill by using hot seating technique. Furthermore, this technique can be useful to develop the students for exploring the other perspective about speaking.

CHAPTER II

REVIEW OF THE LITERATURE

A. Concept of Speaking Performance

1. The Nature of Speaking Performance

Students have to master the four basic language skills of English which consist of listening, speaking reading and writing. Speaking is one of the important aspects for student in English Learning. They have to communicate well. Without communication, the ability to progress in the working world and life, would be nearly impossible. Speaking is one of the most important and most dreaded forms of communication.

MirowslawPawlak, *et al.*,state that speaking is widely considered to be the principal skill that stands foran overall knowledge of a foreign language. However, because of its transitory and thus elusive nature, it is challenging to both analyze the process of speaking itself and to observe the skill development.⁴

Combleet and Carter Purpose that speaking is the different parts of human life systems, and psychology with discourse generation that speaker most important need to create sound by controlling.⁵

David, *et al.*, state that speaking is the way the people to give question or analysis direct from one mind to another.⁶

⁴MirowslawPawlak, et al, *Speaking and Intructuted Foreign Language Acquisition*, (British Library : 2011), 3.

⁵Sandra Combleet & Ronald Carter. *The Language of Speech and Writing*. (New York: Routledge, 2001), 17.

In addition, Torky defines speaking as the methods through which students can speak with others to achieving goals or to show their meaning and perspective one of the four language skills besides reading, writing, listening and speaking.⁷

Moreover, Richards states that the dominance of speaking is talent in English students continually assess their achievement in second language learning and in addition the ability of their English lesson based on the amount they believe they have enhanced in their talked in second language skill.⁸

In addition, performance is a term used in variety of disciplines to applicated of knowledge, skill, and abilities. Performance also deemed to be fulfillment of an obligation, in a manner that releases the performer.⁹

Performance which will inevitably change the model which it begins. This means that we have to teach the interpersonal and textual characteristic of genres, the probabilistic, dynamic aspect of their performance as well as their schematic structures.¹⁰

⁶David, et al, *Effective Speaking Communicating in Speech*, (Taylor& Francis e-Library, 2003), 9.

⁷ShiammaAbd El Fattah Torky, *The Effective of a Task-Based Instruction Program in Developing theEnglish Language Speaking Skills of Secondary Stage Students*, (Ain Shams University, 2006), 19.

⁸Jack C. Richards, *Teaching Listening and Speaking*, (New York: Avenue of the Americans, 2008), 19.

⁹Kurt Verwier, *Integrated Performance Management*, (London: Sage Publication, 2004), 24.

¹⁰Maria Teresa Taboada, *Building Coherence and Cohesion* (Amsterdam: John Benjamin B.V, 2004), 13.

Based on the description above, it can be concluded that speaking performance is one of skill in English Learning that have to be mastered. Speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language.

2. Types of Classroom Speaking Performance

There are some strategies and methods for teaching speaking skill. It is beneficial for the teacher to think in term of several types of classroom speaking performance. Brown says that there are six types of speaking performance, as follows: ¹¹

a. Imitative

In imitative, speaking is a kind of practicing an intonation, it is carried out not for the purpose of meaningful interaction, and focusing on some language form.

b. Intensive

Intensive speaking the students' is designed for practicing some grammatical aspect of language. It is pair work activity.

c. Responsive

Responsive speaking is meant by being able to replies, to the question. Through speeches students in the class get responses from a teacher even though the speech is a beginner but has a good response.

¹¹H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy, Second Edition*, (California: San Fransisco State University, 2001), 271-274.

d. Transactional (dialogue)

Transactional dialogue the students' aimed at conveying or exchanging specific information, an extended form of responsive language.

e. Interpersonal (dialogue)

Interpersonal (dialogue) it is purposed for maintaining social relationships than for the transmission of facts and information. These conversations can involve some factors such as, slang, ellipsis, sarcasm, a casual register.

f. Extensive (monologue)

Extensive is the students practice the advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches.

Moreover, the researcher can argue that imitative, intensive, responsive, transactional, interpersonal and extensive is the types of speaking performance that will make speaking lesson easier.

In this case, the researcher helped the students' to improve their speaking performance. In the type of interpersonal speaking in the form of dialogue. It is because this technique applied by the researcher concern will the activity that will be done the dialogue and sharing.

3. Speaking Assessment

Speaking assessment is important to do measure students' speaking progress. Weir provides the analytic scale for the assessment of speaking performance, as follows:¹²

Table 3
Analytic Speaking Criteria

Aspect	Category	Indicators
Fluency	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate word/expressions.
	3 (good)	The students hesitates, and repeats himself.
	2 (adequate)	Speech is slow and hesitant.
	1 (fair)	The students speaks so little that no fluent speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation.
	3 (good)	Rhythm, intonation and pronunciation require more careful listening.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Word are unintelligible.
	4 (excellent)	Effective use of vocabulary for the task with few inappropriate.
	3 (good)	For the most part, effective use of vocabulary for the task with

¹²Cyril J. Weir, *language and validation*, (United States: Palgrave Macmillan, 2005), 195-196.

Vocabulary		some examples of inappropriate.
	2 (adequate)	Limited use of vocabulary with frequent inappropriate.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical Accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use sentence structures and grammatical form.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentence.
Instructional Strategies	4 (excellent)	Interact effectively and readily participates and follows discussion.
	3 (good)	Use of interactive strategies is generally adequate.
	2 (adequate)	Interaction ineffective can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

B. Concept of Hot Seating Technique

1. The Nature of Hot Seating Technique

According to Jessica Perich Carleton, hot seating is the technique that the students embodying a character, sits on the hot seat whereby the students can interrogate the character discovering his or her motivation, reasoning, feeling, etc.¹³ Hot seating is a technique where students sit in a hot chair by becoming someone's character, and other students can ask according to their character.

Debra and Wendy maintain that hot seating is a technique where teachers or learners are placed 'in role' and questioned about that

¹³Jessica Perich Carleton, *Story Drama in the Special Needs Classroom*, (London: Jessica Kingsley Publishers, 2012), 35.

character, object or living organism. A teacher or child in the hot seat can also be someone reflecting on a particular event or experience.¹⁴ So hot seating is a technique where the teacher directs students to sit in the heat seat and becomes a role in presenting the character. Then a teacher becomes someone who reflects on the event.

Patrick and Lyn state that hot seating is a technique that involves one person taking on the role of a character and being asked question by the rest of the class. The person sits on a chair and speaks as though he or she was the character.¹⁵ Hot seating is a technique that involves one student taking a role and being questioned by all students in the class.

Based on all of definition of hot seating technique above, it is concluded that hot seating is a technique that can receive the information and the students supposed to improve their English speaking with confidence. This technique is really useful to build up speaking performance, and make them active in the class.

2. The Benefit of Hot Seating Technique

Hot seating technique has some great benefits, as follows:¹⁶

¹⁴Debra McGregor and Wendy Precious,*Dramatic Science*, (New York: Routledge Taylor and Francis Group, 2015), 39.

¹⁵Patrick Smith and Lyn Dawes, *Subject Teaching in Primary Education*, (Los Angeles: Sage Publications, 2014), 74.

¹⁶Debra McGregor and Wendy Precious,*Dramatic Science*, (New York: Routledge Taylor and Francis Group, 2015), 39.

Hot seating technique can be a useful technique to develop the way of thinking as it allows students to explore a scientific idea from a number of perspective.

- a. As a learning technique, hot seating highly personalizes as it start from questions that learners would like to ask about an idea, scientific concept, event or happening.
- b. Hot seating allows teachers and students to explore what might be behind the thinking of character.
- c. Hot seating technique can be used to develop understanding and speaking skills.
- d. Hot seating technique can help learning process to more relevant and the students can ask questions that they want to find the answers.

3. The Implementation of Hot Seating Technique to Improve Speaking Performance

The implementation of hot seating technique in teaching speaking is explained by Patrick Smith and Lyn Dawes, as follows:¹⁷

- a. The teacher is usually the best person to sits on the hot seat to model the technique, as it can be quite a challenge for a child to know how to reply to the question asked.

¹⁷Patrick Smith and Lyn Dawes, *Subject Teaching in Primary Education*, (Los Angeles: Sage Publications, 2014), 74.

- b. The students are given information without being told by the teacher because, they can discover by asking carefully framed questions.
- c. The students decide individually or in pairs what questions they want to ask and can directly question the character on the hot seat to find out the answers, they have to think of the best questions and also the best ways of asking them.

C. Action Hypothesis

The action hypothesis of this research is stated as follows: Hot seating technique can improve students' speaking performance and their learning activities among the tenth grade at SMAN 1 Batanghari in academic year of 2019/2020".

CHAPTER III

RESEARCH METHOD

A. Variable and Definition Operational Variable

1. Operational Variable

An operational variable of this research consists of Independent and Dependent variable. The independent variable of this research is hot seating technique that was implemented to improve students' speaking performance in an interesting way. It is expected that the students do not feel bored in learning English. This technique is very useful to build up speaking performance and makes the students active in the class.

The dependent variable of this research is speaking as one of the language skills that have to be mastered by the students in order to be able to communicate the message effectively.

B. Research Setting

The researcher was conducted the classroom action research at SMAN 1 Batanghari Lampung Timur in the academic year of 2019/2020.

C. Subject and Object of Study

There are six classes in the tenth grade. The subject of this present research is the students of the tenth grade of SMAN 1 Batanghari. While the object of this research is the students' speaking performance at class X

MIA2 of SMAN 1 Batanghari. SMAN 1 Batanghari is one of the oldest school in Lampung Timur, it has 603 students and 40 teachers.

D. The Concept of Classroom Action Research

According to Pelton, action research is the activity to explore anything about learning, communicating with the understudies, creating exercise designs, doing homework, and everything that does in the schedule of instructing comprises the activity of activity inquire.¹⁸

Stringer, Christensen, and Baldwin State that action research as a procedure or instructor's guide sees, collects data, investigates, plans and implements and evaluates learning.¹⁹ Moreover, McNiff and Whitehead report that activity looks into is a name given to a specific method for exploring your very own learning.²⁰

Moreover, Bell and Aldridg indicate that action research is instructor activity investigates by viewing the most fitting vehicle to help this type of expert learning as it offered a decent level of adaptability, as well as gave chances to coordinated effort and energized dynamic and supported interest. The activity investigate as a major aspect of their association in the exploration program, educator members were urged to utilize an activity look into the process as the center proficient improvement action.²¹

¹⁸Robert P. Pelton, *Action Research For Teacher Candidates*, (US: New York, 2010), 4.

¹⁹Ernes T. Stinger, Lois McFadyen Christensen, Shelia C. Baldwin, *Integrating Teaching, Learning, And Action Research*, (Sage: London, 2010), 1.

²⁰Jean McNiff And Jack Whitehead, *Action Research: Principles And Practice*, (Routledge: Falmer, London, Second Adition 2002), 15.

²¹Lisa M. Bell and Jill M. Aldridge, *StudentVoice, Teacher Action Research And Classroom Improvement*, (Sense: Rotterdam, 2014), 13.

The researcher was divided the research in two cycles in the classroom action research. Classroom action research (CAR) has various models but in this research, the researcher describes the cycles through the scheme of action research design by Kurt Lewin, as follows:

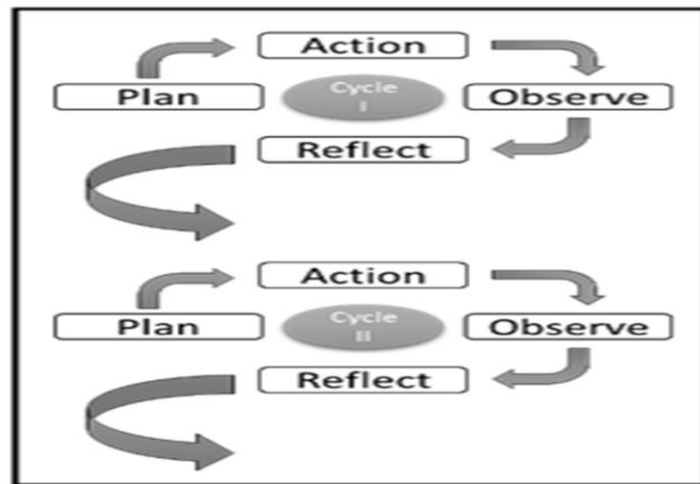


Figure 1
Kurt Lewin's Action Research Design
(Adapted from Jean McNiff, 2002)²²

This figure describes the sequence of the research that is preceded by a preliminary study and followed by generally involve some variation on planning, acting, observation, and reflection. The researcher makes a plan, how to stimulate the students by the technique and based the cycle.

In the classroom action research, the researcher hold the research in two cycles. The steps are, as follows:

²²Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002) Second Edition, p.15

1. Cycle 1

A. Planning

Planning was the first steps in each activity. In this cycle, with the teacher prepared some plans to conduct four steps such as planning, acting, observing, and reflecting in the classroom. In this step, the researcher can make in planning as follow:

- 1) The researcher prepares the lesson plan, procedure, media and material to be applied in the classroom.
- 2) The researcher prepares the learning source for the student.
- 3) The researcher establishes the strategy. The researcher used Hot Seating Technique to improve students' speaking performance.
- 4) The researcher collaborates with the students' to make the criteria success.

B. Acting

This step was the implementation of planning. This step must be followed the steps that had been planned in the planning step. The second step in every cycle is active. In which the researcher put the plan into action through the following step:

1. Pre-teaching activity

- a) The researcher starts the lesson by greeting the students.
- b) The researcher and students pray together.
- c) The researcher checks student attendance.

- d) The researcher informs the students about the competence, the indicators, and objectives that should be achieved.

2. While teaching activity

- a) The researcher sits on the hot seat to model the technique.
- b) The students are given information without being told clearly by the teacher.
- c) The students decide in pairs what questions they want to ask and can directly question the character on the hot seat to find out the answer, they have to think of the best questions and also the best ways of asking them.
- d) The students ask carefully framed questions to the researcher to discover detail information.

3. Post Teaching

- a) The teacher asks the students to answer some question based on the material.
- b) The teacher asks students to conclude the material and the teacher give motivate the students to speak in the classroom.

C. Observing

Observation was investigated the learning activity in this classroom action research. By the process of observation, the researcher knew the action achieves the aim of the researcher goals. The researcher observes them in every activity.

D. Reflecting

By reflecting, the researcher got information about the strength and the weakness of the action that the researcher has been done.

2. Cycle 2

a. Re-Planning

When the researcher found the problem in the first cycle, the researcher repaired the problem in the next cycle. It was explained as the following:

1. The researcher studies the reflection result to obtain the problem-solving.
2. The researcher creates the material and revises the lesson plan including the media, and teaching procedure based on the problem that appears in cycle 1.
3. The researcher rearranges the observation format and also reform the evaluation format to improve the planned indicators that have not been achieved yet in the previous cycle.

b. Acting

The researcher applied the same step in the previous cycle with collaborate, but they applied the revised plan such as lesson plan, material, and instrument for evaluation. The activities are:

1. Pre-teaching activity

- a) The researcher starts the lesson by greeting the students.

- b) The researcher and students pray together.
- c) The researcher checks student attendance.
- d) The researcher informs the students about the competence, the indicators, and objectives that should be achieved.

2. While teaching activity

- a) The researcher sits on the hot seat to model the technique.
- b) The students are given information without being told clearly by the teacher.
- c) The students decide in pairs what questions they want to ask and can directly question the character on the hot seat to find out the answer, they have to think of the best questions and also the best ways of asking them.
- d) The students ask carefully framed questions to the researcher to discover detail information.

3. Post Activity

- a) The teacher asks the students to answer some question based on the material.
- b) The teacher and students conclude the material and the teacher give motivate the students to speak in the classroom.
- c) The teacher gives homework to students.

c. Observing

In the third phase, the researcher observes students' activity, their participation, and makes the note about the learning process.

d. Reflecting

After contrasting the score distribution of pre-test and post-test, the researcher reviewed and reflected on the view and teacher performance whether is positive or negative.

E. Data Collecting Technique

In order for collecting the data, the researcher used the following techniques:

1. Test

Brown maintains that a test, in plain words is a method of measuring person's ability or knowledge in a given domain.²³ It is a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test taker.

a. Pre-test

In the first meeting, the researcher administrated the pre-test of the researcher in order to find out the difference between the individual who has a similar level. The pre-test employed in this research is in the form of speaking performance test. In order to know the student's speaking performance, the researcher

²³H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second Edition,(California: San Fransisco State University, 2001), 384.

employs oral question. The researcher gives a speaking topic that should be generated in a pair by describing something such as a friend of his bench.

b. Post-test

After handling to know the influence of the technique whether it is able to improve the student's speaking performance. It was held after they have gotten the treatment. Both prepare test and post-test are different. In order to know the student's speaking performance, the researcher uses in the form of question. It was administrated orally by the researcher . Post-test was done after the process of each cycle.

2. Observation

In this present research, observation is used to know the student speaking performance in the learning procedure. In this case the researcher observes the students directly in the classroom and get about students activity in learning speaking process. The real teacher also observes the researcher who teaches in the lassroom and the implementation of CAR based on observation notes which already made before.

The data was taken based on students' participants during teaching and learning activity according to lesson plan. The information obtained from this observation is used to as a basis to determine the planning for following cycle.

3. Documentation

Documentation is the method which is used to get information from the written source or document. In this present researcher, the researcher also employs documentation to know all data such as,

- a. The history of SMAN 1 Batanghari.
- b. The condition teachers and officials employees in SMAN 1 Batanghari.
- c. The quantity of the students of SMAN 1 Batanghari.
- d. Organization structure of SMAN 1 Batanghari.
- e. Speaking worksheet, course overviews and classroom materials of the students at SMAN 1 Batanghari.

4. The Field Note

The researcher used a field note. It is making the data analyzing simpler. This survey was held on November 26th, 2018 this implementation was precisely in SMAN 1 Batanghari. The implementation carried out with students by describing someone in their class and doing it in the tenth class. In many professions, it is a matter of good practice to make 'field-notes' while actually engaged in professional action.²⁴ This note has been prepared systematically and given interpretation by the research.

²⁴Michael]. Wallace, *Action Research For Language Teachers*, (Cambridge University Press, 1998), 57.

F. Data Analysis Technique

To find out how does hot seating technique can improve their speaking performance, the researcher was administrated the pre-test before using hot seating technique and after using hot seating technique.

To analyze the data, the researcher computed data of the average rates of pre-test (X-pre) and post-test by using hot seating technique formula as follows:²⁵

$$\frac{\Sigma X}{N}$$

\bar{X} : Mean of average score

ΣX : Total score

N : Total Number of Studenty

Moreover, to know the result the researcher compared between pre-test and post-test. The result was matched by the minimum standard in this school at least 70. If from cycle 1, there are some students not successful, so the researcher conducted cycle II.

The formula to figure out the percentage of the students who pass the MSC in each cycle as follows:²⁶

$$P = \frac{FN}{N} \times 100\%$$

P = Class percentage

F = Frequency

N = Number of student

²⁵Donald Ary at all, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010) Eighth edition, p.108

²⁶Neil A Weiss, *Introductory Statistic* (Boston, MA : Addision-Wesley, 2012), p.41

G. Criteria for success.

This research was declared successful if the percentage of students who achieve Minimum Mastery Criteria (70) in their speaking performance is 75%. In addition, this research is declared succesful if 70% of the students are active in their learning activity.

CHAPTER IV

RESULT OF THERESEARCH AND INTERPRETATION

A. Result of the Research

In this chapter, the researcher would like to present the result of this research that explains the answer of problem formulation.

1. Description of SMAN 1 Batanghari

Before presenting the result of this research, the researcher describes SMAN 1 Batanghari that consists of:

a. The History of SMAN 1 Batanghari

SMAN 1 Batanghari was established in 1993, which was approved by the Minister of National Education led by Mr. Wardiman Jojonegoro. SMAN 1 Batanghari is located at the Kapten Harun 47/A Desa Nampi Rejo. This school has land area of 15.080 m² and building area of 3.460 m² with ownership status.

b. Vision and Mission of SMAN 1 Batanghari

1) Vision of the School

The vision of SMAN 1 Batanghari is becoming a school that has achievement based on faith and piety.

2) The mission of the school

The missions of SMAN 1 Batanghari are stated as follow:

- a) Developing curriculum content according to school character, but with national standards.

- b) Striving to provide complete educational facilities from simple to sophisticated ones such as the use of ICT.
- c) Trying to develop school website as one of the effective means of promotion;
- d) Trying to implement a valid and authentic assessment or testing system.

2. Description of the Research

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle includes of planning, action, observation and reflection. In this research, the researcher is as an English teacher and Mr. Candra Jaya, M.Pd as the collaborator.

a. Pre-test activity

The researcher conducted the pre-test on October, 14th 2019 at 09.00 until 10.30. The pre-test was administrated to the students to be finished individually. The kind of test was speaking test that asked the students to practice the English dialogue. The researcher gave two choiches of topic that are “Planning to go a famous place and planning to buy something”. In addition, the students’ pre-test result is illustrated on the table below:

Table 4. Students' Speaking Pre-test Grade

No	Name	P	G	V	F	IS	TOTAL SCORE	TOTAL GRADE
1	AA	2	1	1	2	1	7	35
2	AM	2	1	1	3	3	10	50
3	CR	2	1	1	2	2	8	40
4	DA	3	2	3	3	3	14	70
5	DF	1	1	1	2	2	7	35
6	DN	3	1	1	3	2	10	50
7	DS	1	1	1	2	2	7	35
8	ET	1	2	2	2	2	9	45
9	FV	1	1	2	2	1	7	35
10	GD	2	2	2	2	2	10	50
11	HM	2	2	1	1	1	7	35
12	IJ	2	1	2	2	2	9	45
13	KY	2	1	1	1	2	7	35
14	LD	2	2	2	2	2	10	50
15	MA	1	3	2	2	1	9	45
16	MK	2	2	2	2	2	10	50
17	NA	3	2	2	1	1	9	45
18	NA	2	2	1	2	3	10	50
19	NZ	1	1	2	3	3	10	50
20	RA	2	1	1	2	3	9	45
21	RP	2	2	2	1	1	8	40
22	SH	3	2	2	1	3	11	55
23	SN	2	1	2	1	1	7	35
24	TM	2	2	2	1	1	8	40
25	VF	2	2	2	2	2	10	50
26	WD	2	1	1	2	2	8	40
27	YE	2	3	1	2	2	10	50
		Total of all students' grade						1.205
		Total all of thestudets (n)						27
		The highest grade						70
		The lowest grade						35
		Average						45

Table 5. Speaking Criteria Symbol

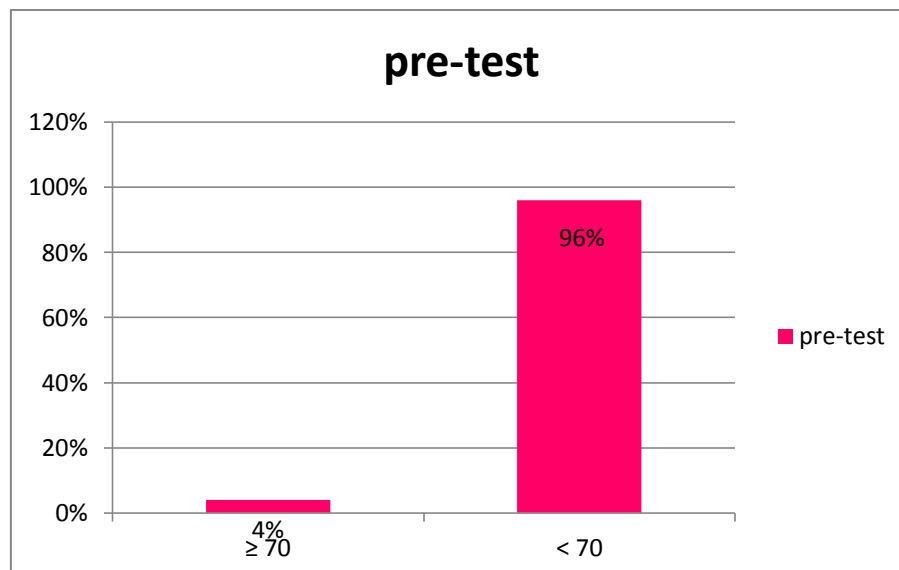
No	Symbol	Criteria
1	P	Pronunciation
2	G	Grammar
3	V	Vocabulary
4	F	Fluency
5	IS	Instructional Strategies

(Source: Adopted from Weir's speaking rubric)

Table 6. Frequency of Students' Grade in Pre-test

No	Grade	Frequency	Percentage	Explanation
1	≥ 70	1 student	4%	Complete
2	< 70	26 students	96%	Incomplete
	Total	27 students	100%	

Source: The grade result of speaking pre-test at X class of SMAN 1 Batanghari October 14th 2019.

**Figure 2. The Percentage of the Students' Grade in Pre-test**

Based on the data above, it could be inferred that the successful students were fewer than the unsuccessful students. The successful students were those who got the minimum mastery criteria of English

subject at SMAN 1 Batangahariat least 70. From the pre-test result, the researcher got the average of 45, so the result was unsatisfied. Therefore, the researcher used hot seating technique to improve the students' speaking performance.

b. Cycle I

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted October, 17th 2019 at 07.30 until 09.00 and followed by 27 students. The meeting was started by praying, greeting and checking the attendance list.

In the beginning, the researcher introduced the speaking theme based on the syllabus of English subject at the tenth grade. The speaking theme is intention to do something. Then,

the researcher explained the definition of intention. Furthermore, the researcher gave the example of English dialogue about *Planning to Give a Special Gift to Mother*. The researcher asked the students to pay attention the researcher.

After that, the researcher asked the students to find out their own pair to practice English dialogue in the hot seat. Each pair of the students in turn sits on the hot seat. While sitting on the hot seat, the pair of students practice the English dialogue give the information about the *Planning Give Special Gift to Mother* theme. The allocation of time given to each pair was two minutes. The last, the other students give the question to the students who sit on the hot seat, share their ideas, and add others students statements.

b) The second meeting

The second meeting was conducted on October, 19th 2019 at 09.00 until 10.30. In the second meeting, the researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by giving some explanation more about intention to apply hot seating technique to understanding. Furthermore, the researcher gave the example dialogue about *planning to go Dewata Bali Island*. The researcher asked the students to pay attention the researcher. After that, the researcher asked the

students to find out their own pair to practice English dialogue in the hot seat. Each pair of the students in turn sits on the hot seat.

While sitting on the hot seat, the pair of students practice the English dialogue by giving the information about the *Planning To Go Dewata Bali Island* theme. The allocation of time given to each pair was two minutes. The last, the other students give the question to the students who sit on the hot seat, share their ideas, and add others students statements.

c) **Post-Test 1**

Furthermore, on October 21th 2019, the researcher gave post test 1 conducted in cycle I with similar task on pre-test before. The kind of the test was speaking test that asked the students to do the English dialogue with their friend about “Planning to celebrate mother’s birthday and planning in long weekend”. The result of the students’ test in post test 1 was better than test in pre-test before.

Table 7. The Students’ Speaking Grade of Post-Test 1

No	Name	P	G	V	F	IS	TOTAL POINT	TOTAL GRADE
1	AA	1	3	3	3	2	12	60
2	AM	2	2	2	3	3	12	60
3	CR	2	2	2	3	3	12	60
4	DA	3	3	3	3	3	15	75
5	DF	3	3	3	2	2	13	65
6	DN	3	3	3	3	2	14	70
7	DS	3	3	3	2	3	11	55
8	ET	3	3	2	3	2	13	65

9	FV	3	2	2	2	2	11	55
10	GD	3	3	3	2	1	12	60
11	HM	3	3	2	2	2	12	60
12	IJ	2	3	3	3	3	14	70
13	KY	3	2	3	2	2	12	60
14	LD	3	3	2	2	1	11	55
15	MA	3	2	2	3	2	12	60
16	MK	3	3	2	2	3	13	65
17	NA	3	2	2	2	3	12	60
18	NA	3	3	2	3	3	14	70
19	NZ	3	3	3	3	2	14	70
20	RA	3	3	3	3	2	14	70
21	RP	3	3	3	3	3	15	75
22	SH	3	3	3	3	3	15	75
23	SN	3	2	3	3	3	14	70
24	TM	3	3	3	2	3	14	70
25	VF	2	2	3	3	2	12	60
26	WD	2	3	2	2	2	11	55
27	YE	3	3	3	2	3	14	70
		Total of all students' grade						1.740
		Total all of the studets (n)						27
		The highest grade						75
		The lowest grade						55
		Average						64

Table 8. Frequency of Students' Grade in Post-test I

o	rade	requency	ercentage	xplanation
	70	1 students	1%	omplete
	70	6 students	9%	ncomplete
	otal	7 students	00%	

Source: The grade result of speakingPost-test Iat X class of SMAN
1on October21th 2019.

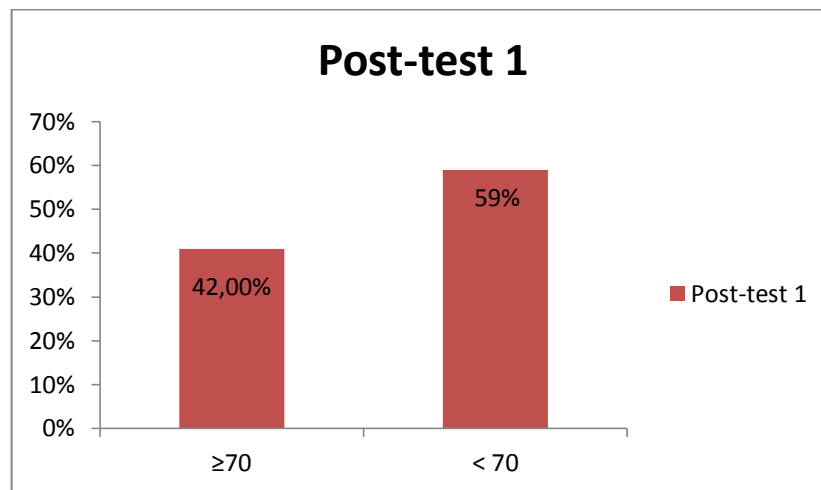


Figure 3. The Percentage of the Students' Grade on Post-test 1

Based on the result above, it could be seen the result of post-test 1 is higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was stated successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

3) Observing

In observation, the collaborator observed the students' activities. The researcher as a teacher gave speaking topic taught in meeting 2 of cycle 1 that is about "planning to go Dewata Bali Island" by using hot seating technique.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and

meeting 2. The result of the students' learning activities could be seen as follow.

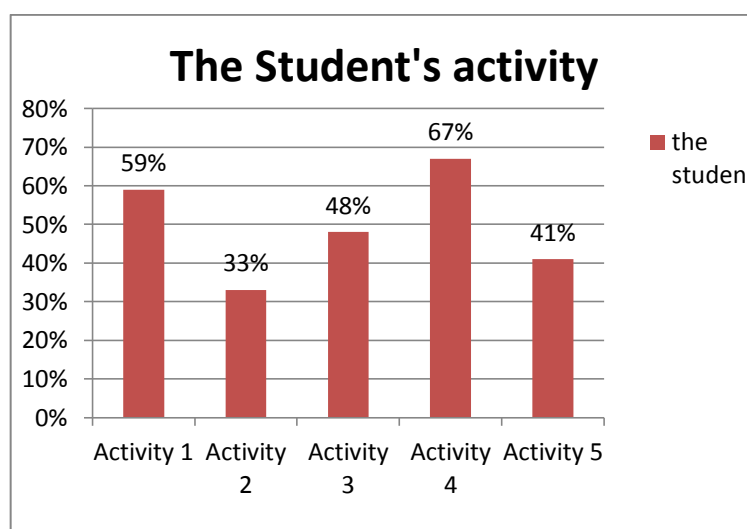
Table 9. The Students' Learning Activity Observation in Cycle I

No	Name	The Learning Activity Aspects				Being active in the group work
		Paying attention on the teacher's explanation	Asking/ answering the question	Being active in the class	Being able to do the task	
1.	AA	√	-	√	√	√
2.	AM	√	√	-	√	√
3.	CR	√	-	√	√	√
4.	DA	-	-	√	-	-
5.	DF	√	√	-	-	√
6.	DN	√	-	√	√	-
7.	DS	√	-	-	√	-
8.	ET	√	√	-	√	√
9.	FV	-	-	√	-	-
10.	GD	√	-	-	√	√
11.	HM	√	√	√	√	-
12.	IJ	-	-	√	√	-
13.	KY	-	-	√	-	-
14.	LD	√	√	-	√	√
15.	MA	-	-	√	-	-
16.	MK	√	-	-	√	√
17.	NA	-	√	-	-	-
18.	NA	√	-	-	√	√
19.	NZ	-	-	√	√	-
20.	RA	√	√	-	-	√
21.	RP	√	-	√	√	-
22.	SH	√	-	-	-	-
23.	SN	-	-	-	√	-
24.	TM	-	-	√	√	-
25.	VF	-	√	-	-	-
26.	WD	√	-	√	√	-
27.	YE	-	√	-	√	√
TOTAL		16	9	13	18	11

Table 10. The Frequency of Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention on the teacher's explanation	16	59%
2	Asking/answering the question	9	33%
3	Being active in the class	13	48%
4	Being able to do the task	18	67%
5	Being active in the group work	11	41%
Total Students		27	
The Average Percentage		50%	

Source: The students' activity at the tenth grade of MIA 2 of SMAN 1 Batanghari October 21th 2019.

**Figure 4. The Percentage of Students Activities in Cycle I**

The table showed that not all the students' were active in learning process. There were 16 students (59 %) who gave attention to the teacher explanation. 9 students (33%) who asked/answered question, 13 students who are active in the class (48%), 18 students (67%) who are able to do the task, and 11 students (41%) who are able to be active in the group work.

4) Reflecting

Based on the result observation in learning process in cycle I, it is concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between post-test grade and post-test I grade was as follows:

Table 11. The Comparison Between Pre-test and Post-test I Grade in Cycle I

NO	Name Initial	Pre Test	Post Test I	Deviation	Explanation
1.	AA	35	60	25	Improved
2.	AM	50	60	10	Improved
3.	CR	40	60	20	Improved
4.	DA	70	75	15	Improved
5.	DF	35	65	25	Improved
6.	DN	50	70	20	Improved
7.	DS	35	55	20	Improved
8.	ET	45	65	20	Improved
9.	FV	35	55	20	Improved
10.	GD	50	60	10	Improved
11.	HM	35	60	25	Improved
12.	IJ	45	70	25	Improved
13.	KY	35	60	25	Improved
14.	LD	50	55	5	Improved
15.	MA	45	60	15	Improved
16.	MK	50	65	15	Improved
17.	NA	45	60	15	Improved
18.	NA	50	70	20	Improved
19.	NZ	50	70	20	Improved
20.	RA	45	70	25	Improved
21.	RP	40	75	35	Improved

22	SH	55	75	20	Improved
23.	SN	35	70	35	Improved
24.	TM	40	70	30	Improved
25.	VF	50	60	10	Improved
26.	WD	40	55	15	Improved
27.	YE	50	70	20	Improved
Total		1.205	1.740		
Average		45	64		
The highest grade		50	75		
The lowest grade		35	55		

Table 12. The Comparison of Students' Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test		Post Test I		Explanation
	Frequency (F)	Percentage (P)	frequency (F)	Percentage (P)	
≥70	1	4%	11	41%	COMPLETE
< 70	26	96	16	59%	INCOMPLETE
TOTAL	27	100%	27	100%	

Then, the graph of students' comparison in speaking performance of pre-test and post-test I grade in cycle I could be seen as follow:

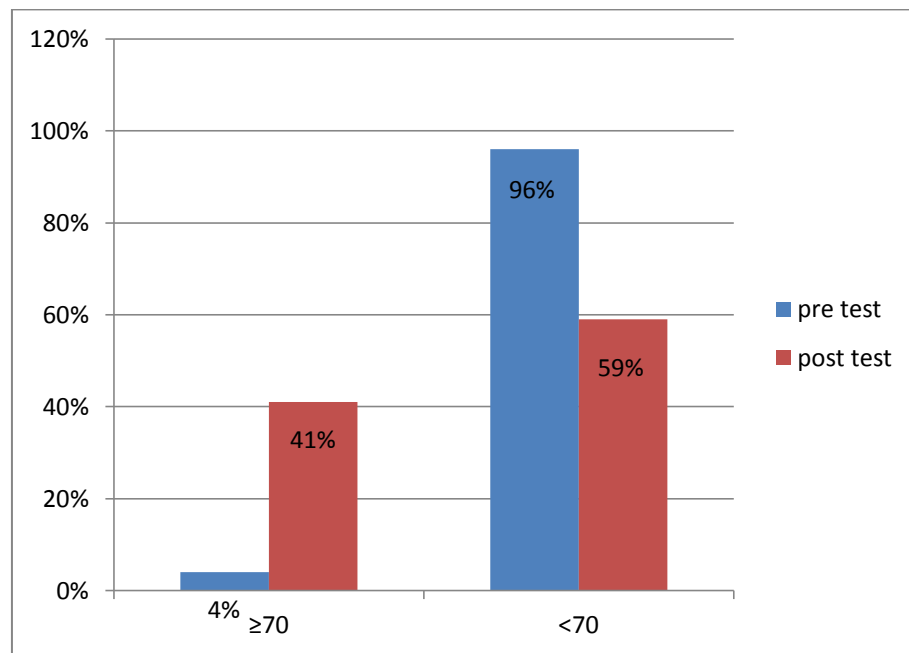


Figure 5. The Comparison of Percentage of the Students' Completeness Grade on Pre-test and post-test I

The table and the graphic above, it could be inferred that 26 students (96%) were not successful and 1 student (4%) were successful. The successful students were those who got the minimum mastery criteria at SMAN 1 Batanghari at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 45, so the result was unsatisfied. Meanwhile, based on the graphic of post-test 1, it could be seen that 11 students (41%) got grade up to the standard and 16 students (59%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

c. Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in speaking performance by hot seating technique.

To implement this technique the researcher prepared all of the things that needed in learning activities. First, the researcher prepared the chairs in front of the class, speaking topic, and students speaking worksheet.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on November 24th 2019 at 07.30 until 09.00 followed by 27 students. In the first

meeting, the researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting, the speaking topic of this meeting is intention.

In the beginning, the researcher introduced the speaking theme based on the syllabus of English subject at the tenth grade. The speaking theme is intention to do something. Then, the researcher explained the definition of intention. Furthermore, the researcher gave the example of English dialogue in the topic of *Planning after Graduation from Senior High School*. The researcher asked the students to pay attention the researcher.

After that, the researcher asked the students to find out their own pair to practice English dialogue in the hot seat. Each pair of the students in turn sits on the hot seat. While sitting on the hot seat, the pair of students practice the English dialogue give the information about the *Planning after Graduation from Senior High School* theme. The allocation of time given to each pair was two minutes. The last, the other students give the question to the students who sit on the hot seat, share their ideas, and add others students statements.

b) The second meeting

The second meeting was conducted on October 26th 2019. In this meeting the researcher implemented the steps of Hot Seating Technique in improving students' speaking performance.

c) The third meeting

Furthermore, on November 28th 2019 in the third meeting the researcher gave post test II to the students. In this meeting almost all of the students could dialogue well. It could be seen from the result of the post test II provided in table 13. There were 21 of 27 students got the grade under the minimum mastery criteria in SMAN 1 batanghari.

Table 13. The Students' Post Test II grade

No.	Students' Name	Grade	Note
1.	AA	75	COMPLETE
2.	AM	75	COMPLETE
3.	CR	75	COMPLETE
4.	DA	85	COMPLETE
5.	DF	60	INCOMPLETE
6.	DN	65	INCOMPLETE
7.	DS	65	INCOMPLETE
8.	ET	60	INCOMPLETE
9.	FV	65	INCOMPLETE
10.	GD	65	INCOMPLETE
11.	HM	70	COMPLETE
12.	IJ	80	COMPLETE
13.	KY	75	COMPLETE
14.	LD	80	COMPLETE
15.	MA	75	COMPLETE
16.	MK	80	COMPLETE
17.	NA	75	COMPLETE

18.	NA	75	COMPLETE
19.	NZ	85	COMPLETE
20.	RA	85	COMPLETE
21.	RP	80	COMPLETE
22.	SH	80	COMPLETE
23.	SN	85	COMPLETE
24.	TM	85	COMPLETE
25.	VF	75	COMPLETE
26.	WD	75	COMPLETE
27.	YE	75	COMPLETE
Total of all students' grade		2.025	
Total all of the students (n)		27	
The highest grade		85	
The lowest grade		60	
Average		75	

Table 14. The Frequency of students' grade in Post-test II

No	Grade	Frequency	Percentage	Explanation
1	≥ 70	21 Students	78 %	Complete
2	< 70	6 Students	22%	Incomplete
	Total	30 Students	100 %	

Source: The result grade of speaking post test II at X class of SMAN 1 Batanghari November 28th 2019.

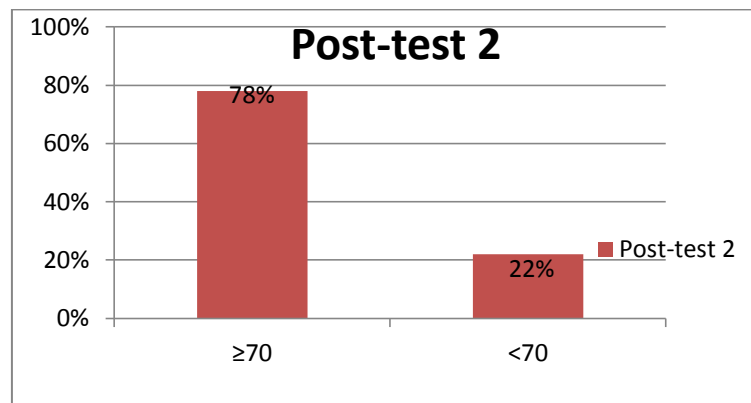


Figure 6. The Percentage of the Students' Grade in Post-test II

Based on the result above, it could be inferred that the percentage of students who achieved MMC is higher than the percentage of those who did not achieve MMC. From the post test 2 results, the researcher got the average of 75 %. It was higher than post test 1 in cycle I.

3) Observing

In this step, the researcher presented the material by hot seating technique. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result grade of students' learning activities observation, as follow:

Table 15. The Students' Learning Activity Result in Cycle II

No	Name	The Aspects that observed				Being active in the group work
		Paying attention on the teacher's explanation	Asking/answering the question	Being active in the class	Being able to do the task	
1.	AA	√	√	√	√	√
2.	AM	√	-	√	√	√
3.	CR	√	√	√	√	√
4.	DA	-	√	-	-	-
5.	DF	-	√	-	-	√
6.	DN	√	√	√	√	√
7.	DS	√	-	√	√	√
8.	ET	-	√	√	√	√
9.	FV	√	-	√	√	√
10.	GD	√	√	√	-	√
11.	HM	√	√	-	√	√
12.	IJ	√	√	-	-	-
13.	KY	-	√	-	-	√
14.	LD	√	√	√	√	-
15.	MA	√	√	√	√	-
16.	MK	√	√	-	√	√
17.	NA	√	√	-	√	√
18.	NA	√	√	√	√	-
19.	NZ	√	-	-	√	√
20.	RA	√	√	-	√	√
21.	RP	√	-	√	-	√
22.	SH	√	√	√	√	√
23.	SN	√	√	√	√	√
24.	TM	√	-	√	√	√
25.	VF	√	√	-	-	√
26.	WD	√	√	√	√	√
27.	YE	√	-	-	√	-
Total		23	21	16	20	

Table 16. The Frequency Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Paying attention on the teacher's explanaton	23	85%
2	Aking/answering the question	21	78%
3	Being active in the class	16	59%
4	Being able to do the task	20	74%
5	Being active in the group work	21	78%
Total Students		27	
The Average of Percentage		75%	

Source: The students' speaking performanceat the tenth grade of X class of SMAN 1 Bataghari October 24th 2019.

Then, the graph of percentage students speaking performance in cycle II, as follow:

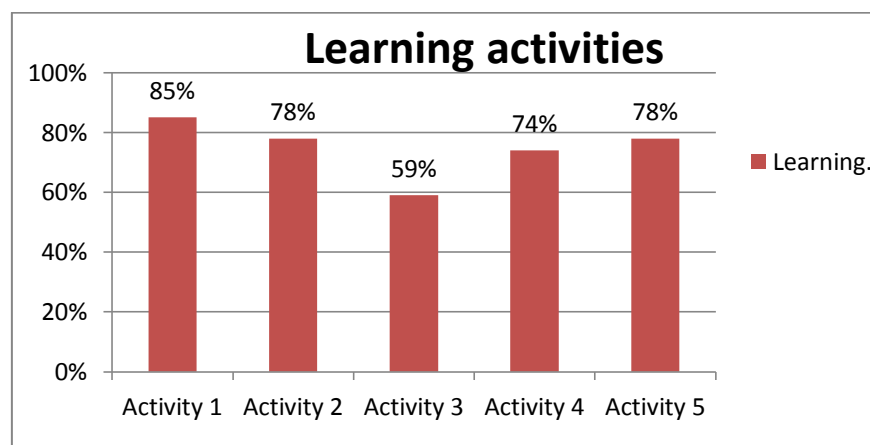


Figure 7. The Percentage of Students speaking performance in Cycle II

The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students pay attention of theteacher explanation 85%, then, the students asked/

answered the question from the teacher 78% and the students active in the class 59%. The students active in group working 78% and the last the students able to do the task 74%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 70\%$.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using hot seating technique, the students speaking performance would improve.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II grade and observation of student's learning activities. The comparison between students post test I grade and post-test II grade could be compared on the following table.

Table 17. The Comparison Between Post-Test I Grade and Post-Test II Grade

NO	Name Initial	Post-Test I Grade	Post-Test II Grade	Deviation	Explanation
1.	AA	60	75	15	Improved
2.	AM	60	75	15	Improved
3.	CR	60	75	15	Improved
4.	DA	75	65	-10	Declined
5.	DF	65	85	20	Improved
6.	DN	70	60	-10	Declined
7.	DS	55	65	-10	Declined
8.	ET	65	60	-5	Declined
9.	FV	55	65	-10	Declined
10.	GD	60	65	5	Improved
11.	HM	60	70	10	Improved

12.	IJ	70	75	10	Improved
13.	KY	60	80	10	Improved
14.	LD	55	75	15	Improved
15.	MA	60	80	20	Improved
16.	MK	65	75	10	Improved
17.	NA	60	80	15	Improved
18.	NA	70	75	15	Improved
19.	NZ	70	75	15	Improved
20.	RA	70	85	15	Improved
21.	RP	75	85	10	Improved
22.	SH	75	80	5	Improved
23.	SN	70	80	15	Improved
24.	TM	70	85	15	Improved
25.	VF	60	85	15	Improved
26.	WD	55	75	20	Improved
27.	YE	70	75	15	Improved
Total		1.740	2.025	305	
Average		64	75		
The highest grade		75	85		
The lowest grade		60	60		

Table 18. The Comparison of Students' Grade in Post-test I and Post-Test II

Interval	Post Test I		Post Test II		Explanation
	Frequency (F)	Percentage (P)	frequency (F)	Percentage (P)	
≥70	11	41%	21	78%	COMPLETE
< 70	16	59%	6	22%	INCOMPLETE
TOTAL	27	100%	27	100%	

Morover, the graph of students speaking performance post-test I and post-test II grade in cycle II could be seen as follow:

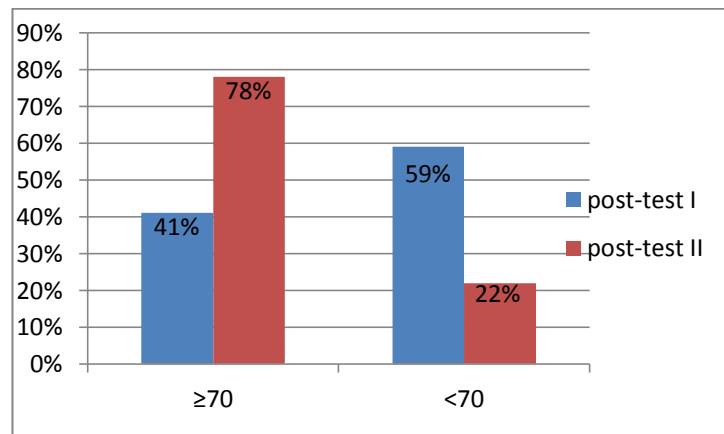


Figure 8. The Percentage of Comparison of Students' grade on Post-test I and Post-test II

From the table above, it could be seen that the grade of the students in post-test II was various. It could be inferred that 21 students (78%) were successful and 6 other students (22%) were not successful. From the post test 2 results, the researcher got the average of 75%. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was $\geq 75\%$ students got grade 70. It was indicated that the students' speaking performance was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continued in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that hot seating technique improve the students' speaking performance.

B. INTERPRETATION

The researcher considers that teaching speaking performance by using hot seating technique can improve students' speaking performance. Hot seating is a technique complex activity that requires comprehension and selection of information and written production process. When hot seating is done correctly, students are encouraged to develop their own idea and explore the way of thinking. Therefore, it has proved that hot seating technique could be one the interesting technique to teaching speaking performance.

1. Result of Students Learning

a. Result of students Pre- Test Grade

In this phase, the researcher presented the pre- test to measure the students ability before implementing the treatment. The researcher obtained the data through test which completed for 60 minutes. It was done on November 14th 2019. From the result of pre-test showed that most of the students got difficult for doing the test. Based on pre-test result, it could be inferred that 26 students (96%) were not successful and 1 other students (4%) were successful. The successful students were those who got the minimum mastery criteria at SMAN 1 Batanghari at least 70.

b. Result of Students Post- Test 1 Grade

In this research, to know the students speaking performance after implementing the treatment the researcher conducted the post- test I. It

was done on November 19th 2019. Based on the result of pot-test 1, it could be seen that 11 students (41%) got grade up to the standard and 16 students (59%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

c. Result of Students' Post- Test II Grade

In this phase, the researcher continued to cycle II because the grade of post test I in cycle I did not fulfilled the MMC yet that was only 59% passed the MMC. The researcher presented the post- test II to measure the students ability after implementing the treatment. The researcher obtained the data through test in the from of speaking test which completed for 60 minutes. it could be seen that the grade of the students in post-test II was various. It could be inferred that 21 students (78%) were successful and 6 other students (22%) were not successful. From the post test 2 results, the researcher got the average of 75. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was $\geq 75\%$ students got grade 70. It indicated that the students' speaking performance was improved.

- d. Comparison of Grade in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process was successfully in cycle I but the students' average grade was low. While. The grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average grade was higher than cycle I. the following was the table of illustration grade in cycle I and cycle II.

Table 19. The Comparison of Speaking performance of Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

NO	Name	Grade		
		Pre-Test	Post-Test I	Post-Test II
1.	AA	35	60	75
2.	AM	50	60	75
3.	CR	40	60	75
4.	DA	70	75	85
5.	DF	35	65	60
6.	DN	50	70	65
7.	DS	35	55	65
8.	ET	45	65	60
9.	FV	35	55	65
10.	GD	50	60	65
11.	HM	35	60	70
12.	IJ	45	70	80
13.	KY	35	60	75
14.	LD	50	55	80
15.	MA	45	60	75
16.	MK	50	65	80
17.	NA	45	60	75
18.	NZ	80	70	75
19.	NZ	50	70	85
20.	RA	45	70	85
21	RP	40	75	80

22	SH	55	75	80
23	SN	35	70	85
24	TM	40	70	85
25	VF	50	60	75
26	WD	40	55	75
27	YE	50	70	75
Total		1.205	1.740	2.025
Average		45	64	75
Complete		1	11	21

Table 20. The Grade Percentage Comparison of Students' Speaking Performance of Pre-Test, Post-Test I and Post-Test II

Interval	Pre-Test		Post-Test I		Post-Test II		Explanation
	Frequency	Percentage	Frequenc y	percentage	Frequenc y	percentage	
≥70	1	4%	11	41%	21	78%	Complete
< 70	26	96%	16	59%	6	22%	Uncomplete
Total	27	100%	27	100%	27	100%	

Based on the result of the pre-test, post-test I and post-test II, it was known that there was a positive significant improvement of the students' grade. It could be seen from the students get grade 70 from 1 to 11 became 21. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

The researcher shows the graph of the result of pre-test, post-test I and post-test II, as follows:

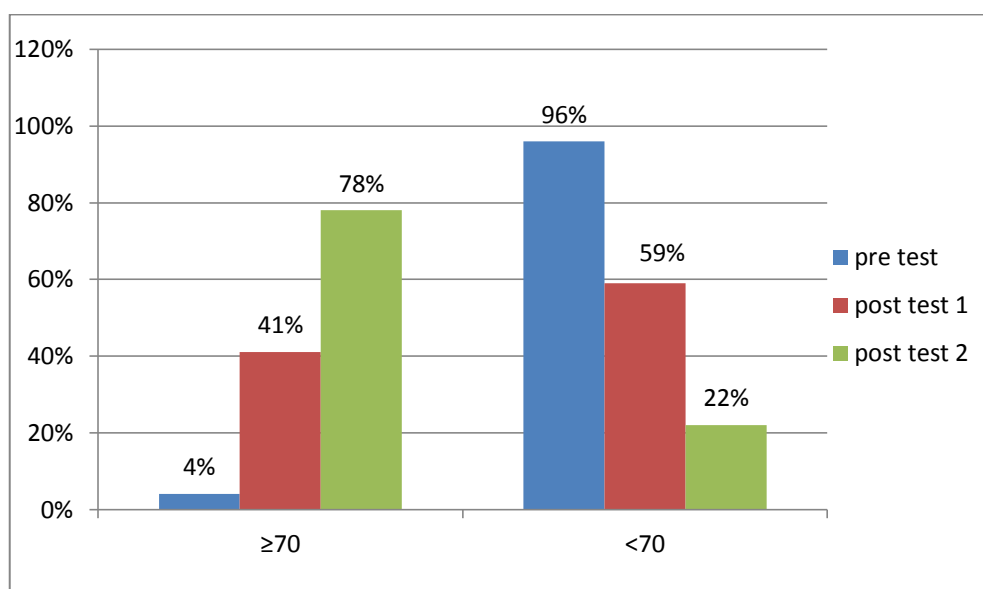


Figure 9. The Comparison Grade of Students Speaking performance in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle I

Based on the the figure 9, it could be inferred that hot seating technique could improve the students' speaking performance. It is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

2. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement is as follows:

Table 21. The Percentage of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Paying attention on the teacher's explanation	16	59%	23	85%	Improved
2	Asking/answering the question	9	33%	21	78 %	Improved

3	Being active in the class	13	48%	16	59 %	Improved
4	Being able to do the task	18	67%	20	74%	Improved
5	Being active in group working	11	41%	21	78%	Improved
The Average Percentage		50%		75%		-

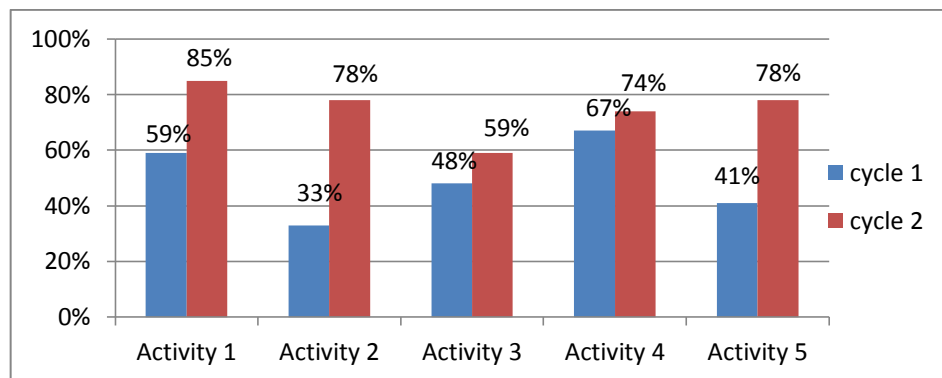


Figure 10. Figure of Learning Activity in Cycle I and Cycle II

Based on the data had gotten, it can be explained as follow:

a) Paying attention on the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I it was only 59% and in cycle II 85%, it is improved 26%.

b) Asking/answering the question

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well.

This activity was improved 45%, from cycle I 33% and cycle II 78%.

c) Being active in the class

The active students in class were improved. It could be seen on the cycle I 48% and cycle II also 59%, it improved 11%. Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in speaking performance when hot seating was applied in learning process from cycle I up to cycle II.

d) Being able to do the task

The students who had done the task were increased. It could be seen on the cycle I 67% and cycle II 74%, it increased 7%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of hot seating technique improve the students' in speaking performance. There was progress average grade from 45 to 64 and to 75.

e) Being active in the group work

The students activity in group working were improved. It could be seen on the cycle I 41% and cycle II 78%. The improvement is 37%. Then, based on the data of cycle I and cycle II, it be concluded that the students learning activity in group working is improved.

Based on the result of pre-survey, it can be inferred that there was an improving on the average grade and total of the students who passed the test from pre-test, post-test I to post-test II. The average grade in the pre-test was 26 students did not achieve the criteria (96%).

Moreover, in the post-test I there was 11 students or (42%) passed the test the indicator students get grade ≥ 70 with average 64. Meanwhile, in the post-test II there was 21 students or (78%) passed the test the indicator students get grade ≥ 70 with average 75. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 75% of students got grade 70 was achieved.

C. DISCUSSION

In teaching speaking performance to the students' of SMAN 1 Batanghari especially in students of X class, the researcher chose hot seating technique to improve the students' speaking performance.

The researcher used this technique to organize students' idea and made students more active in speaking performance in learning English. Therefore, it is proved that the implementation of hot seating technique improves the students' learning activities using hot seating technique. Therefore, hot seating technique hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it was investigated that the use of hot seating technique could improve the students' in speaking performance. There is progress from the students get grade ≥ 70 from pre-test 19% or 1 students, post-test I 41% or 11 students and post-test II become 75% or 21 students. It is inferred that there is improvement on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got grade ≥ 70 are reached.

The result of the student's activities in cycle I and cycle II are improved. Pay' attention of the teacher' explanation from 59% become 85%, the students' ask/answer question from 33% become 78%, the students' activeness in the class from 48% become 59%, the students' able do the task from 67% become 74%, and the students' active in group working from 41% become 78%. The result of students' activities in cycle I and cycle II, there is improvement in students' learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the speaking performance could be improved through Hot Seating Technique at the tenth graders of SMAN 1 Batanghari.

Hot seating technique can improve speaking performance at the tenth graders of SMAN 1 Batanghari. It can be seen on the progress from pre-test to cycle I and cycle II. The percentage of students' speaking performance got from post test II of cycle 2 is 78%. It means that result of cycle II had already achieved the indicator of succes that is 75 % of the students achieve the minimum mastery creteria (MMC). It is because hot seating technique consists of the effective teaching procedures that significantly encourage and improve the students' speaking performance.

In addition, Hot seating technique can improve students' learning activity at the tenth graders of SMAN 1 Batanghari. It was investigated that the percentage of learning activity of cycle II is 75%. It means that hot seating technique can improve the students' learning activity. It is caused by the use of all teaching procedures in hot seating technique can support the researcher effectively in improving the students' learning activities.

B. Suggestion

Based on the conclusion above, there are some suggestions intended to the improvement of teaching and learning process, as follows:

1. For English Teacher

- a. The teacher is suggested to prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning enjoyable process, such as selecting text or new teaching media.
- b. It is better for the teacher to use hot seating technique in English learning especially in speaking because it can improve students' speaking performance
- c. The teacher is suggested motivation to the students in order to be active in learning process.

2. For the Students

It is suggested to the students to be more active in learning process in the class and improve their ability in speaking performance so they can be successful in English learning.

3. For Headmaster

It is suggested for the headmaster to support the English teacher to use hot seating technique in learning process, because hot seating technique is so helpfull.

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(LESSON PLAN)

Sekolah : SMAN 1 BATANGHARI

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X(Sepuluh)/Ganjil

Materi Pokok : Expressing to do Intention

Alokasi Waktu : 4x45 Minutes

Topik *Speaking* : 1. Dialogue About Intention To Give Special Gift To The Mother
2. Dialogue About Going To Dewata Bali Island

Kompetensi Dasar (KD)	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	1.1.1 Menunjukkan semangat mengikuti pembelajaran 1.1.2 Menunjukkan keseriusan mengikuti pembelajaran 2.3.1 Menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman. 2.3.2 Menunjukkan perilaku peduli dalam berkomunikasi dengan guru dan teman.
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya.	3.7.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya .

A. Tujuan Pembelajaran

- 1.1.1 Siswa dapat menunjukkan semangat mengikuti pembelajaran.
- 1.2 Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran.
- 2.3.1 Siswa dapat menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman.
- 2.3.2 Siswa dapat menunjukkan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman.
- 3.7.1 Siswa dapat Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya.

B. Materi Pembelajaran

"Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu"

1. Fungsi Sosial:

Menyatakan
rencana

2. Contoh Ekspresi

- Σ *I'd like to tell about my family,*
- Σ *I will visit my uncle tomorrow,*
- Σ *I'm going to fix my bike on Monday.*
- Σ *I plan to go to college.*
- Σ *I intend to write a novel.*
- Σ *I would rather stay at home than go fishing.*

3. Unsur Kebahasaan

Σ Kata kerja (Verb) di dalam ungkapan :

- *I would like to + VI + C/O*
- *I will + VI + C/O*
- *I'm going to + VI + C/O*
- *I want to + VI + C/O*
- *I plan to + VI + C/O*
- *I intend to + VI + C/O*
- *I would rather + VI + C/O*

Σ Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan/cetak yang rapi dari kosa kata yang ada dalam video.

C. METODE PEMBELAJARAN

- a. Pendekatan : *Scientific Approach*
- b. Model : *Discovery learning*
- c. Teknik : Hot Seating Technique

D. MEDIA, ALAT, DAN SUMBERPEMBELAJARAN

- a. Media : Video
- b. Alat : Laptop, dan papan tulis
- c. Sumber Pembelajaran : BSE, Internet, Kamus Bahasa Inggris

E. LANGKAH-LANGKAH KEGIATANPEMBELAJARAN

a. Kegiatan Pendahuluan (15 menit)

- Mengucapkan salam dan berdoa bersama
- Memberi motivasi belajar
- Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti:
What are you going to do in the rest time today?
What will you do during holiday?
Suppose you have graduated from this school now. What are you going to do?
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus
- Pada awalnya, guru memperkenalkan tema berbicara berdasarkan silabus mata pelajaran Bahasa Inggris di kelas sepuluh. Tema berbicara adalah niat untuk melakukan sesuatu

b. Kegiatan Inti (65 menit)

Mengamati

- a. Kemudian, guru menjelaskan definisi niat. Selanjutnya, guru memberikan contoh dialog bahasa Inggris dalam topik Perencanaan setelah Lulus dari Sekolah Menengah Atas. Guru meminta siswa untuk memperhatikan peneliti.
- b. Setelah itu, guru meminta siswa untuk mencari tahu pasangan mereka sendiri untuk berlatih dialog bahasa Inggris di kursi panas.
- c. Setiap pasang siswa pada gilirannya duduk di kursi panas. Sambil duduk di kursi panas, sepasang siswa berlatih dialog bahasa Inggris memberikan informasi tentang tema Perencanaan. Alokasi waktu yang diberikan kepada masing-masing pasangan adalah dua menit. Yang terakhir, siswa lain memberikan pertanyaan kepada siswa yang duduk di kursi panas, membagikan ide-ide mereka, dan menambahkan pernyataan siswa lainnya.
- d. Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu.
- e. Siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan

tentang niat melakukan sesuatu dengan bimbingan dan arahan guru. (E.g. *I'm going to + V1 + C*)

Mempertanyakan

Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.

Mengeksplorasi

- a. Siswa diberikan script berupa dialogue dan mempraktekkan ungkapan-ungkapan yang ada didalamnya secara berpasangan di bangku masing-masing.
- b. Siswa membuat percakapan menurut contoh yang sudah ada dalam video juga yang ada dalam dialogue dengan bahasa mereka sendiri.
- c. Siswa memerankan percakapan yang mereka buat tersebut (role-play) ke depan kelas secara berpasangan.

Mengasosiasi

- a. Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari (dalam video, dialogue, dan sumber lain yang mereka temukan).
- b. Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia.

Mengomunikasikan

- a. Setiap pasang siswa pada gilirannya duduk di kursi panas. Sambil duduk di kursi panas, sepasang siswa berlatih dialog bahasa Inggris memberikan informasi tentang tema untuk melakukan sesuatu. Alokasi waktu yang diberikan kepada masing-masing pasangan adalah dua menit. Yang terakhir, siswa lain memberikan pertanyaan kepada siswa yang duduk di kursi panas, membagikan ide-ide mereka, dan menambahkan pernyataan siswa lainnya.
- b. Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu.

c. Penutupan (10 menit)

- i. Memberikan umpan balik tentang hasil pembelajaran.
- ii. Peserta didik menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (learning journal).
- iii. menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya adalah melanjutkan.

F. PENILAIAN

a. Jenis/teknik penilaian

Technique : Hot Seating Technique

b. Pengetahuan:

Pengetahuan siswa tentang struktur teks, unsur kebahasaan dievaluasi dengan menggunakan tertulis/lisan & soallatihan.

c. Keterampilan:

Unjuk kerja/Praktik.

d. Bentuk instrumen daninstrumen

Role play (memerankan dialogue dengan menggunakan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu) dan tes tertulis

e. Pedoman

penskoran

Rubrik

Aspect	Category	Indicators
Fluency	4 (excellent)	For the most part, looking for fitting words/articulations, and not many stops when speaking.
	3 (good)	The students hesitate and repeat himself at times.
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Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in the use of sentence structures and grammatical forms but these do not interfere with comprehension.

nteractional trategies	2 (adequate)	often experience mistakes in speaking.
	1 (fair)	Cannot compile understandable sentences.
	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	The use of interactive strategies is generally adequate but sometimes has difficulty maintaining consistent interactions.
	2 (adequate)	Lesseffective interaction and rarely develop language.
	1 (fair)	Understanding and interaction minimal.

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Materi Pokok : Expressing To Do Intention

Alokasi Waktu : 4x45 Minutes

Topik *Speaking* : 1. Dialogue About Planning After Graduation From SHS
2. Dialogue About Planning Enjoy The Holiday

Kompetensi Dasar (KD)	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	1.1.1 Menunjukkan semangat mengikuti pembelajaran 1.1.2 Menunjukkan keseriusan mengikuti pembelajaran 2.3.1 Menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman. 2.3.2 Menunjukkan perilaku peduli dalam berkomunikasi dengan guru dan teman.
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b. Kegiatan Inti (65 menit)

Mengamati

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- d. Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu.
- e. Siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan

tentang niat melakukan sesuatu dengan bimbingan dan arahan guru. (E.g. *I'm going to + V1 + C*)

Mempertanyakan

Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.

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c. Penutupan (10 menit)

- i. Memberikan umpan balik tentang hasil pembelajaran.
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	1 (fair)	Cannot compile understandable sentences.
	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	The use of interactive strategies is generally adequate but sometimes has difficulty maintaining consistent interactions.
	2 (adequate)	Lesseffective interaction and rarely develop language.
	1 (fair)	Understanding and interaction minimal.

OBSERVATION SHEET OF TAEACHER'S ACTIVITIES

CYCLE 1

Researcher Activities	Good	Enough	Low
1. Pre-teaching <ul style="list-style-type: none"> a. Preparing the lesson b. Preparing the material c. Class opening ability 	✓		
2. While-teaching <ul style="list-style-type: none"> a. Informing the objective of learning b. Explaining the material used Hot Seating Teachnique Including as follows : <ul style="list-style-type: none"> 1. The writer sits on the hot seat to model the technique. 2. The students are given information without being told clearly bythe teacher. 3. The students decide in pairs what questions they want to ask and can directly question the character on the hot seat to find out the answer, they have to think of the best questions and also the best ways of asking them. 4. The students ask carefully framed questions to the researcher to discover detail information. c. Guiding the students to follow the lesson 	✓		
3. Post-teaching <ul style="list-style-type: none"> a. Concluding the result of learning b. Class closing ability 	✓		
Tick (✓) for each positive effect	3		

Metro, 2019
Collaborator




Candra Jaya, M.Pd
NIP. 196101031983011003

OBSERVATION SHEET OF TAEACHER'S ACTIVITIES

CYCLE 2

Researcher Activities	Good	Enough	Low
1. Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability	✓		
2. While-teaching a. Informing the objective of learning b. Explaining the material used Hot Seating Technique Including as follows : 1. The writer sits on the hot seat to model the technique. 2. The students are given information without being told clearly by the teacher. 3. The students decide in pairs what questions they want to ask and can directly question the character on the hot seat to find out the answer, they have to think of the best questions and also the best ways of asking them. 4. The students ask carefully framed questions to the researcher to discover detail information. c. Guiding the students to follow the lesson	✓		
3. Post-teaching a. Concluding the result of learning b. Class closing ability	✓		
Tick (✓) for each positive effect	3		

Metro, 2019
Collaborator


Candra Jaya, M.Pd
NIP. 196101031983011003

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 1

Subject : English

Class/semester : X/Ganjil

School : ~~SMAN 1~~ Batanghari

No	Student's Name	The aspects that are observed				
		Paying attention of teacher's explanation	Asking & answering question	Being active in class	Being able to do the task	Being Active in group working
1	AA	✓	-	✓	✓	✓
2	AM	✓	✓	-	✓	✓
3	CR	✓	-	✓	✓	✓
4	DA	-	-	✓	-	-
5	DF	✓	✓	-	-	✓
6	DN	✓	-	✓	✓	-
7	DS	✓	-	-	✓	-
8	ET	✓	✓	-	✓	✓
9	FV	-	-	✓	-	-
10	GD	✓	-	-	✓	✓
11	HM	✓	✓	✓	✓	-
12	IJ	-	-	✓	✓	-
13	KY	-	-	✓	-	-
14	LD	✓	✓	-	✓	✓
15	MA	-	-	✓	-	-
16	MK	✓	-	-	✓	✓
17	NA	-	✓	-	-	-
18	NA	✓	-	-	✓	✓
19	NZ	-	-	✓	✓	-
20	RA	✓	✓	-	-	✓
21	RP	✓	-	✓	✓	-
22	SH	✓	-	-	-	-
23	SN	-	-	-	✓	-
24	TM	-	-	✓	✓	-
25	VF	-	✓	-	-	-
26	WD	✓	-	✓	✓	-
27	YE	-	✓	-	✓	✓
TOTAL		16	9	13	18	11

- Tick (√) for each positive activity
- Percentage of student's activities
 1. The students pay attention of teacher's explanation=
 2. The students ask and answer question=
 3. The students are active in class=
 4. The students are able to do the task=
 5. The students active in group working=

Metro, 2019

Collaborator



Candra Jaya, M.Pd

NIP. 196101031983011003

The writer



Muliya Rahmawati

NPM: 1501070082

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 2

Subject : English

Class/semester : X/Ganjil

School : ~~SMAN 7~~ Batanghari

No	Student's Name	The aspects that are observed				
		Paying attention of teacher's explanation	Asking & answering question	Being active in class	Being able to do the task	Being Active in group working
1	AA	✓	✓	✓	✓	✓
2	AM	✓	-	✓	✓	✓
3	CR	✓	✓	✓	✓	✓
4	DA	-	✓	-	-	-
5	DF	-	✓	-	-	✓
6	DN	✓	✓	✓	✓	✓
7	DS	✓	-	✓	✓	✓
8	ET	-	✓	✓	✓	✓
9	FV	✓	-	✓	✓	✓
10	GD	✓	✓	✓	-	✓
11	HM	✓	✓	-	✓	✓
12	IJ	✓	✓	-	-	-
13	KY	-	✓	-	-	✓
14	LD	✓	✓	✓	✓	-
15	MA	✓	✓	✓	✓	-
16	MK	✓	✓	-	✓	✓
17	NA	✓	✓	-	✓	✓
18	NA	✓	✓	✓	✓	-
19	NZ	✓	-	-	✓	✓
20	RA	✓	✓	-	✓	✓
21	RP	✓	-	✓	-	✓
22	SH	✓	✓	✓	✓	✓
23	SN	✓	✓	✓	✓	✓
24	TM	✓	-	✓	✓	✓
25	VF	✓	✓	-	-	✓
26	WD	✓	✓	✓	✓	✓
27	YE	✓	-	-	✓	-
TOTAL		23	21	16	20	21

- Tick (✓) for each positive activity
- Percentage of student's activities
 1. The students pay attention of teacher's explanation=
 2. The students ask and answer question=
 3. The students are active in class=
 4. The students are able to do the task=
 5. The students active in group working=

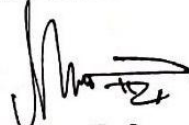
Metro, 2019

Collaborator



Candra Jaya, M.Pd
NIP. 196101031983011003

The writer



Muliya Rahmawati
NPM: 1501070082

Students' Speaking Pre-Test Grade

[illegible]

WORKSHEET OF MEETING 1 IN CYCLE 1

- A. Please pay attention to the teacher's story about intention to give a special gift to mother.
- B. Please decide in pairs what questions you want to ask to the teacher by thinking of the best questions and also the best ways of asking.
- C. Please ask carefully framed questions to the teacher to discover detail information.
- D. Please practice the dialogue about intention to give a special gift to mother.

WORKSHEET OF MEETING 1 IN CYCLE 2

- A. Please pay attention to the teacher's story about going to Dewata Bali Island.
- B. Please decide in pairs what questions you want to ask to the teacher by thinking of the best questions and also the best ways of asking.
- C. Please ask carefully framed questions to the teacher to discover detail information.
- D. Please practice the dialogue about going to Dewata Bali Island.

WORKSHEET OF MEETING 2 IN CYCLE 1

- A. Please pay attention to the teacher's story about planning after graduation from senior high school.
- B. Please decide in pairs what questions you want to ask to the teacher by thinking of the best questions and also the best ways of asking.
- C. Please ask carefully framed questions to the teacher to discover detail information.
- D. Please practice the dialogue about planning after graduation from senior high school.

WORKSHEET OF MEETING 2 IN CYCLE 2

- A. Please pay attention to the teacher's story about planning enjoy the holiday.
- B. Please decide in pairs what questions you want to ask to the teacher by thinking of the best questions and also the best ways of asking.
- C. Please ask carefully framed questions to the teacher to discover detail information.
- D. Please practice the dialogue about about planning enjoy the holiday.

TABLE OF TEST SPECIFICATION

Pre - Test

Speaking Test

Basic Competence	Performance Goal	Oral Test Items of Speaking
4.4. construct oral and written texts to state and ask questions about the intention to do something, by paying attention to social functions, text structures, and linguistic elements, which are correct and in context.	The students are able to construct oral and written texts to state and ask questions about the intention to do something, by paying attention to social functions, text structures, and linguistic elements, which are correct and in context.	1. Discuss one of the following speaking topics orally with your partner by supporting the opinion with reasons! a. Planning to go a famous place b. Aim to buy something

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at SMAN 1 Batanghari

Students' Name:

1.

2.

Pre-Test

1. Discuss one of the following speaking topics orally with your partner by supporting the opinion with reasons!
 - a. Planning to go a famous place.
 - b. Planning to buy something.

Students' Speaking Grade of Post Test I

No	Name of Students	P	G	V	F	IS	TOTAL SCORE	TOTAL GRADE
1.	AA	1	3	3	3	2	12	60
2.	AM	2	2	2	3	3	12	60
3.	CR	2	2	2	3	3	12	60
4.	DA	3	3	3	3	3	15	75
5.	DF	2	3	3	2	2	13	65
6.	DN	3	3	3	3	2	14	70
7.	DS	3	2	2	2	2	11	55
8.	ET	3	3	2	3	2	13	65
9.	FV	3	2	2	2	2	11	55
10.	GD	3	3	3	2	1	12	60
11.	HM	3	3	2	2	2	12	60
12.	IJ	2	3	3	3	3	14	70
13.	KY	3	2	3	2	2	12	60
14.	LD	3	3	2	2	1	11	55
15.	MA	3	2	2	3	2	12	60
16.	MK	3	3	2	2	3	13	65
17.	NA	3	2	2	2	3	12	60
18.	NA	3	3	2	3	3	14	70
19.	NZ	3	3	3	3	2	14	70
20.	RA	3	3	3	3	2	14	70
21.	RP	3	3	3	3	3	15	75
22.	SH	3	3	3	3	3	15	75
23.	SN	3	2	3	3	3	14	70
24.	TM	3	3	3	2	3	14	70
25.	VF	2	2	3	3	2	12	60
26.	WD	2	3	2	2	2	11	55
27.	YE	3	3	3	2	3	14	70
		Total all of Students' Grade						1740
		Total all of the studets (n)						27
		The highest grade						75
		The lowest grade						55
		Average						64

TABLE OF TEST SPECIFICATION

POST-TEST1

Speaking Test

Basic Competence	Performance Goal	Oral Test Items of Speaking
4.4. construct oral and written texts to state and ask questions about the intention to do something, by paying attention to social functions, text structures, and linguistic elements, which are correct and in context.	The students are able to construct oral and written texts to state and ask questions about the intention to do something, by paying attention to social functions, text structures, and linguistic elements, which are correct and in context.	<ol style="list-style-type: none">1. Discuss one of the following speaking topics orally with your partner by supporting the opinion with reasons!<ol style="list-style-type: none">a. Planning to celebrate mother's birthdayb. Planning in long weekend

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at SMAN 1 Batanghari

Students' Name:

1.

2.

Post-Test 1

1. Discuss one of the following speaking topics orally with your partner by supporting the opinion with reasons!
 - a. Planning to celebrate mother's birthday.
 - b. Planning in long weekend.

Students' Speaking Grade of Post Test II

No	Name of Students	P	G	V	F	IS	TOTAL SCORE	TOTAL GRADE
1.	AA	3	3	3	3	3	15	75
2.	AM	3	3	3	3	3	15	75
3.	CR	3	3	3	3	3	15	75
4.	DA	4	3	3	4	3	17	85
5.	DF	2	2	2	3	3	12	60
6.	DN	3	3	3	2	2	13	65
7.	DS	2	3	2	3	3	13	65
8.	ET	2	2	2	3	3	12	60
9.	FV	2	3	3	3	2	13	65
10.	GD	3	3	2	3	2	13	65
11.	HM	3	3	3	3	2	14	70
12.	IJ	4	3	2	2	3	16	80
13.	KY	3	3	3	3	3	15	75
14.	LD	4	3	3	3	3	16	80
15.	MA	3	3	3	3	3	15	75
16.	MK	4	2	3	3	3	16	80
17.	NA	3	3	3	3	3	15	75
18.	NA	3	3	3	3	3	15	75
19.	NZ	4	4	3	3	3	17	85
20.	RA	2	3	4	4	4	17	85
21.	RP	3	3	3	3	4	16	80
22.	SH	3	4	3	3	3	16	80
23.	SN	3	4	3	4	3	17	85
24.	TM	4	3	4	3	3	17	85
25.	VF	3	3	3	3	3	15	75
26.	WD	3	3	3	3	3	15	75
27.	YE	3	3	3	3	3	15	75
		Total all of Students' Grade						2075
		Total all of the students (n)						27
		The highest grade						85
		The lowest grade						60
		Average						75

TABLE OF TEST SPECIFICATION

POST TEST 2

Speaking Test

Basic Competence	Performance Goal	Oral Test Items of Speaking
4.4. construct oral and written texts to state and ask questions about the intention to do something, by paying attention to social functions, text structures, and linguistic elements, which are correct and in context.	The students are able to construct oral and written texts to state and ask questions about the intention to do something, by paying attention to social functions, text structures, and linguistic elements, which are correct and in context.	<ol style="list-style-type: none">1. Discuss one of the following speaking topics orally with your partner by supporting the opinion with reasons!<ol style="list-style-type: none">a. Planning to go Borobudur Templeb. Aim to celebrate <i>Idul Fitri</i>

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at SMAN 1 Batanghari

Students' Name:

1.

2.

Post-Test 2

1. Discuss one of the following speaking topics orally with your partner by supporting the opinion with reasons!
 - a. Planning to go the beach.
 - b. Aim to buy a new handphone.

DOCUMENTATION

Pre Test



Treatment





POST TEST I



POST TEST II



Field Note Table

No.	Date	Field Note Result
1.	October, 14 th 2019 09.00 - 10.30	The Students Still difficult For Speak English. The Students have motivation in Learning
2.	October, 17 th 2019 07.30 - 09.00	The Students have Progress in Speak English, but sometimes they still forget the Vocabulary.
3.	October 19 th 2019 07.30 - 09.00	The Students are Good in Speaking Performance -
4.	October 21 th 2019 09.00 - 10.30	The Students have difficulty in their ideas
5.	October 24 th 2019 07.30 - 09.00	The Students still confuse in Pronunciation
6.	October 26 th 2019 07.30 - 09.00	The Students Understand with the Vocabulary, so they can Speak English well.
7.	October 28 th 2019 09.00 - 10.30	The Students have more Knowledge, have many Vocabulary and they have improve in Speak English

[illegible]



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

108

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-3672/ln.28.1/J/TL.00/11/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMAN 1 BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.


Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **MULIYA RAHMAWATI**
NPM : 1501070082
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING SPEAKING PERFORMANCE OF THE TENTH GRADERS OF SMAN 1 BATANGHARI BY USING HOT SEATING TECHNIQUE IN ACADEMIC YEAR OF 2018/2019

untuk melakukan *pra-survey* di SMAN 1 BATANGHARI.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 November 2018
Ketua Jurusan
Pendidikan Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014





PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 BATANGHARI
"TERAKREDITASI B"

109

Jln. Kapten Harun 47, A Nangirejo Kec. Batanghari Kab. Lampung Timur 34181 email: sman01batanghari@gmail.com

SURAT KETERANGAN

Nomor: PL/483/V.01/SMA.01/2018

Berdasarkan Surat Wakil Dekan I Fakultas Tarbiyah dan Ilmu Pendidikan Institut Agama Islam Negeri Metro Nomor: B-3672/In.28.1/J/TL.00/11/2018 Tanggal 19 November 2018 dalam hal permohonan izin Pra-Survey.

Dengan ini Kepala SMA Negeri 1 Batanghari Kab. Lampung Timur menerangkan dengan sesungguhnya bahwa :

Nama : MULIYA RAHMAWATI
NPM : 1501070082
Program studi : Pendidikan Bahasa Inggris
Judul Skripsi : "IMPROVING SPEAKING PERFORMANCE BY USING HOT SEATING TECHNIQUE AMONG THE TENTH GRADERS AT SMAN 1 BATANGHARI IN ACADEMIC YEAR 2019/2020)".

Telah melaksanakan Pra-Survey di SMA Negeri 1 Batanghari Kabupaten Lampung Timur. Pada Tanggal 26 November 2018.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan seperlunya.

Batanghari, 5 Desember 2018
Kepala Sekolah,


SURYA P. Pd
NIP. 19610103 198301 1 003



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG 110
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniy.ac.id, e-mail: iaim@metrouniy.ac.id

Nomor : B-3003 /In.28.1/J/PP.00.9/9/2019
Lamp : -
Hal : BIMBINGAN SKRIPSI

24 September 2019

Kepada Yth:

1. Ahmad Subhan Roza, M.Pd (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

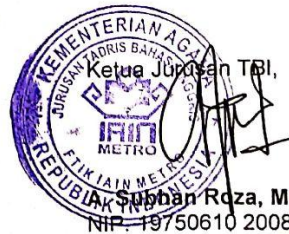
Nama : Muliya Rahmawati
NPM : 1501070082
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Improving Speaking Performance By Using Hot Seating Technique
Among The Tenth Graders At SMAN 1 Batanghari In Academic Year
2019/2020

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Ketua Jurusan TBI,
Subhan Roza, M.Pd
NIP. 19750610 2008011044



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

111

Jalan Ki. Hajar Dewantara Kampus 15 A Inggumulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3254/In.28/D.1/TL.01/10/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : MULIYA RAHMAWATI
NPM : 1501070082
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMAN 1 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING SPEAKING PERFORMANCE BY USING HOT SEATING TECHNIQUE AMONG THE TENTH GRADERS AT SMAN 1 BATANGHARI IN ACADEMIC YEAR 2019/2020".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 11 Oktober 2019





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

112

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-3255/In.28/D.1/TL.00/10/2019
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMAN 1 BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3254/In.28/D.1/TL.01/10/2019,
tanggal 11 Oktober 2019 atas nama saudara:

Nama : MULIYA RAHMAWATI
NPM : 1501070082
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING SPEAKING PERFORMANCE BY USING HOT SEATING TECHNIQUE AMONG THE TENTH GRADERS AT SMAN 1 BATANGHARI IN ACADEMIC YEAR 2019/2020".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 11 Oktober 2019
Kepada Yth.,
Dekan I,
Dra. Isti Fatonah MA
19670531 199303 2 003





PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 BATANGHARI

113

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Nomor: PL/378/V.01/SMA.01/2019

Berdasarkan Surat Wakil Dekan I Fakultas Tarbiyah dan Ilmu Pendidikan Institut Agama Islam Negeri Metro Nomor: B-3255/In.28/D.1/TL.00/10/2019 Tanggal 11 Oktober 2019 dalam hal permohonan izin Research.

Dengan ini Kepala SMA Negeri 1 Batanghari Kab. Lampung Timur menerangkan dengan sesungguhnya bahwa :

Nama : MULIYA RAHMAWATI
NPM : 1501070082
Program studi : Pendidikan Bahasa Inggris
Judul Skripsi : "IMPROVING SPEAKING PERFORMANCE BY
USING HOT SEATING TECHNIQUE AMONG THE
TENTH GRADERS AT SMAN 1 BATANGHARI IN
ACADEMIC YEAR 2019/2020)".

Telah melaksanakan Research di SMA Negeri 1 Batanghari Kabupaten Lampung Timur. Pada Tanggal 14 s.d 28 Oktober 2019.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan seperlunya.



SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : *Muliga Rahmawati*
NPM : *1501070082*
Fakultas : *Tarbiyah dan Ilmu Keguruan*
Angkatan : *2015*

Telah menyerahkan buku berjudul : *The One Culture*

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Ketua Jurusan TBI



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Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

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Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

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Metro, 15 Oktober 2019
Kepala Perpustakaan

Mokhtaridi Sudin, M.Pd.
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No.	Hari/Tanggal	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
	Juni - 1/11-19.	✓	elaborate about Gede	
	Juni - 01/11-19	✓	Revise table 12. pay attention the text.	
	Juni - 15/11-19.			
	Juni - 22/11-19		Revise all ch. iv.	

Mengetahui
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No.	Hari/Tanggal	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
	Senin 25/11-19	✓	Acc ch. 14	

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Jurusan/ Fakultas : TBI
Semester/TA : IX / 2019

No.	Hari/Tanggal	Pembimbing I	Materi yang dikonsultasikan	Tanda Tangan
1	Selasa 26/11-19	✓	- Revise Margin - Revise Cover - " Abstract	
2	Kamis 28/11-19	✓	- Revise footnote in prior research - Revise grammar	
3	Selasa 3/12-19	✓		

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CURRICULUM VITAE



Muliya Rahmawati was born in Raman Utara, Lampung Tengah on June 27th 1997. She is the one daughter from happy couple namely Mr. Nursidik and Mrs. Siti Khotiah.

She took her elementary school at Elementary School for 6 years at SDN 2 Negara Batin, from 2006-2011. She continued her study in SMPN 2 for 3 years at Negara Batin, from 2011-2013. In line with her focus on the study, she decided to continue her study in Senior High School for 3 years at SMAN 2 Kota Bumi from 2013-2015. Then, she was enrolled as a S1 student of English Education Department of The State Institute for Islamic Studies (IAIN) of Metro on 2015-2019. Many things she has gotten in the classroom and she hoped get job soon after graduate.