

Using Hot Seat Game To Enhance Students' Interest in Learning English

Agung Sudibyo, Iwan Supardi, Dwi Riyanti
English Study Program FKIP Untan Pontianak
Email: Agungkhadjah@gmail.com

Abstract

This research aims to enhance students' interest in learning English by using hot seat game. This research is a Classroom Action Research. These participants were year-8 students in class G that consisted of 30 students. This research was done in two cycles. The researcher observed students' enhancement in their interest in learning English by collecting data through field notes, observation checklist, and questionnaire. In brainstorming the teacher, a model to show how to describe an animal by using a mouth or gesture. The researcher gave an example and became a model of how to describe an animal by using gestures, or by mouth in the classroom. The data for students' interest was obtained questionnaire which used the Likert scale. The result showed that the students' problems of low interest had been solved by using Hot Seat Game as techniques in teaching-learning process. Furthermore, students' interest in learning English is also enhanced. It was found that the students participated well, and showed enthusiasm during the teaching and learning process. In the conclusion, the technique was able to enhance students' interest in learning English. The researcher recommends the teacher to use Hot Seat Game as a technique in learning English.

Key words: *Hot Seat Game, Interest, Learning English*

INTRODUCTION

English has been taught and used as a foreign language in Indonesia from kindergarten, junior high school, senior high school, to university. According to Ho (2004, p.3), "The form of English as foreign language (EFL) and English as second language (ESL) sometimes can be used interchangeable". In the general context of teaching English in most of Indonesian schools, the term of EFL is more appropriate than ESL because the EFL learning refers to the situation where the learner is studying English in context. English as foreign language in Indonesia that used at every school as a subject, except Elementary School. Based on curriculum 2013, English is a Crucial subject that should be mastered at junior high school. Hopefully, the students could apply English in the classroom activity and

do the social function when he/she gets knowledge by Learning English.

After doing an observation, the researcher found that students faced several problems in the classroom. The observation was done to year-8 students especially class G in SMP Negeri 10 Pontianak. There were some problems found during the observation. First, they were quiet in learning English because they afraid of making mistakes. Second, they showed sleepy face during the learning. Third, they were talking to their friends while the teacher was explaining the material. Fourth, they could not answer the questions from the teacher. Therefore, the student did not participate in learning English. In other words, it was possible that the students were having low interest in learning English, it was obviously seen

from the students' reaction. They did not interact in learning that made the classroom inactive, so that there were many students feel bored in learning.

It made students uninterested. Based on the problems above, it could be solved by using hot seat game.

Interest and motivation are important role in learning. Interest is a process contributes in learning which is involving the high level of attention, intensive effort, prolonged engagement with an activity or a topic and accompanied by feeling of pleasure and a sense of achievement. According to Dewey cited in Harackiewicz and Hulleman (2010, p.42) "interest being engaged, engrossed, or entirely taken up an activity, object or topic". It means, interest is a state of wanting to know or learn about something. In other words, interest is self-supporting motive that brings people to engage with certain an activity, object, or topic their own importance.

According to Harackiewicz and Hulleman (2010) "interest is often regarded as a process that contributes to learning and achievement". Being interested in an activity or a topic is a mental that enhances in learning something especially in English. The stronger students' interest is the more passion that they have in learning, the more lasting the learning activity will be, the more difficulties can be overcome. Students who are interested in an activity or a topic are more likely to engage and persist, which lead to the acquisition of knowledge. Consequently, those high-interest students can construct deeper understanding of the subject that they are studying. To overcome those problems, the researcher used a game. That was hot seat game. This game raised the students' activities to participate in the classroom, because in hot seat game the students

were using the body movement or gesture to describe the words. This game could help students to talk-active and be brave in expressing their opinions and ability in communicative way. It made the students felt comfortable, and interested in the atmosphere, so that the students could be motivated in learning English by using hot seat game.

Hot seat game is a game which is played by a team or more where students play a role with others who describe the words or pictures. According Kathleen as cited in Pertiwi, and Zinil (2018, p.492). "Hot seating is an activity where students play a role in a hot seat and others can ask questions to a role player who is being in a character". It means, on hot seat game there is a conversation that make students role play to guess about pictures and words. Here are the students can explain by using their mouth or gesture to help their friend on hot seat game so that a student on hot seat game guess the correct word or picture.

Previously, there is a researcher who conducted research related to the used Hot Seat game as a technique in teaching learning process. In a research conducted by Rachmawati (2013) in Surabaya state a University which focused in teaching describing text to the seventh grade of students, the result showed that hot situate strategy may offer assistance the understudies talk English more particularly in portraying a question. Hot sit game may be connected in talking course. This technique was effective to help students in speaking English because this technique was applied in group work. By using group work in learning English, the students will be motivated to speak so that, the students could interact with other that reduce the students' worried in learning English.

Based on the problems of the students, the researcher conducted a classroom action research which used

Hot Seat Game to solved those problems. Through classroom action research, the researcher believes that Hot Seat Game can enhance students' interest in learning English to year-8 students especially class G in SMP Negeri 10 Pontianak in academic 2019/2020. Therefore, the researcher tried to enhance students' interest. Finally, the researcher selection of Hot Seat Game as a technique to enhance students' interest in learning English to year-8 G students of SMP Negeri 10 Pontianak in academic year 2019/2020 by conducted classroom action research design.

METHOD

In carrying out of research, it is necessary to describe the method that is going to be use. Tomal (2010, p.10) stated that, "action research is systematic process of solving educational problems that occur in the classroom and more concerned with the improvements. Classroom Action Research in this context used the model developed by Kemmis and Mc Taggart (cited in (Burns, 2009 p.9). Kemmis and Mc Taggart (cited in (Burns, 2009 p.2) state, "classroom action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice." The researcher conducted in the form of cycles referring to the model of Kemmis and Taggart (1998), which consist of four steps. They were planning and action, implementation and action, observing the action and reflecting the action. It means that, if the first cycle fails, the design continued the second cycle. The research stopped in if the criteria of success achieve.

This research has conducted to year-8 of SMP NEGERI 10 Pontianak. The participant of study were students to year-8 G of SMP NEGERI 10 Pontianak in academic year 2020. There were 30 students in total. This class has difficulties

in following the lesson. There are four phases to conduct classroom action research (CAR). To make sure that this research was effective, the researcher conducted four phases such as planning, acting, observing and reflecting. The procedure of this classroom action research is explained as follows:

First, the researcher and the collaborator planned a teaching activity. Then they wanted to solve the problem that found in the previous teaching learning process. The plan included the preparation before the activity of teaching learning in the classroom such as lesson plan, field note, questionnaire, observation checklist and another supporting material.

Second is acting. In this phase, the researcher took action based on the lesson plan that has made. In implemented the action, the researcher as the English teacher who taught descriptive text by using hot seat game. Meanwhile, the teacher act as the observer who observed all the activity that happened in the teaching-learning process with the collaborator. In this case, the English teacher in SMP N 10 Pontianak took note in form field note and observation checklist that has made by the researcher. In acting phase, the researcher used hot seat game to enhance students' interest in learning English. From four teams. first, the researcher divided three sessions from four groups in the classroom, the first and second teams in the first session to compete to be the winner. For the second sessions, the third and fourth groups to compete to be the winner. Each team had the turn to play this game. Second, the students on the hot seat listened to their team mates and tried to guess about the words such as noun, adjective, or verb that the teacher wrote on the white board with a picture. Third, the students in the chair did not see what was wrote on the white board or blackboard. Fourth, each session had four minutes, used only verbal clues with gestures or without gestures to

describe about words their seated team mate to said the item is wrote on the picture or white board. Fifth, a student in the hot seat only allowed to utter the words three times till could guess one correct word. When the round was over, the new player is rotated into the hot seat and a noun/adjective is written up, and for the last session, each the winner from each session competed in third session. Here, the player was the winner in the hot seat game. After played the hot seat game, the researcher has been given questionnaire to students.

Third is observing. In this stage, the researcher and collaborator observed the whole process of the second cycle by using field notes, observation checklist, and questionnaire. After the researcher applied hot seat game, the researcher gave questionnaire in the classroom. Then the researcher observed of result questionnaire with the likert scale. This is to know students' interest in learning English. the English teacher took field not and observation checklist.

By observing the whole process and the students' participation, they tried to identify the strengths and weakness of this technique, and how this technique could solve the problem in the classroom.

Fourth is reflecting. After collecting the data off teaching learning process, the researcher was analyzed the data and reflected on the outcome. Whether the teaching and learning process in the classroom by using hot seat game good applied or not to year-8 in SMP Negeri Pontianak. If there are some problems the researcher due to re-planning on the next activity or move to the next cycle and unfinished problem will be solved.

RESULT AND DISCUSSION

Result

This research conducted by applying a classroom action research. It

was done to year-8 especially class G on January 20th, 2020 in SMP Negeri 10 Pontianak. Two cycles were carried out involving 30 students and a collaborator. The researcher used hot seat game to enhance students' interest in learning English. As the researcher stated in chapter one, the students' low interest or motivation in learning English. After that, both the researcher and teacher observed the students' behavior during teaching and learning process by using hot seat game. The researcher used questionnaire and observation checklist based on the students' behavior and field note. Then, the researcher elaborated the result of mean score and was written in the field note and observation checklist in order to know students' interest in learning English by using hot seat game.

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By using hot seat game as a technique in teaching learning process, the researcher divided two cycles. In used the hot seat game the researcher explained the procedure hot seat game and the material, then the researcher as a model how to play hot seat game in the classroom that

combined with the descriptive text, and the topic is an animal.

The researcher as a teacher explained again the procedure hot seat game and used questions to make students understand the descriptive text. The theme which was used in every cycle were animal and pet. The researcher asked them to think with their team mates. The teacher asked them two questions, the first question was “have you a pet in the house?” than, the teacher continued the second question “can you describe it as you know by using mouth or gesture?”. Those questions were given as the beginning questions to get the students involved in teaching learning process. In this activity, students with their team mate were describe about the pictures by the teacher given. The students were competing in the applied the hot seat game to became the winner. During teaching learning process, there were many students who could and did not to describe the several animals. They could be used their mouth or their gesture to describe the animals, and they could not also so, the researcher conducted second cycle. For every cycle or meeting the researcher always explained the hot seat game technique for teaching learning process.

By observing the whole process. The students’ participation, the researcher and collaborator tried to identify the strengths and weakness of this technique. During the teaching learning process, the students were more interested in learning English by using hot seat game. They seemed relax and did not nervous anymore. It could be seen their participate, team work, and their voice or gesture.

Based on the data taken by questionnaire and observation checklist, it found that the students were enthusiast when they were playing hot seat game. All the students in the classroom getting

interest in learning English by using hot seat game. The researcher believed that by using questionnaire, the researcher was obtaining the intended purpose of the study.

And the last result, hot seat game was improved students’ interest in learning English. It was satisfying because the students gave good response while teaching learning process. They were enthusiast in teaching learning process. It seemed by the students’ behavior of being more active in played hot seat game, doing exercises and discussion in group work activity with the feeling of sportive to compete with another group in the classroom. So that, it showed enhance their interest in learning English by using hot seat game.

Discussion

Having conducted two cycles of classroom action research, the researcher found that there was enhancement in students’ interest in learning English by using hot seat game. The students also seem to be excited when playing the hot seat game that was related to descriptive text to get students’ interest. As the major problem, the students did not brave enough to show themselves in the classroom that cause students’ passive and there was not interact between the students, so that the atmosphere in the class was uncomfortable.

In the first cycle, the researcher observed the result of planning and acting. Both the teacher and the researcher observed the whole process. It found that the students’ interest gave positive respond during activity. The students were able to respond the explained by the team mates, when hot seat game was implemented, the teacher tried to give the picture about an animal and then gave explained to students about how to describe it, not all students could

be described the animal, and there were some students seemed nervous and afraid if they would make any mistakes in their describe the animal, they were made noisy in the class because, when the teacher showed many pictures by using power point, the students were struggle to describe the animals, and they could not handle.

Based on the observation checklist and observation, the researcher and the teacher found that the students were passive in participate on their group work activity and could not handle. There were many students that could and did not to describe the several animals. They could be used their mouth or their gesture to describe the animals, and they could not also. By observing the whole process and the students' participation. There were several students actively. But some students still kept silent and did not follow the activities well.

The researcher go on to the next second cycle, the researcher as a teacher explained again the procedure hot seat game and used questions to make students understand the descriptive text. The researcher ended the class by concluding the material together with the students. The researcher also asked the students' difficulty during teaching and learning process (reflection) on that day. During the teaching and learning process, the collaborator, wrote down all process happened.

Based on the reflecting in second cycle. The teacher and collaborator concluded that Hot Seat Game could enhance students' interest in learning English. It was because based on the students' activities, such observation checklist, field notes and questionnaire. The researcher implied significant enhance of the students' interest in learning English by using hot seat game.

The students were reported better than before. In here, the teacher started the class activity by providing some pictures about the animal. Then, students on hot seat game only guessed until three-time correct words by their team mate. Most of them showed their participate in learning process, they did not nervous when they spoke to describe the animal by their mouth or using gesture in the classroom.

However, this game was enhancement students' interest in learning English. It seemed from the students' activity in the class when applied hot seat game, most of them who has no active in the class could be active in played the hot seat game, it was group work and role play so that, they were interact to each other. This made the students' motivation and comfortable the atmosphere in learning English. It can be concluded that the hot seat game was enhancement students' interest in learning English.

However, the whole activity of implemented hot seat game has increased students' motivation and responsibility to participate actively in the learning process so the students obtained a better result of learning. When hot seat game was applied in the classroom, the students showed their interest slowly but sure. In the acting they could answer the questions from the teacher and they could do a role play in hot seat game to describe the animal by using their mouth or their gesture. In the implementation of hot seat in the classroom, most of students seemed active and participate in teaching learning process which was make the students confident, enjoyable, and enthusiastic in learning English,

The students got better feeling in discussion of activity in teaching learning process. The students slowly tried to describe the animal or by using gesture

with the teacher and their friends, even though it was hard for them to try to communicate in English but finally they could do it well. They were not nervous anymore when they got a part to describe the animal by using gesture or mouth. Most of them responded to each other in the application of hot seat game.

The researcher relates with the Rahmawati's research because there is role play that made the students communicate to each other so that they can speak freely or use their gesture to describe the words or pictures given by teacher. By using hot seat game, the students were asked to work in a team and discuss their knowledge with their group. It can avoid that the students passive in teaching and learning process. The students also showed their interest in learning English by using questionnaire that had counted. So that, students' interest in learning English had enhance. In conclusion, the finding of the classroom action research was satisfying. The students' interest in learning English had enhance significantly by implementing hot seat game. It showed on students participate in learning English. In addition, most of the students actively participated in role play of hot seat game. The result supports Rahmawati's (2013) research that hot seat game technique gave effective on students speaking English in descriptive text, because in hot seat game there is a role play of this game were asked the students to describe the words or pictures which given by the teacher. In here, the students participated in learning. They can speak or use their gesture freely about the topic given by the teacher.

CONCLUSION AND SUGGESTION

Conclusion

From the discussion, it was concluded that the students' interest in learning English to Year-8 Students

especially class G of SMP N 10 Pontianak in the Academic Year 2020. Students' interest enhanced through Classroom Action Research by using hot seat game. Based on the data from field note and observation checklists, this game make students active and participate to made a good atmosphere in the classroom. All the students got their turn to play hot seat game and had opportunity to ask between the students in their group. The students were allowed to mix in their English to describe the animal by using mouth or gesture. So that, it was made students' interest in the classroom when applying hot seat game. The researcher used computing the mean to strengthen the result in this research. It found that from the questionnaires. It was 3,41 on the first cycle, and 4,03 on the second cycle.

Suggestion

There are many suggestions that the teacher wants to propose based on the data analysis of the research and conclusions, the suggestions as follows: To make sure the students brave enough and didn't shy; the teacher should do brainstorming in the classroom. So that, they would like to participate in learning English.

When using Hot Seat Game, the teacher should give a clear explanation about procedure Hot Seat game make the students in playing Hot Seat game.

The teacher should demonstrate the Hot Seat Game in the first time in order to make students move from on the seat that the students get correct word.

The teacher should give an example about descriptive text through picture and demonstrate the Hot Seat Game with the students in the classroom so that, the students didn't confuse when they were applying the Hot Seat Game

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