

CHAPTER II

THEORETICAL FRAMEWORK

This chapter concerns with the short explanation of theoretical framework consisting of speaking including the understanding of speaking, the elements of speaking, the functions of speaking, the natures of a successful speaking activity, the techniques of teaching speaking, the types of problems with speaking activity, hot seat game including the understanding of hot seat game, the procedures of hot seat game, the steps to apply hot seat game, the advantages of hot seat game, the previous studies, and hypothesis.

A. Speaking

1. The Understanding of Speaking

Speaking is the communicative language that has a main role of human beings' life as instrument to interact with other people. Many experts defined speaking as follows:

Utterance and discourse are two parts of speaking that cannot be separated from human rights' social interaction. Brown (2003:140) points out that speaking is a skill producing utterance, discourse that can be directly and empirically observed. Thus, students must be able to produce utterance, discourse, and communicative acts orally. Therefore, they are able to interact with other people.

Speaking is one of way to measure someone's mastery to the language. Ur (1996:120) states that speaking is as reflection of one's language ability. In addition, when someone can give and response in communicating with others fluently and appropriately, it can be assessed that they master speaking.

2. The Elements of Speaking

The ability of producing utterance and discourse is not complete for language learners. There are several elements of speaking that are necessary to contribute towards language learners in mastering speaking. As Harmer (2001: 269) says in his book elaborates as follows:

a) Language Features

(1) Connected Speech

Effectively, English speakers can not only produce the individual phonemes of English such as (*I would have gone*) but also use connected speech fluently such as (*I'd've gone*).

(2) Expressive Device

Expressive device means ability to convey meanings with extra expression of emotion and intensity.

(3) Lexis and Grammar

The idea performs the certain function of language such as agreeing or disagreeing, expressing surprise, shock, or approval.

(4) Negotiation Language

Negotiation language is effective language to seek and show clarifications and structures of what we are saying. Thus, it means to anticipate misunderstanding between speaker and listener.

b) Social Processing

(1) Language Processing

The ability of speakers to process coherent words so that the meaning and purpose of the spoken words can be understood

(2) Interacting with Others

The skills of speakers to increase interaction with one or more participants so that they can discover and understand how the language takes turns and lets others to do it.

(3) (on-the-Spot) Information Processing

The speakers' ability to respond and understand the information is heard.

3. The Functions of Speaking

Speaking as oral language has important roles in human beings' interaction to convey one's ideas, thoughts, and feeling to others. Being able to use a language functionally is an essential purpose of the communication. Several language experts attempted to classify the functions of speaking in human interaction. Brown and Yule

argue, as quoted by Richard (2008:21) that speaking is classified into three functions as follows:

a) Talk as Interaction

It means that talk is applied as conversation. It is a reality in our daily communication that when people meet, they will greet each other, engage in small talk, and tell recent experiences. These are wished to establish a zone of comfortable interaction and relation with others to be friendly. In using talk as interaction, people need some specific skills involve; opening and closing conversation, choosing topics, making small-talk, joking, recounting personal incidents and experiences, turn-taking, using adjacency pairs, interrupting, reacting to other, and using an appropriate style of speaking.

b) Talk as Transaction

It means that speakers focus on what they say and do. They produce accurate speech that is directed to make another understand appropriately and respond clearly. Burn points out as quoted by Richard (2008:26) that talk as transaction is divided in two different types; the first type, talk as transaction is situations where speakers focus on giving and achieving information to the participants. For instance, the speaker asks someone for directions. The second type, talk as transaction involves obtaining something. It can be goods or services. For instance, one checks into hotel or orders cooking in a restaurant.

c) Talk as Performance

It indicates that talk relates to the information transmission of public talk. In this matter, when someone delivers a message, gives instruction, does presentation, gives announcement, etc. Thus, it is defined as performance of talk. It is also more specific in the form of monolog rather than dialog such as giving welcoming speech, giving a lecture, etc.

In this research, the researcher adopted the hot seat game activity that related to talk as interaction. It meant that the process of hot seat game activity involved one student sat on the hot seat as leader of this activity and two students as helper to give

clues of the words have to be answered. This activity was conducted by students to interact each other in a team and answer the questions were designed and applied on hot seat game technique.

4. The Natures of Successful Speaking Activities

It is important to know whether teachers are successful or not in teaching speaking to their students. There are several characteristics that indicate successful speaking activity. Ur (1991:120) points out that there are four characteristics to measure a successful speaking activity: a) Learners talk a lot. It means the learners take turn more time to talk at the classroom activity. b) Participation is even. It indicates that all participants at the classroom discussion get chances to speak and contribute evenly. c) Motivation is high. It shows that learners are always eager and interest to speak. d) Language is of an acceptable level. It points out that the learners are able to express relevant utterances, easily comprehensible to each other and level of language accuracy.

5. The Techniques of Teaching Speaking

To encourage learners to be more active in speaking classroom, there are various speaking activities that can be used to improve students' speaking skills. Thus, these are necessary to be presented by teachers in teaching speaking. Harmer (2001:271) argues that many kinds of classroom activities can be implemented by teachers as follows:

a) Acting from A Script

A teacher asks students to learn and understand the scripts from plays or their course books then they act out in scene in front of class. Before being asked to perform in the front of class, Students should take time to rehearse their dialogue. Therefore, they can act out the play as in the script.

b) Discussion

A teacher needs to encourage students to do this activity. In this matter, students are allowed to express their opinions based on the topic adopted in order to

enhance their productive skills. Sometimes they are reluctant and nervous to convey their opinions. Before coming forward in front of class, they are necessary to prepare the ideas that will be conveyed.

c) Prepare Talk

It means that students prepare and organize properly the materials that will be delivered. In this case, they are assigned to make a presentation based on the topic they chose.

d) Questionnaires

On this occasion, students make and design questionnaires on various topics. Based on the topic will be presented, they ensure that both questioners and respondents have prepared materials to be conveyed to each other.

e) Simulation and Role-Play

This activity allows participants or students to act out character in the real life such as business meeting or news conference as if they do so in the real world. Teachers might use this activity to encourage general oral fluency.

f) Communication Games

One of way to provoke frequent communication among students are communication game activities. These are kinds of games are designed for helping students in learning spoken English. Besides, these are purposed and hoped to encourage learners talk fluently. In this matter, a teacher appoints two or three students to stand up in front of class. One student must talk and give clues to the number of groups.

All of speaking techniques above can be applied to encourage and inspire students' interest in learning speaking in classroom. Teachers as facilitator of their students should provide an appropriate and suitable technique with the level of the students. An appropriate and suitable technique can keep students' enthusiasm in practicing teaching and learning process. Thus, the process of knowledge transfer can be done easily.

6. The Types of Problems with Speaking Activities

Students have some problems when they have turns talking in front of public or in front of classroom. Ur (1991:121) states that problems in speaking activities are: a) Inhibition. Students often have inhibitions to say things in foreign language classroom activities, and to be shy and afraid of making mistakes. b) Nothing to say. Students sometimes are confused and hesitant what they will say. They cannot express their purposes and have no motive to speak. c) Low or uneven participation. In this matter, only one participant is able to talk because some learners dominate, while others are able to talk a little or not at all. d) Mother tongue use. Generally, in the class, many students use and share the same mother tongue that causes them feel unnatural and reluctant to talk in a foreign language. They are also less disciplined and motivated to speak a foreign language.

B. Hot Seat Game

1. The Understanding of Hot Seat Game

Learning English can be done with various strategies to facilitate the students in learning speaking English. A strategy has significant roles to achieve an aim. Knowing how the importance of learning strategy in enhancing students' speaking ability is a necessary assignment for researcher to present and adopt an appropriate strategy.

One strategy can be used for teaching speaking is hot seat game allowing students to work co-operatively in a pair group. Meskin, Singh and Walt (2014:8) define that hot seat game is one technique used to build an actor's sense to play a character. In addition, Utami (2015:16) says that hot seat game is a game that offers students to communicate words are written on the whiteboard. Besides, the teacher controls the process of this activity and writes the words on the whiteboard as materials to be guessed.

Hot seat term is a chair that is placed in front of whiteboard and faces towards the audiences. The student who sits on the hot seat is a leader of this activity and his or her job is to answer the words are clued by others in a team. Then, the student on the hot seat faces towards his friends or classmates while others in a team face towards whiteboard to clue the words.

In this case, all participants in their each team trains to play and describe someone's or something's character. Therefore, all students that participate in the hot seat game are hoped to be able to understand and describe the characteristics of something detailly. Wilson (2017:1) argues that the most effective activity for teaching speaking is hot seat game. Applying the hot seat game is necessary to encourage students to speak and offer chances to acquire many vocabularies.

2. The Procedures of Hot Seat Game

There are six procedures to operate the hot seat game. Carla (20017) mentions that there are several procedures guide the hot seat game activity:

- 1) Choose one student that is placed on the hot seat as leader in a team;
- 2) Determine a topic as material of discussion for the activity;
- 3) Arrange and put one chair in front of other for hot seat are visible;
- 4) Inform to all participants the rules of addressing questions:
 - a) Others address clues of the questions to the student on the hot seat.
 - b) All questions may be answered by the student on the hot seat.
 - c) Others must give questions that relates to the topic.
- 5) The student on the hot seat is replaced with other after a set amount of time is finished;
- 6) The teacher may correct grammar problems found during the activity.

3. Steps to Apply Hot Seat Game

Hot seat game is a kind of game that offers easy and simple steps to be applied in classroom of speaking activity. To implement this game, a teacher needs simple preparation which just involves preparing a list of several words that have been learnt in classroom. The teacher does not need to prepare other equipment such as chair and whiteboard because they may available in the class. Wilson (2017) points out as follows:

- 1) Teacher divides in two groups and each of groups includes several teams depend on the number of students;
- 2) Teacher appoints three students from each team to come up in front of whiteboard or blackboard;

- 3) Teacher takes one chair as hot seat which is placed and faced toward other students;
- 4) Each team selects a leader which sits on the hot seat;
- 5) Teacher writes words on whiteboard in a list of ten words;
- 6) Two students give clue by describing the characteristics of the words written on whiteboard;
- 7) Student on the hot seat answers the question;
- 8) Team members can say pass if the word is too difficult to be understood;
- 9) Each team has nine minutes to communicate as many as possible;
- 10) One team is up at time. Then, teacher selects next team to come up.

At the end of hot seat game activity, teacher may ask the difficulties that students got during hot seat game activity and review the result of it.

4. The Advantages of Hot Seat Game

Adopting an appropriate activity to keep students' enthusiasm is an important task for teachers. The hot seat game activity contributes several advantages that is more effective to enhance students speaking skill. Elnada (2015:10) states that there are several benefits on the hot seat game activity:

- 1) Students acquire self-confidence based on their ideas and abilities are delivered.
- 2) It rehearses students' imagination through giving creative choices and new ideas.
- 3) It helps students to apply cooperative learning. It means the process including discussing, negotiating, rehearsing and performing.
- 4) It offers chances to increase verbal and non-verbal expression of ideas.
- 5) Students obtain chances to enhance language skills with persuasive speaking.
- 6) It helps students to practice several question words. Such as who, what, where, and why.
- 7) It encourages students to practice and develop their concentration and attention with performing body and voice.
- 8) It helps students to reduce stress by releasing their mental, physical, and tension.

In addition, this game is easy and enjoyable to be practiced because it has no special preparation. Besides the advantages above, there are several advantages that are handy for enriching students' vocabulary through interaction in a team and deepening the analysis skill of characteristics of something.

C. The Previous Studies

The researcher takes three relevant previous studies to assist researcher in research:

The first is the study conducted by Rachmawati and Purwati (2013): which focused on the implementation of hot seat technique as a teaching technique to teach spoken descriptive text to the seventh graders. Based on the researchers' observation, there were two factors that influenced students to speak English. The first, they were afraid of making mistake. The second, they had less vocabulary. Therefore, the researchers adopted hot seat as technique which related to descriptive text to solve the problems that students had. The researchers used descriptive approach as research design. To collect the data during observation, researcher used observation sheet, students' task and students' interview and used qualitative to report the data of research. The research was conducted in SMP1 Menganti, Jalan Raya Domas Menganti. The class of seventh grade has nine classes from VII A until VII but for subject of the research, researchers chose VII A class.

The second is the study conducted by Idris (2014): which concerned on hot seat strategy and students' speaking ability. The researcher used quasi-experimental research. This study was conducted at Al-Kautsar Islamic Modern Boarding School Peakanbaru on November to February 2014. There were three classes of second year students which were categorized into class of VIII A which accommodated 30 students, class of VIII B which accommodated 30 students, and class of VIII C which accommodated 31 students. The researcher chose class of VIII A and class of VIII B as sample because both classes were homogenous. Oral presentation was chosen as test to collect data. Oral presentation test was divided in two tests namely, pre and post-test. Outcome of the study, researcher concluded that after teaching hot seat strategy, students could be categorized into enough category.

The third is the study conducted by Elnada (2015): which emphasized “the effectiveness of using hot seat strategy on enhancing student-teacher’s speaking skills”, The researcher used quasi-experimental research design. It was conducted at Faculty of Education at Al-Azhar University-Gaza and selected fourth level as sample consisting of 24 students. To know the effect of teaching hot seat technique in improving students’ speaking skills, the researcher used oral test as instrument to investigate. The researcher concluded that the outcome of this strategy gave a good effect on students’ speaking ability.

D. Hypothesis

In this case, the researcher wrote the hypothesis of the study in order to predict and find the empirical evidence whether teaching speaking through hot seat game is effective or not in enhancing students’ speaking skills. To facilitate the researcher in formulating the hypothesis of this research, the researcher adopted the hypothesis formula as Ravid (2011:144) points out that hypothesis can be formulated H_A in which represents that there is significant difference between two means are compared while H_0 represents that there is no difference between two means.

The researcher predicted that would be difference of the outcome of the research. Therefore, the researcher conducted non-directional hypothesis in which meant to predict that intervention effect the dependent variable. Ravid (2011:32) states that researcher is predicting that mean of one group will be higher; it means non-directional hypothesis. It is formulated as follows:

H_A : There is significant difference between students are taught by using hot seat game and students are not taught by hot seat game.

H_0 : There is no significant difference between students are taught by using hot seat game and students are not taught by hot seat game.