



USING 'HOT SEATING STRATEGY' TO TEACH A DESCRIPTIVE TEXT IN SENIOR HIGH SCHOOL

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Abstract

Based on the writer's experience, many students have difficulties in speaking, especially descriptive text. Considering this problem, an alternative teaching strategy is needed to help students improve their speaking skill in terms of describing something. That is why this paper is conducted. It is aimed at explaining how to use an educational drama game which is called hot seating strategy in teaching spoken descriptive text to senior high school students. Before implementing this strategy, the teacher needs to prepare a "hot seat". Hot seating strategy is conducted by dividing students into several groups of four or five. After that, the teacher takes the hot seat and puts it in front of the class. Then, one representative member of the group sits on the hot seat, not facing the board. Next, the teacher writes down the name of people, tourism places or famous historical places on the board. The members facing the board have to describe the words written on the board. Finally, the one on the hot seat guesses what is being described. It is believed that this strategy can help many students improve their speaking skill in describing something.

Key words: *speaking, descriptive text, hot seating strategy.*

A. INTRODUCTION

English has been the most significant language in the world. It is used internationally to communicate, share, take, and give information and knowledge to others. English plays a crucial role in the development of the world; including economy, international relationships, technology and education. Kesuma, Yasin and Syarif (2013) state that English has become an important asset for anyone not only in school, but also in seeking employment in business, industry or technology. According to Pacific Policy Research Center (2010), one of the aims of teaching English in senior high schools is to enable students to communicate in English so that they become able to enroll in the labor market and to cope with the challenges of higher education as well. Thus, the need for equipping Indonesian EFL senior high school students with effective speaking skills has arisen.

In real life communication, being able to speak English is very important. As Putri and Ardi (2013) state, speaking is used interactively to deliver meaning.

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In addition, Maxom (2009) mentions that people cannot overcome a language without having the ability to speak it. Speaking enables people to communicate and send their messages to other people from different countries. They also can build a good relationship in business, technology, and education. Speaking has been one of the basic skills that require communicative competence, pronunciation (intonation, stress, and pitch), grammar, vocabulary, fluency, accuracy, and comprehension. It is a skill that senior high school students are required to have.

Based on the 2013 Curriculum syllabus, one of the speaking skills that students learn in school is describing something. To describe is to report details about something either out loud or in writing. To describe out loud means describing orally. Based on the writer's experience, the problem faced by most students is speaking regarding monologue text, especially descriptive text. Many students have difficulties when they are asked to describe something orally because the teacher tends to teach speaking descriptive text by showing pictures to the students and then ask the students to describe them which is very boring for most of students. Ruso (2007), in Widia (2014), states that most students are not interested when teachers teach them by only lecturing all the time. Many of them end up having no interest towards the lesson.

Considering the problem, an alternative teaching strategy is needed to encourage and motivate students in speaking class in terms of describing something. As Wallace, Stariha and Walberg (2004) state, teachers should provide the opportunity for students to practice their speaking skills in the classroom. According to Rachmawati (2013), one of the appropriate strategies in the form of game for senior high school students is called "hot seating strategy". It is considered as an educational drama game. This strategy enables students to improve their speaking skill in describing something.

Moore (2005) proposes that 'hot seating strategy' works as a tool to help teachers reaching the learning objectives. In addition, Borich (2004) mentions some other purposes of this strategy, including to help people understand more about character, to make students interested and motivated to learn in class, to encourage students expressing what's on their mind, and to help evaluate students' development and comprehension about the materials. These functions can encourage students to speak English more fluently.

B. REVIEW OF RELATED LITERATURE

This part describes the literature review of the study. It is an evaluative report of information found in the literature related to the selected area of study. It consists of speaking skill, descriptive text and hot seating strategy.

1. Speaking Skill

Speaking is a process where speaker and listener are involved in productive skill of speaking and the respective skill of understanding (Bryne, 1998). In the same aspect, Nunan (2003) agrees with Bryne that in speaking, people produce systematic oral utterance to communicate meaning with productive skill. Similarly, Mackey and Gass (2005) summarizes oral expressions as the expressions, which involve not only

how right sounds are used, but also the choice of words in the right order to communicate the right meaning. In addition, Roswati, Zaim and Radjab (2014) mentions that “the crucial thing in speaking is how to deliver the ideas well and make the listener understand of what the speaker says”.

Based on the 2013 Curriculum, there are several speaking skills that should be taught to tenth graders in senior high school for the first semester. The skills include introducing yourself, complimenting someone, showing care, stating and asking about intention, saying and responding congratulation, and describing people, tourism places, and famous historical places. This paper deals with the skill of describing people, tourism places, and famous historical places.

2. Descriptive Text

There are several texts that are used as learning materials for the tenth graders of senior high school based on 2013 Curriculum. One of which is a descriptive text. According to Gerot and Wignel (1994), descriptive text is a type of written text which has a specific function to give a description about particular person, place or things. In line with this, Anderson and Kathy (2003) state that a factual description is specifically used to describe a particular place, person or thing.

The purpose of a descriptive text is to describe the features of place, person, and thing. Furthermore, Anderson and Kathy (2003) elaborate that a factual description differs from an informational text because it describes a specific object rather than a general group. For example, the descriptions of a specific animal, the descriptions of a particular building, or descriptions of a specific person.

Koltai (2012) mentions some strategies to teach spoken descriptive text in senior high school. They are chain fairytales, 20 questions, the memory, and hot seat. According to Rachmawati (2013), hot seating strategy enables students to improve their speaking skill in describing something.

3. Hot Seating Strategy

Hot seating strategy has been defined by many researchers depending on its use in educational situations. Bilikova and Kissova (2013) consider it as a spoken drama strategy which is used to understand someone’s motives, feelings, background, personality and relationships with others. The strategy can be applied before or after role plays, short time provocations and short performance.

Ashton-Hay (2005) mentions that in hot seating strategy, a student sits in a hot seat and plays the role of a character. Then, other students ask questions related to the character. Similarly, Kathleen (2007) states that 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.

According to the above-mentioned definitions, it can be concluded that hot seating is an educational game which provides the opportunities for students to practice and develop their abilities by participating with

others in a comfortable atmosphere without pressure and hesitation. This game can help many students to enhance their speaking skills during practice.

C. DISCUSSION

This part describes how hot seating strategy should be conducted. It consists of some preparation that teachers should do before teaching spoken descriptive text through hot seating strategy and the way to implement hot seating strategy to teach a descriptive text in senior high school.

1. Preparation in Teaching Spoken Descriptive Text through Hot Seating Strategy

There are some preparations that should be done before conducting the teaching-learning activities in the classroom. First, teachers need to choose the appropriate teaching material and media. When teachers plan to use a game in language teaching, they need to understand its rules. Teachers should be aware of how the game starts, what they are going to do during the game, and how the game ends. By understanding the game, teachers can explain it clearly to the students so that they will not be confused when playing the game.

Second, in order to implement 'hot seating strategy', teachers need to prepare a seat which is called "Hot Seat". It should be located in front of the class, not facing the board. A student will be sitting on the seat while the others have to describe what is written on the board. The next thing that should be prepared by teachers is a lesson plan. It plays a very important role because every single activity that should be done by teachers is stated in the lesson plan. It can be a guidance for teachers to conduct the teaching-learning activities.

Another thing that should be considered by teachers is time allocation. In most senior high schools, the time for one meeting is 2 x 45. Teachers should be able to allocate the time effectively. It refers to making the best use of time so that the right time is allocated for the right activity. Also, the teachers should be able to locate properly the time for the stages of teaching which refer to pre-teaching activities, whilst-teaching activities and post-teaching activities.

2. Implementing 'Hot Seating Strategy' to Teach Spoken Descriptive Text in Senior High School

As commonly suggested by the 2013 Curriculum, there are three stages in teaching:

a. Pre-teaching Activities

In pre-teaching activities, there are several things that should be done in pre-teaching activities. First, teacher greets the students by using English in order to create English environment. After that, the teacher asks one student to lead a prayer. The teacher and students pray together. Next, the teacher checks the students' attendance. Then, the teacher motivates students in learning by telling them the goals and objectives of the lesson. After that, the teacher explains to the students the activity, which is going

to be conducted. The last thing to be done is brainstorming. It refers to activating students' background knowledge about the topic of the lesson.

b. Whilst-teaching Activities

Whilst-teaching activity is the activity in which the lesson begins to be introduced, delivered and practiced during the class. Here, the teacher leads the students to the main activity in the teaching-learning process. There are five stages in conducting this activity: observing, questioning, exploring, associating and communicating.

In the observing stage, students should observe the pictures which have been shown by the teacher. They can observe the color, occupation, height, hometown, etc. After that, the teacher gives the students an example of how to describe something orally. He/she can use one of the pictures provided and describe it to the students. Indeed, they have to pay attention to the teacher's description.

In the questioning stage, the teacher can stimulate students' curiosity about the definition, social function, generic structures and language features of descriptive text. Some students may ask these questions directly to the teacher. Then, the teacher answers the questions given. On the other hand, some students may just simply curious about those things.

In the exploring stage, students can explore the information about descriptive text from the textbook, internet and the material given by the teacher. It can help them understand the topic of the lesson. They can find out the definition, generic structures, social function and language features of a descriptive text. They can also figure out more information about the topic on their own and should note down in their notebook the important information they get. The teacher can guide the students in doing this activity.

In the associating stage, the educational game called Hot Seating Strategy will be conducted. First, the teacher divides the students into several groups. Each group consists of 4 to 5 students. Then, the teacher takes an empty chair and puts it in front of the class, facing the team members. This chair is the "Hot Seat". Next, the teacher asks each group to choose one representative member to sit on the hot seat. After that, the representative members of the groups can come in front of the class to pick up one of several papers with the number 1, 2, 3, 4,... written on it. The group who gets number 1 will go first. Then, the representative member of the group comes up and sits on the hot seat. He/she should face the teammates and have his/her back facing the board. Next, the teacher writes down the name of a person, tourism place or famous historical place on the board. The students facing the board have to describe the words. The one on the hot seat has to guess what is being described. The clearer the description is, the easier it is to guess. That is why the members have to describe the words as clear as possible. After the first group succeeds guessing the words, the second one can start playing the game up until the last group.

The last stage is communicating. Here, students have to sit in their groups to discuss about descriptive text based on the sources and the activities they have done. They can discuss about the definition, social function, generic structures and language features of descriptive text. They can also share their thoughts about descriptive text and the activities that have been conducted. After that, students can deliver their discussion results to the whole class.

c. Post-teaching Activities

In this activity, students with the teacher conclude the learning material. It can help students resume what they have learnt. After that, students reflect on the activities that have been carried out. If some students have something they do not understand about, they can ask the teacher. Then, he/she will give the explanation about it. After all the material is clear, it is important for teachers to give homework to the students. By doing this, the teacher can assess students' understanding about the material. In addition, students can review the lesson they have learnt in school. Then, the lesson is finished by praying together.

D. CONCLUSION AND SUGGESTIONS

Based on the previous discussion, it can be concluded that teaching spoken descriptive text is not an easy thing to do. It is important for teachers to find an alternative teaching strategy to encourage and motivate students in speaking class in terms of describing something.

Hot seating strategy is conducted by dividing students into several groups of four or five. After that, the teacher takes a hot seat and puts it in front of the class. Then, one representative member of the group sits on the hot seat, not facing the board. Next, the teacher writes down the name of people, tourism places or famous historical places on the board. The members facing the board have to describe the words written on the board. Finally, the one on the hot seat guesses what is being described.

It is suggested for teachers to do some preparation before implementing hot seating strategy. They need to choose the appropriate teaching material and media, prepare a "Hot Seat", understand the topics to be discussed in the classroom, make a lesson plan, and consider the time allocation for doing the teaching-learning process.

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