

## ABSTRACT

Yosephine, Frederika Rintakristy. (2012). *Students' Perception on the Use of Hot Seat as A Supporting Activity in Improving Their Speaking Skills in Speaking Class*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

The use of Hot Seat activity as a supporting activity in speaking class is important to improve students' speaking skills. Unfortunately, the use of Hot Seat activity in speaking class, recently, cannot ensure that every student can improve their speaking skills. That problem can influence the students' motivation and expectation in learning speaking English, which can also influence their perception on this activity. Because of those reasons, the researcher was inspired to analyze the students' perception on the use of Hot Seat activity in speaking class. There were three research questions in this research: (1) How is Hot Seat activity implemented in speaking class? (2) What are students' perceptions on the use of Hot Seat as a supporting activity in improving their speaking skills in speaking class? (3) What are students' suggestions for further implementation of Hot Seat activity in speaking class?

To answer those research problems, the researcher employed survey research. The researcher took 100 respondents from third semester students who were taking Critical Listening and Speaking course in the academic year 2011/2012 at the English Language Education Study Program, Sanata Dharma University. The data were obtained by using questionnaire as the instrument. The questionnaire consisted of 30 items of close-ended questions and 1 item of open-ended question. The data gathered were put in the table and were analyzed to answer the research problems.

The research result showed the implementation of Hot Seat activity in speaking class and the positive perception from almost all of the students on the use of Hot Seat activity in speaking class. The researcher categorized the three main weaknesses on the use of Hot Seat activity in speaking class. There were still some students thinking that Hot Seat activity was a boring activity because of many factors, there were only some of the students gave the feedback for the speakers in Hot Seat activity, and the last, but it is so crucial, the students did not have the chance to experience Hot Seat activity, which could improve their speaking skills, in speaking class.

The students also gave their suggestions for the further implementation of a Hot Seat activity in speaking class. The students suggested that Hot Seat activity was kept and done again in speaking class, or even, in the other class by adding more creativity on the implementation and feedback from the audiences in order to improve students' speaking skills. Beside that, the students also suggested that the classroom and time management in speaking class should be arranged and obeyed precisely based on the goal of language teaching.

Keywords: *perception, hot seat activity, speaking skills*

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Penggunaan aktivitas *Hot Seat* sebagai sebuah aktivitas pendukung di kelas *speaking* sangat penting untuk meningkatkan ketrampilan berbicara para siswa. Sayangnya, penggunaan aktivitas tersebut saat ini di kelas *speaking* tidak dapat menjamin bahwa setiap siswa dapat meningkatkan ketrampilan berbicara mereka. Masalah tersebut dapat mempengaruhi motivasi, harapan dan persepsi para siswa terhadap aktivitas ini dalam mempelajari *speaking* dalam Bahasa Inggris. Oleh karena itu, peneliti terinspirasi untuk menganalisis persepsi para siswa terhadap penggunaan aktivitas *Hot Seat* di kelas *speaking*. Ada tiga rumusan masalah yang terdapat di dalam penelitian ini: (1) Bagaimana penerapan aktivitas *Hot Seat* di kelas *speaking*? (2) Bagaimana persepsi para siswa terhadap penggunaan *Hot Seat* sebagai sebuah aktivitas pendukung dalam meningkatkan ketrampilan berbicara siswa di kelas *speaking*? (3) Apa saja saran dari para siswa untuk penerapan aktivitas *Hot Seat* selanjutnya di kelas *speaking*?

Untuk menjawab rumusan masalah tersebut, peneliti menggunakan penelitian survei. Peneliti mengambil 100 responden dari siswa semester tiga yang mengambil mata kuliah *Critical Listening and Speaking* di Program Studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma pada tahun ajaran 2011/2012. Data diperoleh dengan menggunakan kuesioner, sebagai instrumen penelitian, yang terdiri dari 30 pertanyaan tipe tertutup and 1 pertanyaan tipe terbuka. Data yang terkumpul dimasukkan ke dalam tabel lalu dianalisis untuk menjawab rumusan masalah.

Hasil dari penelitian menjelaskan bagaimana penerapan aktivitas *Hot Seat* di kelas *speaking* dan juga persepsi positif yang diberikan oleh hampir semua siswa. Peneliti mengategorisasikan tiga kelemahan utama dari penggunaan aktivitas *Hot Seat* di kelas *speaking*, yaitu masih ada beberapa siswa yang berpikir bahwa aktivitas *Hot Seat* adalah aktivitas yang membosankan karena banyak faktor, tidak semua siswa memberikan *feedback* untuk para pembicara pada aktivitas *Hot Seat*, dan para siswa sudah tidak mempunyai kesempatan lagi untuk mengalami aktivitas *Hot Seat* yang dapat meningkatkan ketrampilan berbicara mereka di kelas *speaking*.

Para siswa juga memberikan saran untuk penerapan aktivitas *Hot Seat* selanjutnya di kelas *speaking*. Para siswa menyarankan untuk tetap menjaga dan menggunakan aktivitas *Hot Seat* kembali di kelas *speaking* atau bahkan, di kelas lain, dengan lebih menambahkan kreativitas dan *feedback* dari dosen dan juga para siswa untuk meningkatkan ketrampilan berbicara mereka. Selain itu, para siswa juga menyarankan bahwa manajemen kelas dan waktu harus disusun dan ditaati secara tepat sesuai dengan tujuan dari pengajaran bahasa.

Kata kunci: *persepsi, aktivitas hot seat, ketrampilan berbicara*