

CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of important skill in English learning. In another definition speaking is a way of expressing ideas, feeling, and opinions using words, with the aim that what is said can be understood by others. The students as English learners should have the ability to speak English in order to they can communicate with the others. As a way to build their ability to speak, teaching the speaking ability can be focused on making the students active to speak up when they are involving a speaking activity in the classroom. The students interacts and uses the language to express his or her ideas. Therefore, speaking learning in the classroom should be dominated by the students. For many students the main purpose of learning a foreign language is to be able to speak. The students should learn hard to achieve that goal with their best abilities, but the task is not easy, because the conditions in the class are very different from the real conditions. The students speak English only when there are English lesson and the students do not use it in their daily live or just to show his or her friendliness, it makes their speaking do not increase.

In the real learning process of speaking, the problems are the students do not active in the practice of speaking since there is only a little chance to do it. The students are mostly passive in every conversation or discussion in speaking lesson. The students tend to shy and afraid to answer the questions from the teacher. The researcher has got some data from English teachers' and the data is shown in the table below.

Table1.1 Pra-survey data of speaking score of student third semester Muhammadiyah University of Metro.

No	KKM	Students	Score	Classification
1	≥ 75	2	85-100	Excellent
2		5	75-84	Good
3	≤ 75	8	65-74	Poor
4		8	51-64	Failed
		23		

Source: Speaking lecturer's data of Muhammadiyah University of Metro.

Based on the table above, there are classification of speaking score of students' Muhammadiyah University of Metro. Such as excellent, students who got 85-100 score can be called excellent in classification table. 75-84 score is good classification. Next classification is poor with 65-74 score. Students who got 51-64 are classified as failed. The researcher got the result of speaking ability as follows, there are 2 students got excellent score and 5 students got good score on speaking subject. The students who got poor and failed score are 16 students from 23 students. It means that 16 students do not meet the completeness standard (KKM). In fact, the completeness standard (KKM) of English learning is 75. If the lowest score is 51, the speaking ability do not reached by the students.

It means that students' speaking third semester of Muhammadiyah University of Metro is low, because 16 students from 23 students got failed score or did not meet the completeness standard (KKM).

The researcher asks to the speaking lecturer that the problems are students do not active on speaking and feel unconfident when the students speak in front of the class. The researcher adopt the technique of using the Hot Seating Strategy on improving student's speaking skill at Muhammadiyah University of Metro. Hot seating strategy is role-playing strategy that makes

the students build their comprehension skills and make the students more confident when the students speaking on learning process.

B. Identification of the Problems

Based on the research background, researcher can identify the problems as follows :

1. The students had limit in vocabulary.
2. The students are afraid of making mistakes in speaking.
3. Students did not confident when speak up on front of the class.

C. Limitation of the Problems

The researcher interest to do research on improving student's speaking skill using hot seating strategy at Muhammadiyah University of Metro.

D. Formulation Of The Problems

Based on the description of the background stated in the previous sub-chapter, the writer would like to present the formulation of the problem as follows:

1. Can the use of hot seating strategy improve the student's speaking skill at Muhammadiyah University of Metro? If yes, what are the improvements experienced by the students.
2. How are students' activities in speaking skill using Hot Seating Strategy at Muhammadiyah University of Metro?

E. Objective of The Problems

In relation to the formulation of the problems state above, the purposes of the study is:

1. To describe whether the use of Hot Seating Strategy can improve student's speaking skill at Muhammadiyah University of Metro or not.
2. To describe the students' activities in speaking skill using Hot Seating Strategy at Muhammadiyah University of Metro.

F. Significance of the Problem

This research is expected to make a reasonable contribution for English teachers, English learners and future researchers. For teachers of English, the results of this study are expected to be used as a reference in teaching and learning English. Meanwhile, for English learners, research results are expected to enrich their knowledge of English speaking by using Hot Seating Strategy. Finally, for future researchers, the research findings are expected to be used as a reference in conducting further research on improving students' speaking skill.