



# The Effect of Hot Seat Strategy on Students' Reading Aloud Skills

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## Abstract

The interactive learning hot seat strategy in which a student sits in the “hot seat” and assumes the role of a character from a text that has been read. Other students then ask questions to the student in the hot seat, who must answer as if they were the character. This study aims to Analyze the process of applying the hot seat strategy in teaching reading aloud as well as Knowing the level of students' reading aloud ability before the application of the hot seat strategy. This study used a quantitative approach with a quasi-experimental method. The research design applied was Nonequivalent Control Group Design, which is a design with unequal control groups. In this design, there are two groups: an experimental group that receives treatment and a control group that does not receive treatment, but the placement of subjects into these groups is not randomized. The results showed students' initial ability in reading aloud before using the hot seat strategy. The implementation of this study shows that, this study is expected to provide new insights in the method of teaching reading aloud, especially in the context of Arabic language education at the secondary school level.

## INTRODUCTION

One of the skills in Arabic language learning is reading, which is included in receptive skills such as listening and reading. Reading allows direct and fluent transfer of meaning from written or printed pages (Febrianingsih, 2021; Khoiriyah, 2020; Oktavera, 2018; Syamaun, 2015; Wijaya & Hikmah, 2023). Reading is an activity that consists of four elements, visual reception of symbols (decoding), combining these ideas with the reader's thoughts, imagining their application in future life (interaction). Therefore, reading involves recognition, comprehension, evaluation, and interaction; it is a mental activity that involves all aspects of the human personality (Baroroh & Rahmawati, 2020; Lathifah et al., 2017). There are many types of reading, one type of reading based on performance is Reading Aloud (Duncan & Freeman, 2020; Gould et al., 2016; Healy & Zangara, 2017; Warner et al., 2016). reading aloud is reading in which the reader pronounces written words and sentences with correct pronunciation, proper intonation, and can be heard clearly, and expresses the meaning contained in it.

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Reading aim of delivery (Burton, 2020; Fauji et al., 2020; Nurkholifah & Wiyani, 2020; Sri Fatmawati & Nur Arifah Hanafiah, 2022; Suparman & Nurfisani, 2021; Zorzi, 2010)

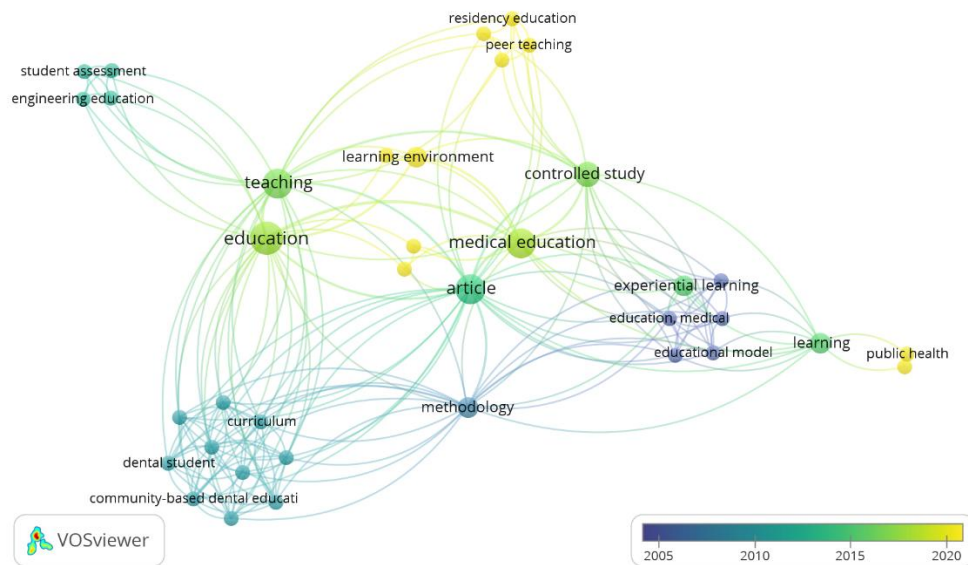
Meanwhile, Strategy is a plan that contains a series of activities designed by teachers to achieve certain educational goals (Christiansson, 2018; Ruegaard Petersen, 2024). This strategy includes the selection of methods, techniques, and procedures that are in accordance with the characteristics of students and subject matter, so that the learning process becomes more effective and efficient. One strategy that is known for its uniqueness is the hot seat strategy, Hot seat is a technique in interactive learning where a student sits in a special chair and plays the role of a certain character from the material being studied. Other students then ask the student questions, which must be answered according to the role played, thus encouraging deep understanding and active engagement in learning (Bunker & Searle, 2009; Handley et al., 1998; Kato & Ahern, 2008).

The hot seat strategy is a combination of strategic approach and hot seat technique, where teachers design learning activities that allow students to explore the material through active roles and discussions. With this strategy, students not only understand the material theoretically, but also develop critical thinking, communication and empathy skills through direct interaction in a dynamic classroom setting. This strategy is one of the important elements in teaching and learning practices. In the learning process, there are several main elements, namely objectives, materials, methods, approaches, strategies, learning media, and evaluation. Learning strategies occupy the fifth position in these components (Dorman, 2005; Pana et al., 2015).

The Hot Seat Strategy is an easy, fun, learning method that can be applied to a variety of topics. It is considered effective, especially when teachers want to instill certain values or improve read aloud skills. In its application, the Hot Seat strategy belongs to active learning which involves a series of steps where students take turns sitting on chairs to answer questions posed by their peers in the group. This process creates collaborative interaction between the students sitting in the chairs and their peers, thus helping to build social relationships, cooperation skills, creativity and critical thinking. This creates an interactive discussion atmosphere during the question and answer session.

According to Paul Ginnis, the Hot Seat strategy is an innovative learning method that aims to increase students' participation and interest in learning activities (Pratama, 2020). In its implementation, this strategy can be combined with group variation techniques. For example, students work in small groups to prepare a specific character role, and one student is appointed as the "main character" or "resource person" who is ready to answer questions from other groups.

In this strategy, several students take turns sitting in the "hot seat" and answering questions posed to them, explaining their knowledge of the topic at hand. If a student cannot answer the question, he/she will be replaced by another student. Students who manage to answer well will get a participation grade from the teacher during the learning process. By using the Hot Seat strategy, students are encouraged to better understand the subject matter.



**Fig 1. Bibliometric visualization using VOSviewer with keywords Hot seat strategy, reading aloud**

Based on the bibliometric visualization generated through VOSviewer software from international publications, it shows that the hot seat implementation strategy is still not widely found, there are 27 data related to the keyword. This number is relatively low when compared to other learning strategies, such as think-pair-share or problem-based learning, which each have hundreds to thousands of publications. This lack of publications can be an indicator that the hot seat strategy has not received significant attention from researchers, especially in the context of abhasa learning. In fact, this strategy has great potential in improving speaking skills, building learners' courage, and creating an active and participatory classroom atmosphere. This calls for serious efforts from academics and educational practitioners to explore, develop and publish research on the effectiveness of the hot seat method in various learning contexts. One of the reasons why this strategy has not been widely discussed in international publications may be the lack of a thorough understanding of its implementation in different levels of education. Some teachers think that this strategy is more suitable for role-playing or communication arts learning, so they have not tried to apply it optimally in language learning or other subjects. In fact, the hot seat approach can be modified to be relevant to various teaching materials, including in building students' argumentation, critical thinking and speaking literacy skills.

To expand the use of this strategy, training is needed for educators on the variety of implementation techniques, how to adapt it to student characteristics, and how to objectively evaluate its effectiveness. In addition, educational institutions and research institutions need to encourage more classroom action studies or quantitative research on the hot seat method, so as to enrich the literature and provide practical guidance for educators in the field. With the increasing number of researchers and publications on the hot seat strategy, it is hoped that this method will not only become an alternative, but also part of the globally recognized active learning strategies. This will contribute positively to improving the quality of classroom interactions and the development of 21st century skills needed by learners, such as communication, collaboration and creativity.

## METHODS

This study used a quantitative approach with a quasi-experimental method. The research design applied was Nonequivalent Control Group Design, which is a design with unequal control groups (Engkizar et al., 2023, 2024; Fiqhiyah et al., 2025; Namira et al., 2023; Sabiruddin et al., 2023; Wyananda et al., 2022). In this design, there are two groups: an experimental group that receives treatment and a control group that does not receive treatment, but the placement of subjects into these groups is not randomized. Data were collected using test instruments. Before conducting the t-test, the researcher first conducted a normality test and homogeneity test to ensure that the data met the basic assumptions required.

## RESULT AND DISCUSSION

### Description of Research Data

#### **Learners' ability to read aloud before the application of the hot seat strategy.**

Before the application of the hot seat strategy in the experimental class, the researcher conducted an initial test in the control class and the experimental class. The material in the initial test was "Hobbies". The evaluation of 30 students showed variations in their academic achievement. Some students performed very well, with the highest appreciation score reaching 82. These students showed a deep understanding of the material and consistency in learning. The group of students with "excellent" and "very good" results reflected their dedication and hard work in the learning process. Their appreciation scores ranged from 71 to 80, showing good concept analysis and application skills. The "good" and "fair" results scored between 54 to 70. They showed solid basic understanding, but still had room for improvement, especially in the application of concepts in more depth. There were some students in the "weak" category with scores below 50. This indicates the need for special attention and more effective learning strategies to help them achieve the expected competency standards. So after the initial test in the control class, the researcher found data from 30 students. There were 5 students in the "very good" category and 25 students in the "sufficient" category, based on a minimum cut-off measurement of 75. The highest score was 85, the lowest score was 40, and the average score was 61.5. These results indicate that the students' ability to teach the skill of reading aloud be

Next, the researcher found that there were 5 students (50%) with the predicate "acceptable", and 25 students (50%) with the predicate "very good". This distribution shows that the majority of students have achieved a very good level of reading aloud, reflecting the effectiveness of the learning strategies applied in improving this skill. Thus the results of this evaluation not only reflect students' success in achieving the competence of reading aloud, but also emphasize the importance of learning strategies that are innovative and appropriate to students' needs. The application of appropriate methods, supported by interesting learning media, can create a conducive learning environment and motivate students to improve their reading skills. This is in line with research findings which show that effective learning strategies can significantly improve students' reading skills.

After that, the researcher conducted a pre-test in the control class, the researcher found data from 30 students. The average score was 61.5, indicating that most students had not reached the expected level of reading aloud ability. This indicates the need to evaluate the learning strategy that has been applied. Inappropriate learning strategies can affect the effectiveness of the teaching and

learning process, so that students have difficulty in understanding and mastering the skill of reading aloud optimally. There are 5 excellent students and 25 acceptable students with a minimum score of 75. The highest score is 85, and the lowest score is 40. The average score is 61.5 and the median score is 61.5. These results indicate that students' ability in oral reading skills is not successful.

Furthermore, the researcher found that there were 4 students (20%) who obtained the predicate “جيد جدا” (very good), and 26 students (80%) who obtained the predicate “مقبول” (sufficient). In the Arabic grading system, the title “جيد جدا” is usually given to students who score between 80% and 89%, while “مقبول” is given to those who score between 50% and 64%. This distribution shows that most students are still in the weak category. In the Arabic grading system, the title “جيد جدا” is usually given to those who score between 60% and 65%.

Based on the test results that have been conducted by researchers, the results of the initial test (pretest) on students show varying results, i). For the experimental class, the highest score obtained was 82, the lowest score was 40, with an average percentage of 57.86%, ii). Meanwhile, for the control class, the highest score was also 82, the lowest score was 45, with an average percentage of 61.5%. This difference shows that, before being given the treatment, the initial ability of students in both classes is relatively comparable, although the control class is slightly superior. This is important to show in analyzing the effectiveness of the learning strategy to be applied, because the equality of initial ability can affect the interpretation of learning outcomes.

### Normal testing

The purpose of the normality test is to determine whether the sample data is normally distributed or not. If the significance value (Sig.) of the Shapiro-Wilk test is greater than 0.05, then the data is considered normally distributed. Conversely, if the value is less than or equal to 0.05, then the data is not normally distributed. The Shapiro-Wilk test is one of the statistical methods used to test data normality. In this test, the null hypothesis ( $H_0$ ) states that the data is normally distributed. If the p-value is greater than the specified significance level (e.g. 0.05), then there is not enough evidence to reject  $H_0$ , and the data is considered normally distributed. Conversely, if the p-value is less than or equal to 0.05, then  $H_0$  is rejected, which means that the data is not normally distributed. This test is very useful in statistical analysis because many statistical methods assume that the data is normally distributed. By knowing the distribution of the data, researchers can choose the right analysis method for the data, here are the results of the normality test (Qurnia Sari et al., 2017).

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### Homogeneous or mahogany testing

The purpose of this test is to obtain appropriate and valid conclusions. In this study, researchers used one type of homogeneity test, namely the Levene test, which was carried out using SPSS software version 22. If the significance value (Sig.) of the Levene test is greater than 0.05, then the data is considered homogeneous. The following are the results of the homogeneity test. The homogeneity test using the Levene test shows that the significance value (Sig) is 0.068. Because this value is greater than 0.05, it can be concluded that the data has a homogeneous variance. Thus, the assumption of homogeneity is met, so the next statistical analysis can be done validly.

Based on the results of the homogeneity test using the Levene test, a significance value of 0.734 was obtained. Because this value is greater than 0.05, it can be concluded that the data in both classes are homogeneous. The Levene test is used to test the similarity of variance between groups before conducting further statistical analysis. If the significance value (p-value)  $> 0.05$ , then  $H_0$  is accepted, and if the p-value  $\leq 0.05$ , then  $H_0$  is rejected. In the context of this study, the significance value of 0.734 indicates that the data in both classes have the same variance, so the assumption of homogeneity is met. This is important because many statistical analyses, such as the t-test or ANOVA assume that the data being analyzed has a homogeneous variance.

### CONCLUSION

This study shows that before the implementation of the “hot seat” strategy, students' ability to read aloud was in the less successful category with an average score of 61.5. The strategy was then implemented through three learning stages: introductory activities, core activities, and closing activities. After the implementation of the strategy, there was a significant improvement in students' reading aloud ability, with the average score reaching 82.5 which is included in the excellent category. Statistical analysis using t-test shows that the significance value is 0.001, which is smaller than 0.05. This indicates that the application of the “hot seat” strategy has a significant effect in improving students' ability to read aloud. Thus, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. The application of the “hot seat” strategy is proven to be effective in improving students' ability to read aloud. This strategy can be an alternative learning method that can be applied by teachers to improve students' reading aloud skills.

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### DECLARATIONS

#### Author contribution

**Nurul Fadia:** Data curation, Writing-Original draft preparation, **Muhammad Firdaus Bin Alias:** Writing-Reviewing and Editing, **Wirdatul Urfa:** Visualization, Supervision, Formal analysis, **Nurul Faddhia:** Conceptualization, Methodology, Validation, **Nurul Faddhia:** Supervision, Software.

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The authors declare that this research was conducted without any conflict of interest in the research.

### Ethical clearance

The research company has agreed to carry out the research and is willing if the results of this research are published.

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