THE EFFECT OF HOT SEAT GAME ON ENGLISH VOCABULARY MASTERY OF THE EIGHTH GRADE STUDENTS AT SMP NEGERI 2 BALARAJA IN ACADEMIC YEAR 2015/2016

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ABSTRACT

This research is aimed to find out the effect of Hot Seat Game on the eighth grade students' vocabulary mastery at SMP Negeri 2 Balaraja. Hot Seat Game is a interesting learning technique and can create the lively atmosphere. In conducting this research, the researcher used quasi experimental design. The population of this research came from eighth grade of students at SMP Negeri 2 Balaraja that consisted of 433 students divided in nine classes. The technique of sampling, the researcher used Purposive Sampling, thus the researcher got to classes as the sample. The sample consisted of two classes, class 8-F as experiment group and class 8-E as control group. To collect and analyze the data, this research used pre and post-test which consisted of 29 valid items that given to both classes. The instrument of the research was the multiple choices of vocabulary test. The aspects of vocabulary that became the point of evaluation were polysemy, antonym, synonym and hyponym of the words. The results of this research showed that the average score of pre-test on experiment group was 59,81 and control group was 59,72. And the average score of post-test increased on experiment group became 66,84 while on control group was 60,13. The average score of experiment group in post-test increased significantly after given the Hot Seat Game treatment. From hypothesis test of post-test, it showed that t_{count} was higher than t_{table} (2,18 > 1,99), so H_0 was rejected and H_1 was accepted. From the results above, it can be concluded that there was the effect of Hot Seat Game on the eighth grade students' vocabulary mastery at SMP Negeri 2 Balaraja.

Keywords: *Hot Seat Game, Vocabulary Mastery*

INTRODUCTION

Vocabulary becomes the important part in learning foreign language like learning English in Indonesia. According to Willkins (as cited in Thornburry, 2002, p.13) "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." So it can be cocluded that vocabulary is the first significant thing that the learners need to master to be able to communicate or get information in English. Beside of how important vocabulary for the learners, the vocabulary size nowadays had increased very wide. According to Clairbone (as cited in Scmitt, 2000, p.2) "Reports of the size of the English language in the popular press

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have a very wide range: from 400,000 to 600,000 words." By seeing this size it can be considered that the learners in junior high school are need to master the vocabulary, at least to the extent they can understand about the information that contained in the English text. From the explanation above can be concluded that the needs to learn English vocabulary is so important for learners in the EFL class. However the real condition, learners mostly in junior high school level their vocabulary mastery is still low.

Some the factors that made them lacks on vocabulary mastery is depending on the variation of motivation to learn from each learners, the needs of reinforcement and interesting vocabulary learning technique that can be use. Learners need the appropriate technique to make them mastering vocabulary. One of the easiest and good ways to make the learners enthusiast in learning vocabulary is using games. One of recommended game to use in leaning vocabulary is called Hot Seat Game. By using a suitable technique, the subject matter such as vocabulary will be more interesting so that the goal of teaching can be achieved. By using games they can work as a team, and it is important to have a good teamwork and comprehend English vocabulary at the same time. The learners also can practice their speaking skill in this game. And by this technique the student will improve their motivation to learn English vocabulary. Therefore the "Hot Seat Game" is being selected to be applied in the English class. In this case, the scope of vocabulary focused on the polysemy, synonym, antonym, and hyponym.

METHODOLOGY

a. Participants

The quasi-experimental design being used in this research. The subject of the study is two groups; first group as an experimental and control group. The research population was the students in the eighth grade of SMP Negeri 2 Balaraja which consists of 419 learners that have been spread into nine classes. In this study, the sample was VIII – E as the control group and VIII – F as the experimental group. They are being chosen due to the recommendation of their English teacher that all members of the selected group have similar characteristic. Each group consists of 49 students.

b. Instruments

The instrument of this research is vocabulary questions test. The type of the test is multiple choices. Multiple choices consist of 29 questions that are valid based on the validity calculation item that randomly consisted polysemy, synonym, antonym, and hyponym questions. Where the score of each item is 1 score for right answer and 0 for wrong answer. So if they can answer the 29 items correctly they will gain 29 scores. To get 100 as the maximum score, the learners need to answer all the questions precisely.

c. Procedure

To apply hot seat game in the class, Robertson and Acklam (2000) has made the procedure to make them happen, which has been elaborate by an internet website called *Teaching English British Council* in its' article *Hot Seat* (2010). Some procedures to apply hot seat game in the class as follows:

1. First, split the class into different teams (two is best, but if it is a large class, any number could be used).
2. Sit the students facing the board.
3. Then take an empty chair - one for each team - and put it at the front of the class, facing the team members. These chairs are the 'hot seats'
4. Then get one member from each team to come up and sit in that chair, so they are facing their team-mates and have their back to the board.
5. Prepare list of vocabulary items that wanted to use in this game.
6. Take the first word from that list and write it clearly on the board.
7. The aim of the game is for the students in the teams to describe that word, using synonyms, antonyms, definitions etc. to their team mate who is in the hot seat - that person can't see the word.
8. The student in the hot seat listens to their team mates and tries to guess the word.
9. The first hot seat student to say the word wins a point for their team.
10. Then change the students over, with a new member of each team taking their place in their team's hot seat.
11. Then write the next word.

Pre-test and post-test on the control and experiment class was used, to see the effectiveness of hot seat game by looking both measurement and comparing the gained scores between both groups. The effectiveness can be seen from the improvement of learners' score of experiment group in the post-test. The test is given to 98 students which consist of 49 students in experimental group and 49 students of controlled groups. The score was taken after the leaners given some treatments and from comparison of both groups. The experiment group will have the technique by using hot seat game in the classroom and the controlled group without using hot seat game. Some examples about how to assess vocabulary from Coombe (2011), she has divided the vocabulary assessment into two kinds. Those are discrete vocabulary tests and embedded vocabulary assessment. But in this case, discrete vocabulary test. Discrete vocabulary test is being used if the teacher wants to assess the learners' vocabulary explicitly. The teacher first needs to determine whether he wants to assess recognition or production. The common formats for assessing vocabulary recognition are multiple-choice questions and matching. The appropriate method to asses is vocabulary is multiple choice question formats. In accordance with Coombe, Folse and Huberly as cited in Coombe (2011) stated that multiple-choice questions are commonly used to be a part of learning assessment in the level of recall and comprehension. The multiple-choice questions can be used to assess vocabulary in the various ways.

DATA ANALYSIS

To examine the research hypothesis, t-test data analysis technique being used. The t-test needs some data analysis requirement testing as the condition to supporting the calculation of data analysis and hypothesis testing. For descriptive statistic, mean, median, mode and standard deviation were used for both experiment and control groups' pre-test and post-test score.

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To test analysis assumption normality and homogeneity test were used. After those requirements completed, the t-test is applied to test the hypothesis. For further explanation hypothesis of research as follows:

Hypothesis of Pre-test:

H_0: There is no difference on the learners' vocabulary learning result between control class and experiment class.

H_1: There is difference on the learners' vocabulary learning result between control class and experiment class.

Hypothesis of Post-test:

H_0: There is no difference on learners' vocabulary learning result using hot seat game technique with the learners' using conventional technique.

H_1: There is difference on learners' vocabulary result using hot seat game technique with the learners' using conventional technique.

RESULTS AND DISCUSSION

Both experimental and control groups at pre-test were normally distributed and had homogeneous variance. By using significance level $\alpha = 0,05$ so that, the test criteria were:

$t_{count} < t_{table}$, there was no significant difference in the average score of pre-test / post-test between the experimental and control class.

$t_{count} > t_{table}$, there were significant differences in the average of pre-test / post-test score between the experimental and control class.

RESULTS

a. **Pre-test**

From the calculation, the following data:

Table 1: T-test Separated Variance Pre-test

Variable	n	$\overline{X}$	S	S^2	T_{count}	T_{table}
Experimental	49	59,81	14,998	224,93	0,03	1,99
Control	49	59,72	15,9207	253,47		

Based on the table above, showed that the value of t_{count} was smaller than t_{table}, so that H_0 accepted. In conclusion, based on the testing criteria there was no significant difference in the average value between the experimental and control class.

b. **Post-test**

From the calculation, the data as follows:

Table 2: T-test Separated Variance Post-test

Variable	n	$\overline{X}$	S	S^2	T_{count}	T_{table}
Experimental	49	66,84	14,695	215,93	2,18	1,99
Control	49	60,13	15,725	247,28		

Based on the table above, showed that the value of t_{count} bigger than t_{table}, H_0 rejected. In brief, based on the testing criteria there were significant differences between the experimental class that has been given treatment by using Hot Seat Game Technique and control class that has been given treatment by using Conventional Method. By using Hot Seat Game, the students could be more motivated to learn English vocabulary and be more interested to learn English, so that was the effect on students' learning results.

DISCUSSION

The hypothesis test of pre-test and post-test above showed that the value of pretest there was no significant difference in the students' learning result between the experimental and control class. Where the average values obtained in experimental class was 59,81, while the average of the control class was 59,72. Then, the experimental class students' scores increased after being given the treatment. The analysis of post-test showed that there were significant differences in the average value of post-test between the experimental and control class, where the average of the experimental class was 66,84 while the average of the control class was 60,13. The average difference caused by the use of instructional media in both the experimental and control class. The experimental class was given lessons by using Hot Seat Game while the control class lesson being given by using Conventional Method. Based on post-test data analysis showed the value of t_{count} was bigger than t_{table}, where t_{count} was 2,18, while t_{table} 1,99 this caused the statistical hypothesis of H_1 was accepted. This showed that learning with Hot Seat Game was more effective to use. Various ways had been made in the implementation of the study to obtain the optimal results. But there are still some factors that are difficult to control, thus made this study has limitations including:

1. The students still felt stiff and embarrassed to exercise the vocabulary using Hot Seat Game with their fellows.
2. The condition of the class was so crowded, when one group performs the Hot Seat Game, the other group bother them, and the group that performing at that time became lost focus.
3. Allocation of learning time was quite short due to school's agreement, the researcher given only two weeks to collect the data.
4. The control of research subjects only included the variables mastering the vocabulary with Hot Seat Game and learning results.

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CONCLUSIONS

The result of data analysis after the treatment revealed that the mean of experimental class (66,84) was higher than the control class (60,13). The study through the analysis of pre-test and post-test also showed that the students' vocabulary mastery improved significantly. Students' achievement in vocabulary mastery test at SMP Negeri 2 Balaraja taught by using Hot Seat Game technique was higher than the students' achievement in vocabulary mastery that were taught without using Hot Seat Game technique.

Several points can be drawn from the present study. Firstly, Hot Seat Game technique was effective on the students' vocabulary mastery. It meant that the formula of H_1 was accepted and H_0 rejected ($t_{count} > t_{table}$; 2,18 > 1,99). Secondly, Hot Seat Game technique had some goals they are: Hot Seat Game was one of vocabulary games that designed to encourage the learners to be more active and interested in learning vocabulary without feeling burdened in memorizing it. Thirdly, the Hot Seat game became the appropriate technique to improve the learners' vocabulary mastery. Since the learners need to be excited at first before they learn the vocabularies, so that they can lean and comprehend each words and its meaning with no difficulties. Fourthly, by seeing how the learners' score improved after they got the treatment by using Hot Seat Game, it showed that this technique was helping them to increase their score in English lesson. As had been said on the Background of the Study, that vocabulary was the essential part in learning English lesson whether it was for reading, writing, speaking or even listening. With the more vocabulary that the learner could be mastered, the easier the learners comprehend the lesson. Based on the result, it could be concluded that there was significant difference effect of using Hot Seat Game technique on the Eighth Grade of junior high school students' vocabulary mastery.

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