THE EFFECTIVENESS OF HOT SEAT GAME TECHNIQUE TOWARDS VOCABULARY MASTERY AND TRANSLATION SKILL OF S1 DEGREE ENGLISH EDUCATION AND DEPARTMENT STUDENTS

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Abstract: This research aimed to find out the effectiveness of Hot Seat Game on the sixth semester of S1 Degree students of English Education Department major at Banten Jaya University. Hot Seat Game is an interesting learning technique. In conducting this research, the researcher used true experimental research method and selected factorial design as the methodology of research. Population of this research is sixth semester of English Education students at UNBAJA which consist of 2 classes with total 24 students as the population. The sampling technique is Purposive Sampling; consisted of two classes, class A as experiment group and class B as control group. To collect and analyze the data, using test consisted of 25 valid items given to both classes. The instrument of the research is 20 multiple choices item of vocabulary test and 5 essay items of translation test. The results of research showed that in the experiment group that using HSG technique, the average score of students' vocabulary mastery is 82.50, meanwhile the score of translation skill is in 81.00. While in the control group that using GTM, average score of students' vocabulary mastery is 71.00 and students' translation skill is 49.20.

Keywords: *Hot Seat Game; Translation; Vocabulary.*

INTRODUCTION

In mastering English as foreign language, there are four main skills that need to be mastered by English students. Those skills are speaking, reading, writing and listening. To master several skills above, it needs to be supported by other important

parts, in this case is vocabulary mastery and translation skill. Wilkins stated in Thornburry that without grammar very little can be conveyed, without vocabulary mastered, there is nothing that can be conveyed Thornburry (2002: 13). It is also followed by Syafrizal and Sari's (2017: 118) statement about the requirement of total commitment, involvement, physical, intellectual, and emotional responds in order to successfully send a receive message in foreign language. In other words, vocabulary is the first important thing for the English students needs to be mastered to understand the message and convey it in foreign language.

Other aspect that also supports four main skills in English is translation. It is recognized as the fifth skill and the most important social skill since it promotes communication and understanding (Ross, 2000). Based on the statement, it describes that translation is an important social skill that the English students in the university need to have. But in the real situation nowadays, translation is deeply criticized as the meaningful learning tool, since it is still considered as time-consuming, boring and irrelevant, Dagilene (2012: 124). This statement explain that learning using translation in general for EFL students is a boring and time consuming process. based on the problems in vocabulary mastering and the use of translation as a learning tool emerged several complications; those are about the low vocabulary size of the students, also their anxiety to use them, boring method that applied in the translation class, as well as the need of students to have appropriate technique to mastering vocabulary and translation skill.

According to preliminary study conducted by the researcher on English Students in sixth semester at UNBAJA, there are 70% of the students that still has the low vocabulary mastery. This is proved by the answers on vocabulary test that had been done by the students. Most of them, can only answer 50% questions with the right answer. Meanwhile on the translation skill, according to their score on translation test that analyzed using holistic method they mostly have 4 to 7 marks which make them placed on level 2 to 4. These mean, that the students still have not successes in completing the translation task and delivering the idea or message in the

target language sense. Most of the students also seem to be passive and feel burdened to have any test in regard to vocabulary and translation.

METHODOLOGY

Participant

The target population of this research is S1 Degree of English Department and Teachers training students in the sixth semester of Banten Jaya University. First, in this research; the researcher takes two classes, class A as the experiment group (A_1) and class B as the control group (A_2). They are being chosen due to the recommendation of their Translation Lecturer. Second step, will be there will be a test to be done in each experiment and control group, to determine the difference group treatments (B) as the moderator or group variable in one class. There will be acquired (B_1 and B_2) in each vocabulary mastery and translation skill of the students. Each class has 15 students it makes 30 students as a population; then it takes 10 samples for B_1 and 10 samples for B_2. Thus, there are 20 samples in experiment and control class.

Instruments

To collect and analyze the data, this research used test which consisted of 25 valid items that given to both classes. The instrument of the research was the 20 multiple choices item of vocabulary test and 5 essay items of translation test. The aspects of vocabulary that evaluated are polysemy, antonym, synonym and hyponym of the words. Meanwhile translation are the Transcription, Literal translation, Recognized translation, Cultural equivalent, Translation label, and Translation couplets that being analyzed using Waddington's holistic method.

Table 1: Scale for the holistic Method C (Waddington, 2001)

Level	Accuracy of transfer of ST content	Quality of expression in TL	Degree of Task Completion	Mark
Level 5	Complete transfer of	Almost all the translation reads	Successful	9,10

	ST information; only Minor revision needed to reach professional standard.	like a piece originally written in ST. There may be minor lexical, grammatical, or Spelling errors.		
Level 4	Almost complete transfer; there may be one or two insignificant inaccuracies that require a certain amount of revision to reach professional standard	Large sections read like a piece originally written in ST. There are a number of lexical, grammatical, or spelling errors.	Almost completely successful	7,8
Level 3	Transfer of the general idea but with a number of lapses in accuracy; Needs considerable revision to teach professional standard	Large sections read like a piece originally written in ST. But others read like a translation. There are considerable numbers of lexical, grammatical, or spelling errors.	Adequate	5,6
Level 2	Transfer undermined by serious inaccuracies; thorough revision required to reach	Almost entire text reads like a translation; there are continual of lexical, grammatical, or spelling errors.	Inadequate	3,4

	proccessional standard			
Level 1	Totally inadequate transfer of ST content; the translation is not worth revising.	The candidate reveals a total lack of ability to express himself/herself adequately in target language	Totally inadequate	1,2

Procedure

   The research method that will be use in this research is true experimental research, the independent variable is Hot seat game technique and Grammar Translation Method, the dependent variables are students' vocabulary mastery and translation skill. The experiment design that being selected is treatment by factorial design, according to Sugiyono (2013: 113) it is a modification from the true experimental design which paying attention on the existence of moderator variable that affects the independent variable toward dependent variable more detail refers on the table below.

Table 2 Treatment by Factorial Design 2 x 2

B	A	
	A_1	A_2
B_1	$A_1 B_1$	$A_2 B_1$
B_2	$A_1 B_2$	$A_2 B_2$

Description:

Dependent Variable Y_1 : Students' Vocabulary Mastery

     Y_2 : Students' Translation skill

Independent Variable A : Treatment Classes

     A_1 : Hot seat game technique (Experiment)

     A_2 : Grammar Translation Method (Control)

Dependent Variable B : Students' Skills

B_1 : Vocabulary Mastery

B_2 : Translation Skill

Procedure of Hot Seat Game

To apply hot seat game in the class, Robertson & Acklam (2000: 34) has made the procedures to make them happen, which has been elaborated as follows: First, split the class into different teams (two is best, but if it is a large class, any number could be used). Next, sit the students facing the board. 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'

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. After that, prepare list of vocabulary items that wanted to use in this game. Then, take the first word from that list and write it clearly on the board. The aim of the game is for the students in the teams to describe that word, using synonyms, antonyms, definitions et cetera In English to their team mate who is in the hot seat - that person can't see the word. The student in the hot seat listens to their team mates and tries to guess the word. The first hot seat student to say the word wins a point for their team.

Procedure of Grammar Translation Method

Larsen-Freeman (1986: 130) provides typical techniques associated with GTM: (1) Translation of a literary passage (from target language to mother tongue). (2) Reading comprehension questions (finding information in a text). (3) Antonyms, synonyms (finding antonyms and synonyms for words or sets of words). (4) Fill in the gaps (filling in gaps in sentences with new words or items of a particular grammar). (5) Memorization (memorizing vocabulary lists or grammatical rules). (6) Use words in sentences (students create sentences to illustrate that they know the Meaning and use of new words).

Data Analysis

To examine the research hypothesis, the writer will use Two Way Analysis of Variance data analysis technique. It needs some data analysis requirement testing as the condition to supporting the calculation of data analysis and hypothesis testing. Test analysis assumption also conducted it consists of normality and homogeneity test. After those requirements completed, the t-test is applied to test the hypothesis. For further explanation hypothesis of research as follows:

1. There is effectiveness of Hot seat game technique towards students' vocabulary mastery and translation skill than using GTM.
2. There is an interaction of hot seat game towards students' vocabulary mastery and translation skill.
3. There is difference on students' vocabulary mastery using HSG technique and students' vocabulary mastery using GTM
4. There is difference on students' translation skill using HSG and students' translation skill using GTM.

RESULT AND DISCUSSION

Hypothesis that will be tested in this research including: 1) the effectiveness of Hot seat game technique towards students' vocabulary mastery and translation skill. 2) Interaction between hot seat game and GTM towards students' vocabulary mastery and translation skill. 3) The difference on students' vocabulary mastery using HSG technique and students' translation skill using HSG. 4) The difference on students' vocabulary mastery using GTM and students' translation skill using GTM.

To find out which one is effective between Hot Seat Game (HSG) Technique and Grammar Translation Method (GTM) to be used for increasing students' vocabulary mastery and translation skill, presented as follow:

Table 4: Mean of Each Cells

Students' Skill (B)	Treatment Method (A)		Average Margin
	A1 (HSG)	A2 (GTM)	
B1 (Vocabulary)	82.50	71.00	76.75

B2 (Translation)	81.00	49.20	**65.10**
Average Margin	**81.75**	**60.10**	

According to the table above, it showed that average margin for A1 (Hot Seat Game Technique) is 81.75 meanwhile, average margin for A2 (Grammar Translation Method) is 60.10. In conclusion, mean of scores of A1 is bigger than A2.

Table 5: ANOVA Calculation of interaction of Hot Seat Game (HSG) Technique towards students' vocabulary mastery and translation skill

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	456.693	1	456.693	14.282	.005[b]
	Residual	255.807	8	31.976		
	Total	712.500	9			

a. Dependent Variable: HSG Technique
b. Predictors: (Constant), HSG Learning Result

According to the analysis result, it shows that F_{count} is 14.282 bigger than F_{table} that is 5.32 (F_{count} 14.282 > F_{table} 5.32). Regarding to the criterion of hypothesis test, H_0 that assert, "There is no interaction of Hot Seat Game (HSG) technique towards students' vocabulary mastery and translation skill", is rejected. In other words, there is interaction of Hot Seat Game (HSG) technique towards students' vocabulary mastery and translation skill. In conclusion, Hot Seat Game (HSG) technique is affecting both students' vocabulary mastery and translation skill.

Table 6: ANOVA Calculation of the difference on students' vocabulary mastery using HSG technique and students' vocabulary mastery using GTM

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	122.283	1	122.283	13.235	.036[b]
	Residual	27.717	3	9.239		
	Total	150.000	4			

a. Dependent Variable: Vocabulary Mastery using HSG
b. Predictors: (Constant), Vocabulary Mastery using GTM

According to the analysis result, it shows that F_{count} is 13.235 bigger than F_{table} that is 5.32 (F_{count} 13.235 > F $_{table}$ 5.32). Regarding to the criterion of hypothesis test, H_0 that assert, "There is no There is no difference on students' vocabulary mastery using Hot Seat Game Technique and students' vocabulary mastery using Grammar Translation Method", is rejected. In other words, there is difference on students' vocabulary mastery using HSG technique and students' vocabulary mastery using GTM.

Table 7: ANOVA Calculation of the difference on students' translation skill using HSG and students' translation skill using GTM

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	46.051	1	46.051	20.469	.020[b]
1	Residual	6.749	3	2.250		
	Total	52.800	4			

a. Dependent Variable: Translation Skill using HSG

b. Predictors: (Constant), Translation Skill using GTM

According to the analysis result, it shows that F_{count} is 20.469 bigger than F_{table} that is 5.32 (F_{count} 20.469 > F $_{table}$ 5.32). Regarding to the criterion of hypothesis test, H_0 that assert, "There is no difference on students' Translation skill using Hot Seat Game (HSG) and students' translation skill using Grammar Translation Method (GTM)", is rejected. In other words, there is difference on students' translation skill using Hot Seat Game (HSG) and students' translation skill using Grammar Translation Method (GTM).

CONCLUSIONS

1. There is effectiveness of Hot seat game technique towards students' vocabulary mastery and translation skill than using GTM

2. There is an interaction of hot seat game towards students' vocabulary mastery and translation skill.

3. There is difference on students' vocabulary mastery using Hot Seat Game (HSG) technique and students' vocabulary mastery using Grammar Translation Method (GTM).

4. There is difference on students' translation skill using Hot Seat Game (HSG) technique and students' translation skill using Grammar Translation Method (GTM).

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