

ABSTRACT

Rodhita. 2015. The Use of Hot Seat Game in Enhancing Vocabulary Mastery to the Sixth-Grade Students of SDN 8 Mentibar in the Academic Year 2015/2016

This research was conducted to find out how the use of hot seat game can enhance vocabulary mastery to the sixth grade students of SDN 8 Mentibar in the academic year 2015/2016, and to know what happened to the class when hot seat game was implemented in classroom.

The research methodology of this study was classroom action research (CAR) method in which the researcher sought to solve the problems faced by the students. The subject of this research was 22 students consisting of 10 males and 12 females of sixth grade of SDN 8 Mentibar of sambas regency.

The data were required from two major sources, they were qualitative and quantitative. The qualitative was taken from observation checklist and field note, while the quantitative was taken from the test given in the end of each cycle.

The research findings showed that hot seat game could enhance students' vocabulary mastery. The result of the test improved from cycle to cycle, which could be seen from the mean score of vocabulary test in cycle 1 which was 74. 64 and improved to 84. 09 in cycle 2. Hot seat game also make the classroom more active and make the students more enthusiastic in learning English.

The result of this research showed the improvement of students' vocabulary mastery was successful. The researcher concluded that the use of hot seat game in teaching vocabulary could enhance students' vocabulary mastery. The researcher suggested English teacher to use hot seat game in teaching vocabulary to develop students' ability and make the students more active in learning activity.

Keywords: *Vocabulary, Hot Seat Game, Classroom Action Research.*