

CHAPTER II
THE USE OF HOT SEAT GAME IN ENHANCING VOCABULARY
MASTERY

A. Vocabulary

1. Definition of Vocabulary

Vocabulary has always been one of the most important issues related both with teachers and learners of foreign languages (Uzun 2009: 45). There are many definitions of vocabulary given by the experts. According to Hiebert and Kamil (2005: 3) vocabulary is the knowledge of meanings of words. Vocabulary is total number of words that make up a language. Vocabulary is one of five core components of reading instruction that are essential to successfully teach children how to read (Sedita, 2005: 1). Koizumi and In'nami (2013: 901) says that vocabulary holds a central position in formulating an utterance with the appropriate meanings, although other types of knowledge, including syntactic, morphological, and phonological knowledge, as well as nonlinguistic world knowledge and communication strategies, are also indispensable. Munoz and Forero (2011: 33) Vocabulary is a stock of words in a language, written or spoken, with meaning conveyed within a given society and culture. However, vocabulary is not only a single word but also can be more than single word. For example, *white house* and *sister-in-law* which are made up two words but express a single idea. From the statements above, the

researcher concluded vocabulary is words or an alphabetical list of words, which it has a meaning, and that meaning is not only one words has a meaning, but the meaning of words also depends on the context of words exist in a context.

2. The Aspects of Vocabulary

Learning of vocabulary is not easy as students think, so many thing that students need to know and learn well in. One of them is the students need to know the aspect of vocabulary. According to Nation (2001: 255) there are four aspects of vocabulary, they are pronunciation (spoken form), spelling (written form), use (grammar), and word meaning. Ur in Pradini (2014: 6) also states that the aspects in vocabulary mastery include pronunciation, spelling, meaning and the use of the words. The aspects defined as follow:

a. Pronunciation

Gilbert (2008: 42) states that pronunciation has traditionally been taught with a goal of “speaking like a native speaker,” but this is not practical. In fact, it is a recipe for discouragement both for teachers and for students. Pronunciation is the manner in which someone utters a word or the way of a word or a language is customarily spoken.

b. Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process

of forming words by putting letters together. According to Boston (1998: 10) argues that English spelling is a system which integrates phonetic and morphemic patterns to produce meaning in writing. Understanding phonetic patterns enables writers to spell those words that have predictable sound-letter relationships.

c. Use

According to Nation (2001: 1), there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc), and giving a well known opposite or a well known word describing the group or lexical set it fits into.

d. Word Meaning

In daily life we use languages communication tool with another people. When someone has communicated with another, they should understand the meaning of word form. Word meaning is important part in English language. If we listen some people talk something, we have to know the meaning of the words. A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

3. Vocabulary Assessments

Assessment is the gathering of information to answer specific questions. What type of information to gather and how to analyze it depend on the nature of the questions asked. Binet and Thurston as cited by Pearson, Hiebert and Kamil (2014: 6) states vocabulary assessment dates back to at least the development of the early tests of intelligence. In other words, vocabulary assessment is an attempt of teachers to determine the level of students' vocabulary knowledge, to assess the students' vocabulary knowledge usually by giving tests.

Multiple choice tests usually used to assess vocabulary recognition, it is because the multiple choice format was the predominant method of vocabulary assessment used for many of us in school. Thornbury (2002: 132) says that multiple choice tests are a popular way of testing in that they are easy to score (a computer can do it), and they are easy to design (or seem to be). Multiple choice tests can be useful for measuring students' basic knowledge of word meanings. The MCQ (multiple choice questions) format can be used to assess vocabulary knowledge in a variety of ways. These include: synonym recognition, definition, meaning in context, and odd man out (Coombe, 2010: 117). According to Coombe (2010: 116) there are four main advantages associated of multiple choice, they are:

- a. Reliable, if written well, there is only one correct answer.

- b. Quick and easy to mark and thereby deemed very practical from a teacher's perspective.
- c. Versatility, can be used to assess knowledge at various levels from beginning to advanced.
- d. Students from most parts of the world are familiar with the format.

In addition to the advantages, there is also disadvantage of multiple choice, the disadvantage is do not lend themselves to the testing of productive language skills or language as communication (Coombe, 2010: 117). Not only multiple choice test commonly used, matching test is also used to assess vocabulary recognition. Common formats for assessing vocabulary recognition are multiple-choice questions and matching (Coombe, 2010: 116). Matching questions usually present the student with two columns of information. The student's task is to find the matches between the two columns. Item in the left hand column are called premises and the items in the right hand column are called options. The advantage of this test over multiple choice questions is that there are more distracters to choose from.

Vocabulary assessment is required to determine students' vocabulary mastery. Vocabulary assessment can be done by giving the test. The aspects of vocabulary can be the indicators to assess students' vocabulary, the indicators are:

- a. The students are able to pronounce words correctly

How to pronounce can be understood from pronouncing the words correctly. To determine the students' pronunciation can be done by assessing vocabulary in speaking.

- b. Students are able to spell or write words correctly

Spelling means that the students are able to spell the words. Assessing vocabulary in writing is the way to determine the students' ability to spell words by giving writing test.

- c. Students know the meaning of words

Knowing means understanding how the words are put in different contexts and used differently. Multiple choice is a test usually used to assess the students' ability to determine the meaning of words from reading comprehension.

- d. Students are able to use words in a sentence

How to use words is an ability to use or to apply the words either in spoken or written.

In this research, the research used test to assess students' vocabulary. It is because the purpose of the test is to see the students if they are able to remember the words by using hot seat game.

B. Hot Seat Game

1. Definition of Hot Seat Game

There are two kinds of game, competitive games and cooperative games, competitive games is in which players or teams race to be the first to reach the goal, cooperative games is in which players or teams work together towards a common goal (Hadfield, 1999: 4). Based on definition above, hot seat game belongs to competitive game, because this game the group that which be the first to guess the word correctly is the win and that group get point. Hot seat game is a game in group to guessing words, which is where one of the members of the group assigned to guess the word and the other members assigned as the helper to guess the word. When students are in the hot seat, they can not to see the word and must listen to their team-mates and tries to guess the word from the clues they are given.

Hot seat game is a word game to enrich of vocabulary in studying English to guess the words. Hot seat game is an interesting game that involves physical activity, it also requires good concentration. Styawan (2011: 29) states that hot seat game is a very exciting game that involves physical movement and concentration. Hot seat game makes the students become interested in mastery of vocabulary because this game makes students feel happy, fun and not boring in teaching and learning process, this game not only good to improve vocabulary mastery, but also effectively for the students to build their speaking more be active because

they are trying to guess the meaning when they are playing. The researcher used this game because the researcher wanted to know if the use of hot seat game can enhance students' vocabulary mastery. Besides, the researcher also wanted to see what happens to the class when hot seat game is implemented in classroom.

2. Procedure of Hot Seat Game

In order to play the game, the students need to know the step or the procedure of hot seat game. According to Maffione (2012: 23) there are procedures how to play hot seat game as follow:

- a. First, the class is divided into two teams.
- b. The students sit facing the board. An empty chair one or each team is put at the front, facing the team members. These chairs are the 'hot seats'.
- c. One member from each team has to come to the front and sit in the chair so that they are facing their team-mates and have their backs to the board.
- d. The teacher has a list of vocabulary items that students will use in this game.
- e. The teacher writes the first word from the list clearly on the board.
- f. The aim of the game is for the teams to describe that word using synonyms, antonyms, definition, mime, etc to the student who is in the hot seat. When students are in the hot seat, they cannot see the word on

the board and must listen to their team-mates and try to guess the word from the clues they are given.

- g. The first hot-seat student to say the word wins a point for their team. Then a new member of each team sits in their team's hot seat.
- h. The teacher then writes the next word on the board.

Based on the expert, the researcher used these procedures to implement hot seat game in the classroom, there are:

- a. First, divided class into two groups.
- b. Second, prepare two chairs in front of the classroom and board is behind, facing the team members. These chairs are the "hot seats".
- c. Third, one member (guesser) from each team has to come to the front and sit in the chair, then the rest of the group members (helpers) stand in front of the guesser.
- d. Fourth, teacher writes a word on the board which is behind the guesser. Guesser must guess the word and helpers describe that word like synonyms, antonyms, definition or usefulness of words.
- e. Guesser should to answer or guess the word with the correct pronunciation and write down the word that is guessed on paper sheet.
- f. Both of group practices together, the guesser who the first to guess the word correctly then the group who get points. Then the first guesser will be replaced with other group members who will be the next guesser.
- g. Proceed to the next word, total of five words that should be guessed.

3. Advantages and Disadvantages of Hot Seat Game

The use of hot seat game in teaching English vocabulary not only gave benefit both to the teacher and the students but also gave difficulty to them. From those reasons the researcher discussed about the advantages and the disadvantages of using this game in teaching vocabulary.

a. Advantages of Hot Seat Game

There are advantages of hot seat game as follow:

- 1) To make the atmosphere in class more effective and the students can enjoy with their study.
- 2) It is motivating and challenging to study and to apply their vocabulary.
- 3) It requires both mental and physical involvement.
- 4) It is encouraging students to be both mentally and physically active.
- 5) This game can make the students easy to remember vocabulary.
- 6) Student-centered activity.
- 7) It can encourage students to interact and communicate.

b. Disadvantages of Hot Seat Game

Besides advantages, there are disadvantages of hot seat game also as follow:

- 1) In teaching learning process is by attracting student's interest to game, all of them are active and made noisy. Sometimes they too

much move and speak. That condition made the teacher difficult to control them.

- 2) In teaching learning process is by doing games the teacher only has a little time to explain the material and give some new vocabularies. So there is no longer time for teacher to explain more and help them to memorize all the new vocabularies.

C. Review of Related Study

The researcher take review of related study from a thesis by Anwar Harif Styawan, student's number 113 07 118, English and Educational department of STAIN Salatiga 2011 under the title “ The Use of Hot Seat Game to Improve Students' Vocabulary Mastery of the First Grade of Sekolah Menengah Pertama Negeri (SMP N) 2 Suruh 2010/2011.” He was using hot seat game to improve students' vocabulary mastery, this study is an action research and the result showed that the use of hot seat game in teaching and learning activity is able to help students improve their vocabulary mastery. The reason why the researcher's review it is because it gives clear example, so that the researcher can explain with more details.

D. Rationale

All languages consist of words. To master a language, students need to master vocabulary. In teaching vocabulary, some teachers use ineffective and uninteresting method that causes difficulties for the students in understanding and using the words in the appropriate context. Vocabulary is

the basic of learning a language because vocabulary is a number of words to make up the language. Vocabulary is an important aspect in English learning and it can help students to support language skills such as: listening, speaking writing and reading.

Teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life. Teaching vocabulary is not easy to do. Some people think that teaching vocabulary only wastes the time because vocabulary number is unlimited. Teaching vocabulary needs an extra work and appropriate teaching technique and method which is adjusted to the students' need. Moreover, the teachers should be creative in finding interesting ways to teach vocabulary. Therefore, the researcher tried to used a game as the technique to teaching vocabulary that can give help students interest, relax and remember things faster and better when the game is implement.

The researcher sure because if game used in English especially in teaching vocabulary attracted students to learn and master English vocabulary, because the game is easy for students to enjoy and not feel tense or bored. As a statement of Azar (2012: 253) says the use of games in teaching vocabulary is a way to make the lessons more interesting, enjoyable and effective. Teaching by using hot seat game is one of the alternative ways to teach vocabulary. The researcher believes that used hot seat game in teaching vocabulary can help students to enhance their vocabulary mastery.