



**THE IMPLEMENTATION OF HOT SEAT STRATEGY ON THE
STUDENTS' ABILITY IN MASTERING ENGLISH
VOCABULARY AT GRADE EIGHTH OF
SMP SWASTA AL-HIDAYAH MEDAN
TEMBUNG IN ACADEMIC YEAR
2018/2019**

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**Submitted to Faculty of Tarbiyah and Teachers Training UIN-SU Medan as
a Partial Fulfillment of The Requirement for the Degree of Bachelor (S-1
Program) of English Education**

By:

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA
MEDAN
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THESIS

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Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Saya berani menerima segala konsekuensi bila pernyataan saya ini tidak benar.

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ABSTRACT

Trisyuni Shabrina. 34.14.3.062. The Implementation of Hot seat Strategy on the Students' Ability in Mastering English Vocabulary at Grade Eighth of SMP Swasta Al-Hidayah Medan Tembung in Academic Year 2018/2019. Faculty of Tarbiyah Science and Teachers Training. State Islamic University of North Sumatera, Medan 2018.

Keywords: Students' Ability, Hotseat Strategy, Vocabulay

The objective in this research were: (1) To find out the students' ability in mastering vocabulary after teaching by using hotseat strategy, and (2) To describe the implementation of hotseat able to increase the students ability in English vocabulary

The subject of this research was VIII-A grade students of SMP Al-Hidayah Medan Tembung in academic year 2018/2019. There were 33 students of the class as respondents. This research was conducted by using Classroom Action Research (CAR). The technique of analyzing the data applied in this research was qualitative and quantitative. The qualitative data were taken from observation sheet. Interview, and documentation. The quantitative data were taken from the test. Data were taken from the tests result, which were carried out in two cycle. In two cycle, four meetings were conducted. The tests were given to the students in forms of pre-test, post-test I in the first cycle and post-test II in the second cycle.

The result of the data analysis showed that there was an interesting in the students' ability in mastering vocabulary. It is showed from the mean of pre-test was 38,4 with 6 students or 18,2% reach the Minimum Passing Grade or *KKM* (75). The result of post-test I in the first cycle, students' mean score was 64,8 with 14 students or 42,4% pass the *KKM*. The result of post-test II in the second cycle, students' mean score was 78,7 with 26 students or 78,8% pass the *KKM*. It can be concluded that the using hotseat strategy in mastering vocabulary can increase the students' ability in mastering vocabulary.

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This thesis is written to fulfill one requirement to obtain the *sarjana degree* at Department of English Education of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.

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Medan, November 2018

The Writer

Trisyuni Shabrina

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CHAPTER I

INTRODUCTION

1.1 Background of The Problem

Language is an important aspects in society other. It is used as a means of communication in daily activity, it is a fact that everyday, we use language to communicate each other. English is a foreign language that is taught in Indonesian schools and universities. Therefore, it becomes a knowledge that every Indonesian people, especially for Moeslems to search for knowledge particularly learning language. Language is also an instrument to convey information. In reality, language has function as medium to apply the social relationship. The interaction depends on the users of language. On the other hand, people should be able to master the means, the language user should attend the situation when they want to use the language.

In language learning, there are some elements that should be mastered by the students such as pronunciation, grammar and vocabulary. In this case, vocabulary always becomes the first aspect that must be mastered before the other component of language that supports one skill of English competences. The role of vocabulary in language learning is not less important that grammar. According to Napa (1991) observed that learning English vocabulary takes an important position, it means that who people lack vocabulary in English, they could not speak English well, write a sentences well, comprehend a text well, and absolutely could not understand about what the other people say.¹ Therefore, vocabulary is really essential to be mastered in language learning especially English.

¹P.A. Napa, (1991), *Vocabulary Development Skill*, Yogyakarta: Karnisius, p.35

In English itself, there are four skills that should be mastered by the students, they are speaking, listening, reading and writing. Vocabulary has an important role in all those skills. Mastering vocabulary will enable students to master English skills. It will enable them to communicate their ideas both in written or spoken form easily. Vocabulary is one of the most obvious components of language and one of the first things applied language learners turn their attention to. Vocabulary is a group of words that should be learned as units and vocabulary is one of the important elements to be acquired in learning English, vocabulary skill is basic to communicate in English. Vocabulary is a set of known words and their meanings that can be used by someone in a language.

According to Shepherd, vocabulary is one of the most significant aspects of language development.² The objective of teaching vocabulary is that the students are able to use and understand the uses of vocabulary in order to be able to use the vocabulary in speaking or writing. Understanding the vocabulary means that the students are expected to be able to spell, pronounce, understand the meaning and use the vocabulary. The students also can be easy in understanding meaning of the text, the applying the vocabulary in their conversation. By understanding the vocabulary, the students are easy to communicate and express their feelings, ideas, opinions into a language. The use of vocabulary is the most fundamental thing that must be mastered by all students who want to be able to speak English.

However, in the reality, the students do not have enough vocabulary and they do not have enough understanding in using vocabulary. The students are not able to spell, pronounce, understand the meaning, and use the vocabulary. The

² David L. Shepherd, (1973), *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Methods*, USA: Bell and Howel Company, co, p.39

students are not also be able to apply the vocabulary in a conversation, and it is very difficult for them to express their feelings, ideas, opinions into a language. There are many factors that can cause the low ability in using vocabulary. Those come from Internal and External factors. Internal factors are such as; IQ, motivation ambition, interest, talent and etc. While External factors are such as; environment, teachers, friends, parents, materials, methods, facilities, media including strategies.

Strategy is a word with many meanings and all of them are relevant and useful to those who are charged with setting for their corporations, business, or organizations.³

In learning vocabulary, it often happen that students commonly have problem to retrieve words which have been studied when they need it. Thus, to make vocabulary stays longer in students' memory, vocabulary has to be recycled. Recycling vocabulary here means that the students use the vocabulary again and again. Therefore, the teacher should facilitate the students to recycle their vocabulary. One of the ways that can be used for recycling vocabulary is *hot seat*.

Hot seat is vocabulary team game in which students in a team try to communicate word which is written by the teacher on the blackboard or whiteboard using verbal clues, without saying the actual word as a clue to one of their team mates on the "*hot seat*", whose job is to guess word. "*Hot seat*" here is an empty chair which is places in front of the room, facing the class with the blackboard or whiteboard behind it. Thus the students who sits on the "hot seat" cannot see the word which is written by the teacher on the blackboard or

³Fred Nickols, (2006), *Strategy, Strategic, Management, Strategic Planning and Strategic Thinking*, USA: Harvard Business School, p. 1

whiteboard. However the other team mates will stand up facing the blackboard, so, they can see it. They have to describe it or give examples, opposites, synonyms, or anything they can think of to help their team mate on the “*hot seat*” to guess it as quickly as possible.⁴ Furthermore, according to Maffione (2008) also said that “*hot seat*” is an example of a very nice game, useful both for practicing vocabulary and encouraging students to produce language.⁵ So, “hot seat” is really easy to be implemented in English classroom. There is no special preparation for doing this game. The teacher just needs to prepare a list of words which have been taught either in a previous lesson or earlier in that lesson for each team and stopwatch such as empty chair, blackboard or whiteboard are chalk or board marker and a challenging game because in this game each team should complete to guess as many words as possible within a limited time.

Finally, based on the explanation above, the writer is interested in conducting the research entitled: **THE IMPLEMENTATION OF HOT SEAT STRATEGY ON THE STUDENTS’ ABILITY IN MASTERING ENGLISH VOCABULARY AT GRADE EIGHT OF SMP SWASTA AL-HIDAYAH MEDAN TEMBUNG IN ACADEMIC YEAR 2018/2019**

1.2 Identification of The Problem

Based on the background of the problem above, there are many problems that can be identified as follows:

⁴ C. Robertson, (2000), *Action Plan for Teacher*, London: British Broadcasting Corporation, accessed on Monday, July 16th 2018 at 11.30 PM, <http://englishagenda.britishcouncil.org/sites/ec/files/books-action-Plan.pdf>

⁵ L. Maffione, (2008), Keeping Them Interested. English Teaching Professional Issue, accessed on Monday, July 16th 2018 at 12.00 PM, <http://vocabmatters.pbworks.com/w/file/70713466/keeping%20interest%20interest.pdf>

1. The students do not have enough vocabulary and they do not have enough understanding in using vocabulary;
2. The students are not able to spell, pronounce, understand the meaning, and use the vocabulary;
3. The students are not also be able to apply the vocabulary in a conversation, and it is very difficult for them to express their feelings, ideas, opinions into a language.

1.3 Limitation of The Problem

Based on the problem above, the writer limited to **THE IMPLEMENTATION OF HOT SEAT STRATEGY ON THE STUDENTS' ABILITY IN MASTERING ENGLISH VOCABULARY AT GRADE EIGHT OF SMP SWASTA AL-HIDAYAH MEDAN TEMBUNG IN ACADEMIC YEAR 2018/2019**. The research conducted by Classroom Action Research (PTK).

1.4 Research Problem

The research problem in this research are:

1. How is the students' ability in mastering English Vocabulary after being taught by using hot seat strategy?
2. Can the implementation of hot seat able to increase the student's ability in English vocabulary?

1.5 Research objective

The objective in this research were:

1. To find out the students' ability in mastering English vocabulary after teaching by using hot seat strategy

2. To describe the implementation of hot seat able to increase the students' ability in English vocabulary

1.6 Significance of The Study

The findings of this research are expected to be useful for:

1. The English teacher
 - a. To improve the quality of English teaching and learning process
 - b. The output of the study will be useful and to give contribution of developing English teaching especially in vocabulary
2. The students
 - a. To motivate the students to learn English especially in vocabulary
 - b. To improve their mastering in vocabulary
3. The other researcher

As a source for another researcher who want to compile a thesis as a reference or related study

CHAPTER II

THEORETICAL REVIEW

2.1 Theoretical of Framework

2.1.1 Hot Seat

2.1.1.1 The Definition of Hot Seat

Hot seat is one of the strategies in teaching vocabulary and a strategy which can help pupils either to built a character or to develop a greater understanding of character in the text. According to National Professional Development Program defines, hot seat is an activity in which students are able to take on roles and use questions in an interview situation.⁶ It means that students must understand a role in the text that they understand.

Hot seat is vocabulary team game in which students in a team try to communicate word which is written by the teacher on the blackboard or whiteboard using verbal clues, without saying the actual word as a clue to one of their team mates on the “hot seat”, whose job is to guess word. The definition is a game which has aim for the students in the teams to describe the word, using synonyms, antonyms, definition, etc., to their team – mate who is on the “hot seat”, who cannot see the word.⁷

⁶ National Professional Development Program, (1996), *Formal Group Activities, Literacy Strategies Handbook*, (Cambridge University Press), p.5

⁷ L. Robertson, (2003), Hot Seat, accessed on Tuesday, July 17th 2018 at 09.00 AM, <http://www.teachingenglish.org.uk/article/hotseat>

According to Lackman, Hot seat is a game based on a popular game where someone gets to guess a word from clues but they are not allowed to say the actual words as a clue.⁸

Then, “hot seat” is an empty chair which is placed in front of the room facing the class with the blackboard or whiteboard behind it. Thus, the student who sit on the “hot seat” will face his/her classmates and has his/her backs to the blackboard or whiteboard. The student who sits on the “hot seat” has a job to guess several words which are written by the teacher on the blackboard or whiteboard. Conversely, the other students on the teams have to describe it or give examples, opposites, synonyms, or anything they can think of to help their team mate on the “hot seat” to guess it as quickly as possible.⁹

Furthermore, in this research, after the students playing this game, the teacher asks each team to make a sentence for each word which have been guessed by them on the game before. This activity is purposed to make the students use the words well.

2.1.1.2 The Rules of Giving in Hot Seat

In hot seat, the students in a team have to give some clues to their team mate on the “hot seat” who cannot see the word which is written by the teacher on the blackboard or whiteboard. According to Robertson in Aprilia Nurul Utami’s Thesis, they have to describe it or give examples, opposites, synonyms, or anything they can think of to

⁸ K. Lackman, (2011), *Universal Activities: Original and Adopted Recycleable, Activities*, accessed on Tuesday, July 17th 2018 at 10 A.M, <http://kenlackman.com/files/univactBook10.pdf>

⁹ Aprilian Nurul Utami, (2015), *The Effectiveness of Hot Seat Game for Teaching Vocabulary*, Purwokerto: Universitas Muhammadiyah Purwokerto, p. 17

help their team mate on the “hot seat” to guess it as quickly as possible.¹⁰ Furthermore, according to Kaprowski they are only allowed to use verbal clues, to get their seated team mate to say the item written on the board and they are not allowed to say, mime, draw, spell or point the word if the word is an object in the room. They also must not say the item written on the board in full or part.¹¹

For example, if the word is “scissors” the students can give clue by saying statement such as “a thing to cut something” or asking question such as “what does the thing that can be used to cut your hair?” the other example is the word “brilliant”. To make the students on the “hot seat” guess the word, the students can give clue by saying “the antonym of stupid is ..” or “what is the synonym of clever?” the students who sits on the “hot seat” should listen carefully the clues from his/her team mates. If the students on the “hot seat” can guess the first word correctly, the teacher will write the next word and so forth. However, if the word is too difficult, the students who is trying to give clue can say “pass”, and the next student will give his/her clue. Moreover, the student on the “hot seat” also can say “pass” if he/she cannot guess the word, and the teacher will write the next word.¹²

2.1.1.3 Grouping in Hot Seat

To play this game, the teacher should divide class into several teams, According Robertson in Aprilia Nurul Utami’s Thesis, the

¹⁰*Ibid*, p. 18

¹¹ M. Kaprowskim (2006), Ten Good Games for Recycling Vocabulary, accessed on Wednesday, July 18th 2018 at 9 A.M, <http://iteslj.org/Technique/Kaprowski-RecyclingVocabulary.html>

¹² Aprilia Nurul Utami, p. 19

teacher can split the class into different teams, two is best, but if the number of students in the class is large, any number could be used. Therefore, the number of teams is flexible. It is depending on the number of all students in the classroom.

Furthermore, when the teacher divides the class into several teams, it is really important to make heterogeneous groups based on the students' achievement level. By making heterogeneous groups, the ability of each team will remain the same. Therefore, this game will be more competitive and challenging.

To make heterogeneous groups based on the students' achievement level, the teacher can divide the class into several teams based on their daily performance the scores of students' daily quiz in this case, each team should consist of equal number of students which have good, middle, and low achievement.

2.1.1.4 The Purpose of Hot Seat

In language learning, the students need to acquire and adequate number of vocabulary to communicate effectively. The lack of vocabulary will bring many troubles to the students in learning language because without good vocabulary mastery they will get difficulties to communicate their ideas. Thus, the student need to enrich their vocabulary. When the students enrich their vocabulary, they will encounter many new words that should remembered on their mind. To make them remember the words which have been studied in longer time, they need to recycle their vocabulary. In this case, the

objective of hot seat game is to recycle vocabulary. This statement is also reinforced by Kaprowski in Aprilia Nurul Utami' Thesis who list this game as one of the games, from ten game that can be used for recycling vocabulary. Thus, this game is really appropriate to help the students in recycling their vocabulary.

In Junior High School, recycling activity is needed to make the students easily memorize which have been learned before. In this case, the use of "hot seat" can become one alternative technique that can be used by the teacher to recycle the students' vocabulary. By using this game, the teacher can recycle the students vocabulary in an easy and challenging way so that the students will be easy to remember words which have been studied.

2.1.1.5 The Steps to Play Hot Seat

It is really easy to be implemented in English classroom. There is no special preparation for doing it. To play it, the teacher just needs to prepare a list of words which have been taught, either in a previous lessons or earlier in that lesson for each team and stopwatch. The other equipment for doing this game are already available in the classroom such as an empty chair, blackboard or whiteboard and chalk or board marker. Here are the steps to play hot seat according to Robertson:

- a. Teacher splits the students in the class into different teams (two is best, but if the number of the students in the class is large, any number could be used).

- b. Teacher asks all of the students to face the blackboard or whiteboard.
- c. Teacher takes an empty chair – one for each team – and put in front of the class, facing the team members. These chairs are the “hot seats”.
- d. Teacher asks 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.
- e. Teacher takes a list of vocabulary which have been prepared before.
- f. Teacher takes the first word from the list and writes it clearly on the board.
- g. 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 on the hot seat, who cannot see the word.
- h. The students in the hot seat listens to their team – mates and tries to guess the word.
- i. The first hot seat students to say the word wins a point for their team.
- j. Teacher asks the other student on each team to sit on the hot seat.
- k. Then, teacher writes the next word.¹³

To play this hot seat, the teacher can also do some variations depending do the situation in the class without ignoring the main rule

¹³ Ibid, p. 22

of hot seat. The variation of this hot seat is needed to make the students feel comfortable when playing this game, to ensure a slightly quieter and less chaotic game, the teams can take it turns. In addition, Robertson in Aprilia Nurul Utami's Thesis also said that also said that if there are many teams, perhaps some teams can wait to play. If the team sizes are large, teacher can restrict how many team members do the describing. Thus this hot seat can be adapted to different.

In this research, the number of students in each class is large. Thus, to implement this hot seat in the classroom, the researcher needs to do some variations to make the students use the words well, after the students playing this game, the teacher asks each team to make a sentence for each word which have been guessed by them on the game before. Therefore, the steps to play hot seat in this research are:

- a. Teacher divides the class into four teams.
- b. Teacher places a "hot seat" I front of the class with the blackboard or whiteboard behind it.
- c. Each team chooses one person to sit on the "hot seat".
- d. Each team has turn to play the "hot seat".
- e. One team is up at a time and one of the member of the team sits on the "hot seat" while another team mates face the blackboard or whiteboard.
- f. The teacher writes one word on the blackboard or whiteboard.
- g. Each member on the team takes turn to give a clue about the word which is written on the blackboard or whiteboard to their friend on

the “hot seat” by using synonym, antonym, definition, description, etc. when the students give clues to their friend on the “hot seat”, they are not allowed to say, mime, draw spell or point the word if the word is an object in the room.

- h. The student on the “hot seat” listens the clues from her/his friends.
- i. If the student on the “hot seat” can guess the first word correctly, the teacher will write the next word and so forth. However, if the word is too difficult, the student who is trying to give clue can say “pass”, and the next student will give his/her clue. The student on the “hot seat” also can say “pass” if she/he cannot guess the word, and the teacher will write the next word.
- j. Each team has 5 minutes to get as many words as possible.
- k. The team which can guess the most number of words will be the winner.
- l. The teacher asks each team to make a sentence for each word which have been guessed by them on the “hot seat”.

2.1.1.6 The Advantages of Hot Seat

The use of *hot seat* for teaching vocabulary has some advantages as follows:

- a. Vocabulary *hot seat* is lively activity which gets students to enthusiastically review vocabulary that is already been taught, either in a previous lesson or earlier in that lessons. In this game, the teacher needs to prepare some words that should be guessed by each team. The words which are used in this hot seat are the words

which have been taught, either in a previous lesson or earlier in that lesson. Therefore, this *hot seat* is really appropriate for recycling students' vocabulary.

- b. Playing "*hot seat*" is challenging and also fun for the students. This *hot seat* is competitive. Thus, each team should compete to be the winner of the game and it will be very challenging for the students. Furthermore, this *hot seat* also can make the students feel fun in learning vocabulary because this *hot seat* is a very lively activity that can give the students new experience in learning vocabulary.
- c. This *hot seat* makes the students more enthusiastic in learning vocabulary. By using this *hot seat*, the students will have better motivation in learning vocabulary because they enjoy the *hot seat*.
- d. This hot seat can build students' critical thinking. When the students give the clues to their team – mate on the "hot seat", the students will use their critical thinking to give appropriate clues. Conversely, the students who sit on the "hot seat" also needs to use his/her critical thinking to guess the word based on the clues which are given by his/her friend.

2.1.2 Vocabulary

2.1.2.1 The Definition of Vocabulary

Vocabulary is a collection of word arranged alphabetically for reference and defined or explained the special stock of words employed by an individual, in business or author.¹⁴

¹⁴ C. Ralph, AM, (1965), *Webster's World University Dictionary*, New York: William Collins Publisher Inc., p. 1125

The vocabulary of one language has sufficiently rich a vocabulary for the expression of all distinctions that are important in the society using it. Therefore, from this point of view, that one language is primitive than another.¹⁵

According to Harimurti Kridalaksana, “Vocabulary is a component of language that maintains all of information about using and meaning word in language.¹⁶ According to Merriam Webster’s Dictionary Online, Vocabulary is:

- a. A list or collection of words and Phrases usually alphabetically arranged explained or defined.
- b. A sum or stock of words employed by language group individual or work in a field of knowledge.
- c. A list or collection of terms or codes available for use.¹⁷

According to Hatch and Brown defined vocabulary as a list or set of word for particular language or set of word that individual speakers of language might be use.¹⁸ From the statements above the writer conclude that vocabulary is a list or series of words that is used to express the idea or in the other meaning it is used for general communication.

According to Longman Dictionary of Contemporary English defines vocabulary means all the words known to particular person,

¹⁵ Brian Seaton, (1987), *A Handbook of English Language Teaching Terms and Practice*, London: Macmillan Press, p. 185

¹⁶ Harimurti Kridalaksana, (1993), *Kamus Linguistik*, Jakarta: PT. Gramedia Pustaka Utama, p. 127

¹⁷ Merriam Webster, *Definition Vocabulary*, accessed on Sunday, July 1st 2018 at 08.05 P.M, <https://www.merriam-webster.com/dictionary/vocabulary>

¹⁸ Evelyn Hatch and Cheryl Brown, (1995), *Vocabulary, Semantic, and Language*, Cambridge: Cambridge University Press, p. 1

the specific sets of words with their meaning, especially one that companies a text book.¹⁹

Based on the definition above, vocabulary is defined as a large numbers of words that students have to know, not only memorizing the form of the word but also understands the meaning. Allah SWT. has given us ability to do everything even to communicate especially in developing vocabulary. He says the words in Qur'an Surah Al-Baqarah: 31-33

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾ قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ ﴿٣٢﴾ قَالَ يَا آدَمُ أَنْبِئْهُمْ بِأَسْمَائِهِمْ فَلَمَّا أَنْبَأَهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ الْغَيْبِ السَّمَوَاتِ وَالْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنْتُمْ تَكْتُمُونَ ﴿٣٣﴾

(31) And He taught Adam the names of all things; then He placed them before the angels, and said: "Tell me the names of these if you are right."

(32) They said: "Glory to Thee, of knowledge We have none, save what Thou Hast Tught us: In truth it is Thou Who art perfect in knowledge and wisdom."

(33) He said: "O Adam! Tell them their names." When he had told them, Allah said: "Did I not tell you that I know

¹⁹ Thomas Longman, (1978), *Longman Dictionary Contemporary English*, London: Longman, p. 1229

the secrets of heaven and earth, and I know what you reveal and what you conceal?”²⁰

Based on the verse above, it describes the teaching process that is given by Allah Almighty and Prophet Adam for the education has been exemplified by the Almighty from the first creation of man. So, at least the first the verse show. That man was created in a state of not knowing anything (not knowledgeable). Learning vocabulary can be seen from the teaching as Allah taught Adam the names of whole thing. When education is as a process that must exist in human life. Allah SWT. has prepared man the ability to call out words from names of the thing. It is fact that man that communication well if he know the names of something.

Furthermore, from the verse above can understood that an important part of the learning processes is the ability of individuals to produce learning outcomes into useful things. This can be attributed to the ability to Prophet Adam to name the names of things to the angel and new word can be learn connected to the context.

As for some of the sayings of the words of Rasulullah ﷺ

relating to the verse above:

²⁰ Abdullah Yusuf Ali, (1987), *The Holy Qur'an*, accessed on Thursday, June 28th 2018 at 10 A.M, <http://www.streathammosque.org/uploads/quran/english-quran-yusuf-ali.pdf>, p. 23

1. Historical hadith of Muslim, At-Tirmidzi, Ahmad, and Al-Baihaqi in the book *Hadis Tarbawi "Pendidikan dalam Perspektif Hadis"*

عن أبي هريرة قال قال رسول الله صلى الله عليه وسلم من

سلك طريقا يلتمس فيه علما سهل الله له طريقا إلى الجنة

Abu hurairah narrated that the Rasulullah ﷺ said,

*"whoever goes the way of seeking knowledge, Allah will make it easy for him to go to heaven."*²¹

In this hadith, Rasulullah ﷺ used a functional approach. he motivated his friends to learn by expressing their benefits, benefits, and following the learning process.²²

2. Historical hadith of At-Tirmidzi, Ahmad, Al-Baihaqi, Abu Dawud, and Ad-Darimi in the book *Hadis Tarbawi "Pendidikan dalam Perspektif Hadis"*²³

عن أبي الدرداد قال سمعت رسول الله صلى الله عليه وسلم

يقول من سلك طريقا يبتغي فيه علما سلك الله به طريقا إلى

الجنة وإن الملا ئكة لتضع أجنحتها رضاء لطالب العلم وإن

²¹ Bukhari Umar, M. Ag, (2012), *Hadis Tarbawi: Pendidikan dalam Perspektif Hadis*, Jakarta: Amzah, p. 12

²² Ibid, p. 13

²³ Ibid, p. 15

العالم ليستغفر له من في السموات ومن في الارض حتى
 الحيتان في الماء وفضل العالم على العابد كفضل القمر على
 سائر الكواكب أن العلماء ورثة الأنبياء إن الأنبياء لم يورثوا
 دينارا ولا درهما إنما ورثوا العلم فمن أخذ به أخذ بحظ وافر

Abu Ad-Darda ' , he said, "I heard the Rasulullah ﷺ say,'

*whoever goes the way of seeking knowledge, Allah will
 make it easy for him to go to heaven. Indeed, angels stretch
 their wings out of pleasure for seekers of knowledge.
 Indeed, seekers of knowledge are asked for forgiveness by
 creatures in the heavens and the earth, even fish in the
 water, the virtue of pious towards abid is like the primacy of
 the moon among all the stars, in fact the scholars are the
 inheritors of the prophets, they do not inherit gold and
 silver, but knowledge. , let him search as much as possible."*

In the hadith above there are five virtues of people seeking knowledge, which is getting ease to go to heaven; endeared by angels; begged for mercy by other creatures of God; more important than worshipers; and become the heir to the prophet. According to the knowledge in question is

seeking knowledge, both a little or a lot and traveling near and far distances.²⁴

3. Historical Hadith of Muslim, Ahmad, An-Nasa'i, and Al-Baihaqi in the book *Hadis Tarbawi "Pendidikan dalam Perspektif Hadis"*²⁵

عن أبي هريره أن رسول الله صلى الله عليه وسلم قال إذا مات الإنسان انقطع عمله إلا من ثلاثة من صدقة جارية أو علم ينتفع به أو ولد صالح يدعو له

abu hurairah narrated that Rasulullah ﷺ said, "if humanity has passed away his deeds are cut off except for 3 things, namely almsgiving, useful knowledge, and pious children who pray."

In the hadith above there is information that there are three things that are always rewarded by Allah to someone, even though he has died. three things, yatu: alms jariah (endowments of old uses); useful knowledge; and prayers offered by a pious child for their parents. in connection with the discussion is useful knowledge, that is knowledge taught by a pious to others and writing (essays) that can be useful for others.

²⁴ Ibid, p. 16

²⁵ Ibid, p. 20

In this research, vocabulary always connects to the context for their lesson and the students must master the vocabulary for finishing their lesson or task as material learning language.

According to Hornby, vocabulary is the total number of words which (with rules of combining them) make up a language.²⁶ In addition, according to Dupuis, vocabulary refers to “a set of words or phrases which label the parts of material to be learned and which are necessary for the students use in talking and writing about the material.” Vocabulary is a great skill of knowledge about a set of words known by a person as a part of specific language²⁷ and vocabulary also can define, roughly as the words we teach in the foreign language.²⁸

According to Jack, vocabulary is one of the most obvious components of language and one of first things applied linguistics turned their attention.²⁹

According to Linse, vocabulary is the collection of words that an individual known.³⁰ According to Neuman and Drawyer as cited in Bintz, vocabulary can be defined as the words someone must know to

²⁶ Horby, AS., (1995), *Oxford Advanced Learners Dictionary of Current English*, London: Oxford University Press, p.1331

²⁷ Dupuis Mary M., Joice W. Lee, Bernard J. and Eunice N. Askov. Foresman, (1989), *Teaching Reading and Writing in the Content Area*, New York: Scott Foresman Company, p.67

²⁸ Penny Urr, (1991), *A course in Language Teaching: Practice and Theory*, New York: Cambridge University Press, p. 42

²⁹ Richard Jack, (2001), *Curriculum Development in Language Teaching*, USA: Cambridge University Press, p. 4

³⁰ Linse, T.C., (2005), *Practical English Language Teaching: Young Learners*, New York: Mc Graw Hill, p. 121

communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).³¹

2.1.2.2 The Importance of Vocabulary

Vocabulary has important role in English learning. It is one element that links the four skills of speaking, listening, reading, and writing all together.³² In order to master all those skills, the students need to have good vocabulary mastery. Adequate numbers of words which is acquired by the students will enable them to master English skills easily. It will be easy for students to communicate their ideas both in written or spoken form and comprehend what people say if they have good vocabulary mastery.

Moreover, Dellar H. and Hocking D also stated that when someone spends most of his/her time to learn grammar, there is no significant improvement can be seen if someone learns more words and expression. Someone can say very little with grammar, but without words someone cannot say anything at all. Those statements show that vocabulary is an important element in language learning. In this case, the role of vocabulary will bring many troubles to the students in learning English because without good vocabulary mastery they will get difficulties to communicate their ideas. Therefore, the

³¹ W.P. Bintz, (2011), *Teaching Vocabulary Across The Curriculum*, accessed on Monday, July 2nd 2018 at 04.00 P.M, <https://education.illisionate.edu/downloads/casei/AV-4-2a%20%20artical%20%20teaching%20vocabulary%20across%20the%20curric.pdf>

³² N.T.T. Huyen and K.T.T. Nga, (2003), *Learning Vocabulary Through Games: The Effectiveness of Learning Vocabulary Through Games*, accessed on Wednesday, July 4th 2018 at 10.53 A.M, <http://www.asian-efl-journal.com/dec03vn.pdf>

role of vocabulary is really essential in English learning because vocabulary will support the students in mastering English skills.

So, the importance of vocabulary is:

- a. An extensive vocabulary aids expressions and communication.
- b. Vocabulary size has been directly linked to reading.
- c. Linguistic vocabulary is synonymous with thinking vocabulary.
- d. A person may be judged by others based on his/her vocabulary.

2.1.2.3 The Types of Vocabulary

To teach vocabulary, there are two types of vocabulary that students should be familiar with. According to Thornburry Scott “vocabulary can be divided into two types, receptive vocabulary and productive vocabulary.”³³

- a. Receptive vocabulary can be understood only through listening and reading. A larger number of items in receptive vocabulary are words that are very low frequency, someone does not need to know much about the receptive vocabulary because someone rarely uses the receptive vocabulary and it is impossible for someone to memorize all the vocabularies of a certain language but someone can understand the ideas of the utterance contextually not word by word. Because of the conditional, someone must know and understand more receptive vocabulary than productive one.

³³ Thornburry S., (2002), *How to Teach Vocabulary*, Malaysia: Longman, p. 105

Most of receptive vocabulary can be gained only from experience and would not be greatly increased as a result its meaning when we found it and the ability to select the word may include the ability to make various associations with other related words. Receptive vocabulary is that set of words for which an individual can assign meanings when listening or reading.

- b. Productive Vocabulary involves of knowing how to pronounce the word, how to write and to spell it, how to use it in correct grammatical patterns along with the words that usually collocate with. Productive vocabulary is also used in appropriate situation. For instance, when we were talking to our friends in the class will be different from talking people in hotel. So, we can develop our vocabulary through our lives. Productive vocabulary is usually used when someone shares his/her ideas when he/she speaks or writes. When someone speaks or writes something, he/she usually uses the words which are familiar to him/her. This kind of words belongs to productive vocabulary. According to Hiebert and Kamil, productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that re-well known, familiar, and used frequently.³⁴

Jo Ann Aeborsold and Mary Lee Field calssified vocabulary into two terms, there are:

³⁴ Hiebert, E.H., and Kamil, M.E, (2005), *Teaching and Learning Vocabulary: Bringing Research to Practice*, Mahwah, NJ. Erlbrunt, p. 3

- a. Active Vocabulary refers to items the learner can be appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.
- b. Passive Vocabulary refers to a language items that can be recognizes and understood in the context of reading or listening and also called as receptive vocabulary.³⁵ Passive vocabulary or comprehension consist of the words comprehended by the people, when they read and listen.

2.1.2.4 The Aspects of Vocabulary

According to Lado³⁶, there are five aspects of vocabulary which are needed to be learned by students, they are (1) meaning; (2) spelling; (3) pronunciation; (4) word classes; (5) word use. Those aspects will be explained below:

- a. Meaning

When conveying the meaning to the students, teachers should teach their students that a word may have more than one meaning

³⁵ Jo Ann Aeborsold and Mary lee Field, (1977), *From Reader to Reading Teacher*, New York: Cambridge University Press, p. 139

³⁶ Mardianawati, L., (2012), *Vocabulary Teaching Strategies Used by Teachers of Junior High School. Unpublished Bachelor Thesis*, Purwokerto: Muhammadiyah University of Purwokerto, p. 11

when used in different context. Meaning becomes one of essential aspects that should be learners by the students because meaning refers to how the word give its meaning to the language users.

b. Spelling

When the students encounter a word for the first time, they need to know how to spell the word. Spelling is as the connector of words and letters. By knowing the spelling of a word, the students will know how to write a word correctly in written form. Therefore, teacher has to keep students' pronunciation and spelling English correctly and it is really important for the students to know the spelling of the word.

c. Pronunciation

Pronunciation is the way to say words or letters. Pronunciation is difficult to learn because there is no connection between word spelling and pronunciation. Some words have only one pronunciation and sometimes a word has two pronunciation or more than two pronunciation.

d. Word classes

Word classes can be defined as categories of words. It is an important feature in semantic feature analysis. The categories of words can be classified in some categories such as noun, verb, adverb, adjective, and preposition. The classification of the words of a language in this way depends on their function in communication.

e. Word use

Word use is the way a word, phrase, or concept is used in a language. Word use refers to how is used in a language. Word use may also involve grammar and thus be the subject of profound analysis.

2.1.2.5 Technique for Teaching Vocabulary

Teaching vocabulary is really essential in language learning. The teacher should be to use appropriate way for teaching vocabulary so that the students can learn vocabulary effectively. According to Harmer as cited in Yulianto, there are some technique for teaching vocabulary as follows.

a. Using Realia

Realia can be defined as the real object that can be seen by the students. To convey the meaning of a word, the teacher can directly show the real thing to the students so that the students can easily understand the meaning of the word.

b. Showing Pictures

When the teacher wants to teach vocabulary by showing pictures, the teacher can use some media such as wall pictures, blackboard drawing, charts, flashcards, table or statistic, etc. those medias can be as visual representation of the real thing that cannot be shown directly by the teacher.

c. Mime, Action, and Gesture

Sometimes it is about impossible in explain about the meaning of a word by using realia or showing pictures. In this case, the teacher can use, mime, action, and gesture in easily explain the meaning of a word to the students. Commonly, a teacher can uses this technique when a teacher needs to convey the meaning of verb, such as walk, run, jump,cry, etc.

d. Contrast

In this technique, the teacher can explain the meaning of word by contrasting that word with the opposite.

e. Enumeration

This technique can be used by the teacher when the teacher finds difficulties in explaining a certain word.

f. Explanation

When the teacher wants to teach a new word to the students, the teacher can use this technique by giving explanation about certain word. The teacher can use one of more sentences to explain a word.

g. Translation

Sometimes, when a word is really difficult to be understood by the students, the teacher can translate that word into the students' language or students' mother tongue

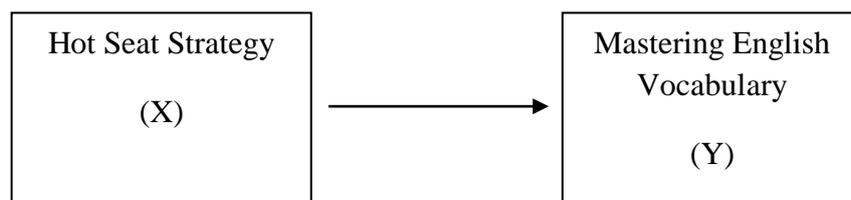
2.2 Conceptual Framework

English learning activities are needed to find out various vocabulary so as to support students' abilities. Therefore, a variety of learning strategies are found that can help students think logically, creatively, actively and innovatively.

One of the learning strategies that can help is a hot seat strategy. A hot seat strategy is a non-didactic way for the teachers to give information to the class, without losing the attention of students.

The learning objectives that must be achieved are the students' ability to master English vocabulary after teaching through hot seat and being able to improve their ability in English vocabulary. The student can be said to be successful if students are able to improve and master English vocabulary through hot seat strategy.

Thus, the ability of students to master optimal English vocabulary can be done with hot seat strategy that emphasizes active and creative play. The conceptual framework can be described as follows.



2.3 Related Studies

There are several previous studies of using hot seat the first study entitled "Ten Good Games for Recycling Vocabulary" comes from Kaprowski. Kaprowski said that there are ten good games for recycling vocabulary. Then, Kaprowski list Taboo (aka Hot Seat) becomes the first game from ten games that can be used for recycling vocabulary.

The other study entitled “Keeping Them Interested” was conducted by Maffione. In this study, Maffione reveals simple directions to motivate the students in learning vocabulary. According to her, to motivate the students in learning vocabulary, the teacher should consider the importance of fun. The simplest way to provide fun vocabulary activities is to play in the classroom. In the case, she recommends hot seat as one example of games that involve the elements of fun. Then, Maffione stated that hot seat is an example of a very nice game, useful both for practicing vocabulary and encouraging students to produce language.

The next study entitled “ Play Activities for Primary English Learners in Vietnam” comes from Huong. This study discusses the play activities that are used in primary English classes in a city in Vietnam. This study shows that various play activities were employed in these classes. Hot seat becomes one of play activities that were used in these classes. Huong also stated that the use of some simple games such as hot seat, dice game, shark attack, and Hangman make the class become a fun environment for learning.³⁷

2.4 Basic Assumption

In learning vocabulary, students commonly have a problem to remember words which have been studied in previous lessons. Thus it is really important to recycle students' vocabulary. By recycling activities, they will memorize words which have been learned in longer time. The long-term memory about vocabulary will help them easily retrieve it when they need it. Implementing hot seat, can

³⁷ L.P.H. Huong, (2013), *Play Activities for Primary English Learners in Vietnam Language Education in Asia Journal*, accessed on Monday, August 6th 2018 at 11.00 A.M, http://www.camtesol.org/Download/LEiA_Voli4_Iss1_2013/LEiA_V4_11_A6_Le_Play_activities_for_Primary_English_learners

facilitate students to recycle their vocabulary. Recycling vocabulary in this hot seat happens when the students have to think harder giving clues to the student on the “hot seat”. Conversely, the process of recycling vocabulary also happens when the student on the “hot seat” try to guess the words based on the clues which are given by his/her friends. With this hot seat, students can learn vocabulary using hot seat is effective.

2.5 Hypothesis

Hot seat strategy can improve the students’ ability in mastering English vocabulary at grade eighth of SMP Swasta Al-Hidayah Medan Tembung.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research conducted by applying Classroom Action Research (CAR). The CAR is an action research conducted by teachers in the classroom. The CAR is research aimed to improve the quality of learning practice, that focus on the process of teaching and learning in the class. Besides that, CAR is one of the strategies for solving problem which use real action and analyze every influence from the situation.³⁸

CAR is a method of finding out what the best way in the classroom. So that, we can increase students' ability in learning process. This aim of CAR is to improve the teachers' teaching their own classroom or school. While there is no requirement that the findings be generalize to other situation, the result can add to knowledge based. CAR consist of three words, they are.³⁹

a. Class

Class is a group of students who are in the same time receive the lesson from the teacher. Contrain which written for understanding about the class is old interpretation, to immobilize a misconception and widely understood by the public with "room for the teacher to teach". Class not just a room but a group of students who are studying.

b. Action

Some activities that are deliberately made with specific purpose, which in this research formed a series of cycle activities.

³⁸ Wina Sanjaya, (2009), *Penelitian Tindakan Kelas*, Jakarta: Kencana, p. 26

³⁹Ibid, p. 26

c. Research

Examine activities of an object, use the rules of particular methodology to obtain data or information to improve the quality of a thing that interest and important for the researcher.

By combining three words above, CAR reflection to activity which is internationally appeared and happened in class.

In here, the researcher uses a CAR designed by Kemmis and Mc Taggart model that consist of four steps namely, planning, acting, observing, and reflecting. Improvement the problem in this research is brought about by the series of cycle.⁴⁰ The figure is below.

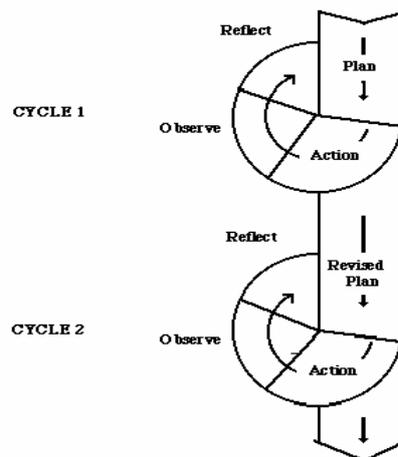


Figure 3.1 Action Research Spiral, Model From Kemmis and Mc Taggart

The procedures of research are perform by administrating two cycles. Each cycle contain four steps which are planning, action, observation, and reflection. Before the cycle I began, orientation test is administrated to identify the basic knowledge of the students about the vocabulary mastery.

⁴⁰ Ishak Abdullah and Ugi Suprayogi, (2012), *Penelitian Tindakan dalam Pendidikan Nonformal*, Jakarta: Raja Grafindo Persada, p. 161

3.1.1 Cycle I

a. Planning

The following points are the specification of the planning are first cycle:

1. Conducting the cycle in two meetings
2. Administrating the vocabulary learning process according to lesson plan
3. Conducting pre-test in order to know the students' basic ability in mastery vocabulary
4. Preparing material for vocabulary mastery
5. Conducting a test of vocabulary mastery by hot seat strategy in last meeting
6. Preparing the instrument for collecting data, such as a diary
7. Notes, observation, and interview sheets.

b. Action

In this step, the students will be taught how to comprehend vocabulary by using hot seat strategy.

c. Observation

The observation will conducting to all the process and atmosphere of vocabulary mastery and learning process. The researcher want to find out the overall condition occur during the instruction.

d. Reflection

Reflection has evaluate aspect to effect of spacious issues and suggest handing it. The researcher takes the feedback of this

vocabulary mastery and learning process from the researcher make decision that the researcher need to continue to the researcher into cycle II.

3.1.2 Cycle II

Action research is cyclical. After cycle of planning, action, observation, and reflection in cycle II, the process in the cycle II is the same with the first cycle, with of course more improvement vocabulary mastery material. Cycle II is done if there is insignificant improvement of students' ability in mastering vocabulary.

During the treatments, mastery vocabulary test was gave to the students at the end of every meeting. The students are testing by asking them to answer 20 question multiple choice.

3.2 The Subject of The Research

The subject of this research is students' at grade eighth of SMP SWASTA AL-HIDAYAH MEDAN TEMBUNG in academic year 2018/2019. This participant of the class consist of 33 students.

3.3 Location of The Research

The research was conducted in September 2018 at SMP SWASTA AL-HIDAYAH MEDAN TEMBUNG in academic year 2018/2019 at VIII-1, which is located in Jl. Letda Sujono Gg. Perguruan No. 4 Bandar Selamat Kecamatan. Medan Tembung

3.4 The Procedure of The Classroom Action Research

The CAR using Kemmis and Taggart design consists of four phases, they are planning, acting, observing and reflecting after doing four phase called on

cycle. After finishing the first cycle, it might be found a new problem or the previous unfinished problem yet. Therefore, it necessary to continue to the second cycle in line it the same concept of the first cycle. Here are the explanation about four phases:

a. Planning Phase

A planning phase was done after identifying and diagnosing students' and interviewing. Furthermore, in this planning is divided into two types. Those are general planning and specific planning.

The general planning is aimed at organizing whole aspects referred to CAR. Meanwhile the specific planning will be formed into lesson planning based on the current used syllabus. The lesson plan has been prepared to be implemented in grade eighth at MTs Negeri 3 Medan. It has been mentined some instruction regarding procedures of teaching media, resources, and evolution.

b. Acting Phase

The acting phase in the principles is a realization from an act which has been planned before such as has the strategy used, what material be taught and others. Acting phase is where both the researcher uses the teacher collaborate to carry out the planned action. The teacher uses the determined strategy as she is teaching while the research observes the class condition during teaching learning activity. In this phase it begins the process of going more deeply into the issue being researched.

c. Observing Phase

In this phase, the researcher and the teacher collaboratively to write all events which is happen in the class, and also carries out observation toward implementation of the action using fields mote or unstructured observation sheet. The researcher observed the outcomes of the intervention and reflecting on its effectiveness. When observing, the observer should notice and note all the activities in the physical classroom. It may be about the teacher's performance, class situation, and student's response. In this phase, it also collects the data derived from evaluation or post-test.

d. Reflecting Phase

This phase is aimed to reflect or evaluation from three phase before, it is done based on data have been collected to hold evaluation for completing the action and observation outcomes. If there still might have found some problems, it needs to move to the next cycle until to solve.

3.5 Technique of Collecting Data

Technique of collecting data in this research using qualitative data and quantitative data. The qualitative data consist of observation within the physical activity in the classroom and interview to be presented for the teacher. On the other side, the quantitative data use pre-test and post-test. The completely explanation as follows:

a. Observation

In this case, the researcher uses the unstructured or opened observation to know the occurrences within learning process. It may be about the teacher's performance during CAR, class situation in the classroom activity, and students' response concerning the use of vocabulary by hot seat strategy.

b. Interview

The researcher asks the teacher to know the students' difficulties in English vocabulary, students condition involving in English class activity, and the hot seat strategy used by the teacher in teaching English vocabulary.

c. Test

The test used in this research is pre-test and post-test. The pre-test was done before implementing hot seat strategy in vocabulary. It is to measure students's vocabulary comprehension at first. Meanwhile, the post-test is implemented after using hot seat strategy in vocabulary. In this research, the test was done in form of multiple choices. The test is held on the end every week.

d. Documentation

The pictures were captured when the researcher was conducting the research. This researcher took the picture when they were studying. It could show them were serious or not when learning and teaching process and document in this research.

3.6 Technique of The Data Analysis

The research used qualitative and quantitative data. The analysis qualitative data used in this research observation of students' activities during teaching learning process, and the interview before and after CAR.

The qualitative data there was a vocabulary test and it were about 20 questions for each cycle. In scoring vocabulary test, it was determined that the ranging from 0 – 100 by accounting the correct answer. The correct answer was given 5 while the wrong answer was given 0 and by applying this formula:

$$S = \frac{R}{N} \times 100\%$$

Where:

S: Score

R: The number of correct answer

N: the number of question

To know the mean of the students' score of vocabulary in each cycle, the following formula was applied:⁴¹

$$X = \frac{\sum x}{n}$$

Where:

X : Mean

$\sum x$: Total Score

N : Number of students

The researcher tries to get the class percentage which pass the minimal mastery level creteion (KKM) considering English subject gain score 75, which is

⁴¹ Anas Sudijono, (2014), *Pengantar Statistik Pendidikan*, Jakarta: PT. Raja Grafindo Persada, p. 81

adapted from the school agreement at SMP SWASTA AL-HIDAYAH MEDAN
TEMBUNG. It uses the formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P: The class percentage

F: Total percentage score

N: Number of students

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 The Description of The Data

The data was analyzed by qualitative and quantitative data. The qualitative data were taken from observation sheet, interview, and documentation. The quantitative data were taken from the mean of the students' score in taking vocabulary test. This research was conducted in one class of SMP SWASTA AL-HIDAYAH MEDAN TEMBUNG that class VIII-A with 33 students. This research was accomplished in two cycles, while every cycle consisted of four steps (planning, acting, observing, and reflecting). The first cycle including pre-test conducted in two meetings. The second cycle was conducted in two meetings.

4.1.1 The Qualitative Data

4.1.1.1 Observation

The observation was conducted to observe the activity of teacher and students during the learning process, include the students' behavior, and all activities during the learning process. Such as "students come on time. When the teacher teaches, the students pay attention to the teacher's explanation and active in joining the learning process." Thus, the result of observation was collected as the data, which was used as a basic reflection. The observation was done twice by using checklist. From the result of the observation, it can be conducted that the teacher can present the material well, managed the class well and used the time effectively.

4.1.1.2 Interview

The interview was done before conducting the first cycle. The researcher interviewed the teacher and the students. The interview was also done after having implemented the technique. The students and teacher's answer in the interview, showed that there were differences feeling before and after having implemented of the technique.

4.1.1.3 Documentation

As qualitative research, the research had to take the documentation of the research. The teacher collected some photos during teaching learning process.

4.1.2 The Quantitative Data

The quantitative data were taken from the result of the test given to the students. The given test was still relevant to the topic taught and discussed in the classroom in every cycle. There were two cycles consisted of four meetings in this research and the test given in the last cycle.

1) The Student's score in the Test

The researcher gave a test in the pre-test. The number of the students who test was 33. Here the students score of pre-test as follows:

Table 4.1
The Students' Score in The Pre-Test

No	Initial of Students' Name	Pre-Test	
		Score	Criteria Success (>75)
1	ARA	25	Failed
2	AF	40	Failed
3	AS	30	Failed
4	AM	40	Failed
5	ASZ	30	Failed
6	AFI	50	Failed
7	ASA	40	Failed
8	AMI	80	Failed
9	BS	85	Successful
10	DP	85	Successful
11	DK	30	Failed
12	DR	25	Failed
13	EF	25	Failed
14	FLL	15	Failed
15	JUS	35	Failed
16	MAB	35	Failed
17	MAS	15	Failed
18	MDS	40	Failed
19	MR	80	Successful

20	MRW	20	Failed
21	MRR	15	Failed
22	MRFS	30	Failed
23	MK	40	Failed
24	NA	75	Successful
25	NR	35	Failed
26	PDA	10	Failed
27	RAP	40	Failed
28	RSM	15	Failed
29	SKA	25	Failed
30	TAM	25	Failed
31	TF	30	Failed
32	VA	75	Successful
33	YK	30	Failed
TOTAL		$\sum x = 1270$ $X = 38.4$	

From the table of pre-test, the total score of the students was 1270 and the total number of students in pre-test were 33 of students, to see the mean of the students in this test the researcher applied the following formula:

$$X = \frac{\sum x}{N}$$

Where:

X : The mean of the students

$\sum x$: The total Score

N : The number of students

So, the mean of student was: $X = \frac{\sum x}{N} = \frac{1270}{33} = 38.4$

From the analysis above knew that students' ability in mastering vocabulary were still low. The mean of the students was 38.4 and the include fair level. And the number of students who were competent in vocabulary in was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P: The percentage of students who get up to 75

R: the member of students who get up to 75

T: The total number of students who do the test

$$P_1 = \frac{6}{33} \times 100\% = 18.2\%$$

$$P_2 = \frac{27}{33} \times 100\% = 81.8\%$$

Table 4.2**The Percentage of The Students' Score in Pre-Test**

	Criteria	Total Students	Percentage
P ₁	Successful	6	18.2%
P ₂	Fail	27	81.8%
TOTAL		33	100%

From the percentage above known that the students who competent in mastering vocabulary were very low.

2) The Student' Score in Post-Test 1

Table 4.3**The Students' Score in Post-Test 1**

No	Initial of Students' Name	Pre-Test	
		Score	Criteria Success (>75)
1	ARA	60	Failed
2	AF	75	Successful
3	AS	70	Failed
4	AM	75	Successful
5	ASZ	70	Failed
6	AFI	70	Failed
7	ASA	75	Successful
8	AMI	85	Successful
9	BS	90	Successful
10	DP	90	Successful

11	DK	70	Failed
12	DR	55	Failed
13	EF	55	Failed
14	FLL	35	Failed
15	JUS	75	Successful
16	MAB	60	Failed
17	MAS	35	Failed
18	MDS	75	Successful
19	MR	85	Successful
20	MRW	40	Failed
21	MRR	35	Failed
22	MRFS	60	Failed
23	MK	75	Successful
24	NA	80	Successful
25	NR	60	Failed
26	PDA	30	Failed
27	RAP	75	Successful
28	RSM	35	Failed
29	SKA	60	Failed
30	TAM	60	Failed
31	TF	75	Successful
32	VA	80	Successful
33	YK	70	Failed

TOTAL	$\sum x = 2140$ $X = 64.8$
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From the table of post-test 1, the total score of students was 2140 and the number of students who completed took the post-test 1 were 33 of students, to see the mean of the students in this test the researcher applied the following formula:

$$X = \frac{\sum x}{N}$$

Where:

X : The mean of the students

$\sum x$: The total Score

N : The number of students

So, the mean of the students was: $X = \frac{\sum x}{N} = \frac{2140}{33} = 64.8$

From the analysis above know that students' ability in mastering vocabulary were still low. The mean of the students was 64.8 and include fair level and the number of the students who were competent in mastering vocabulary in was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P: The percentage of students who get up to 75

R: the member of students who get up to 75

T: The total number of students who do the test

$$P_1 = \frac{14}{33} \times 100\% = 42.4\%$$

$$P_2 = \frac{19}{33} \times 100\% = 57.6\%$$

Table 4.4

The Percentage of The Students' Score in Post-Test I

	Criteria	Total Students	Percentage
P ₁	Successful	14	42.4%
P ₂	Fail	19	57.6%
TOTAL		33	100%

From the analysis above that the students' ability in mastering vocabulary improved. The mean of the students was 64.8. from the score who got point up 75 were 14 students or it was was 42.4% and 19 students' got the score fewer than 75 or it was 57.6%. it could be concluded that the students' ability in mastering vocabulary in got higher in post-test I in cycle I than pre-test. But, the students' achievement in post-test of cycle I was categories unsuccessful. Because the percentage of the students who pass the passing grade only 50%. Therefore, the next action continued on the cycle II.

3) The Students' Score in Post-Test II

Table 4.5**The Students' Score in Post-Test II**

No	Initial of Students' Name	Pre-Test	
		Score	Criteria Success (>75)
1	ARA	75	Successful
2	AF	85	Successful
3	AS	80	Successful
4	AM	85	Successful
5	ASZ	75	Successful
6	AFI	75	Successful
7	ASA	75	Successful
8	AMI	90	Successful
9	BS	95	Successful
10	DP	95	Successful
11	DK	75	Successful
12	DR	75	Successful
13	EF	75	Successful
14	FLL	70	Failed
15	JUS	85	Successful
16	MAB	75	Successful
17	MAS	70	Failed
18	MDS	85	Successful

19	MR	95	Successful
20	MRW	70	Failed
21	MRR	70	Failed
22	MRFS	80	Successful
23	MK	85	Successful
24	NA	85	Successful
25	NR	75	Successful
26	PDA	70	Failed
27	RAP	80	Successful
28	RSM	70	Failed
29	SKA	75	Successful
30	TAM	75	Successful
31	TF	80	Successful
32	VA	85	Successful
33	YK	70	Failed
TOTAL		$\sum x = 2600$ $X = 78.7$	

From the table above of post-test 1I, the total score of the students was 2600 and the number of students who completed took the post-test 1I were 33 of students, to see the mean of the students in this test the researcher applied the following formula:

$$X = \frac{\sum x}{N}$$

Where:

X : The mean of the students

$\sum x$: The total Score

N : The number of students

So, the mean of the students was: $X = \frac{\sum x}{N} = \frac{2600}{33} = 78.7$

From the analysis above know that the students' ability in mastering vocabulary was increased. The mean of the students was 78.7 and the number of the students who were competent in vocabulary in was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P: The percentage of students who get up to 75

R: the member of students who get up to 75

T: The total number of students who do the test

$$P_1 = \frac{26}{33} \times 100\% = 78.8\%$$

$$P_2 = \frac{7}{33} \times 100\% = 21.2\%$$

Table 4.6**The Percentage of The Students' Score in Post-Test II**

	Criteria	Total Students	Percentage
P ₁	Successful	26	78.8%
P ₂	Fail	7	21.2%
TOTAL		33	100%

From the percentage the students' ability in mastering vocabulary was classified on good level when doing the action research on cycle II. The students' score showed the increasing which could be determined that they showed the progress little by little. They got the increasing score in each cycle.

Table 4.7

The Students' Score During Cycle I (Pre-Test and Post-Test) and Cycle II (Post-Test I and Post-Test II)

No	The Initial of Students	Score		
		Pre-Test	Cycle I	Cycle II
			Pre-Test I	Pre-Test II
1	ARA	25	60	75
2	AF	40	75	85
3	AS	30	70	80
4	AM	40	75	85
5	ASZ	30	70	75
6	AFI	50	70	75

7	ASA	40	75	75
8	AMI	80	85	90
9	BS	85	90	95
10	DP	85	90	95
11	DK	30	70	75
12	DR	25	55	75
13	EF	25	55	75
14	FLL	15	35	70
15	JUS	35	75	85
16	MAB	35	60	75
17	MAS	15	35	70
18	MDS	40	75	85
19	MR	80	85	95
20	MRW	20	40	70
21	MRR	15	35	70
22	MRFS	30	60	80
23	MK	40	75	85
24	NA	75	80	85
25	NR	35	60	75
26	PDA	10	30	70
27	RAP	40	75	80
28	RSM	15	35	70
29	SKA	25	60	75

30	TAM	25	60	75
31	TF	30	75	80
32	VA	75	80	85
33	YK	30	70	70
TOTAL		$\sum x = 1270$ $X = 38.4$	$\sum x = 2140$ $X = 64.8$	$\sum x = 2600$ $X = 78.7$

Table 4.8

The Mean Score of Cycle I (Pre-Test and Post-Test I) and Cycle II (Post-Test I and Post-Test II)

X	Pre-Test	Post-Test I	Post-Test II
Mean	38.4	64.8	78.7

The mean of the students' score in the pre-test of cycle II was highest, so it could be said that the students' ability in mastering vocabulary by using hot seat strategy increased from 38.4 to 78.7

The number of competent students was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P: The percentage of students who get up to 75

R: the number of students who get up to 75

T: The total number of students who do the test

The percentage of the increasing of students' ability in mastering vocabulary could be seen as follows:

- a. The percentage of competent students in the pre-test was:

$$P_1 = \frac{6}{33} \times 100\% = 18.2\%$$

- b. The percentage of competent students in the post-test I was:

$$P_1 = \frac{14}{33} \times 100\% = 42.4\%$$

- c. The percentage of competent students in the post-test II was:

$$P_1 = \frac{26}{33} \times 100\% = 78.8\%$$

Table 4.9

The Percentage of Students Who Got Score Over 75

Listening Test	Percentage
Pre-Test	18.2%
Post-Test I	42.4%
Post-Test II	78.8%

From the table above, the result showed increasing of the students' scores from the pre-test to the post-test of cycle I, post-test of cycle I to post-test of cycle II. In the pre-test the students who got the score 75 up were 6 students of 33 students (18.2%). In the post-test I the students who got the score 75 up were 14 of 33 students (42.4%). In the post-test II the students who got the score 75 up were 26 of 33 students (78.8%). The increasing of post-test I was about 24.2% and the increasing of post-test II was about 36.4%.

4.2 Findings

After the researcher did the research, there are some findings that will describe in every cycle:

4.2.1 The First Cycle

4.2.1.1 Planning

Before conducting the research, the researcher prepared the instrument of the research as follows:

- 1) Lesson plan, making lesson and designing the steps in doing action, in order to control the teaching process, the researcher used the lesson plan as guidance for the researcher's activities in the class;
- 2) Material, in the first cycle the researcher was giving the material about vocabulary;
- 3) Sheet for classroom observation; sheet for classroom observation was prepared in order to know the condition of teaching learning process when hot seat strategy was implement;
- 4) Test (pre-test and post-test), pre-test was a test that given to the students before the teaching learning process. Meanwhile, post-test was a test given to the students after learning process was conducted.

4.2.1.2 Action

The action of the first cycle was done by implemented the teaching learning process based on the lesson plan had been made. In this phase, they were:

- 1) The researcher explained about the material;
- 2) The teacher asked the students to give example from the material;
- 3) The researcher asked the students to make some group;
- 4) The researcher explained about hot seat strategy and the teacher used alphabet card as media;
- 5) The researcher asked to leader of group to take one card and answer suitable with the material and the students used hot seat strategy to answer it;
- 6) The students pronounce the words that they had;
- 7) The researcher and students concluded the material together to know how far the students understand about the material.

4.2.1.3 Observation

The observation was done to observe how the students' behavior and what the students' problem during teaching learning process. Most of the students had participated effectively during teaching and learning process and also when they did hot seat strategy in the class although some of them still lack of understanding about vocabulary. They were enthusiastic and enjoyable in learning process.

4.2.1.4 Reflection

The researcher and the teacher discussed about the conclusion of implementing the action. Then, they tried to modify the action In order students more understand about vocabulary and in order students in the class Could pass the Minimum Mastery Criterion (KKM) because in the result of post-test I showed only 42.4% of students who passed the Minimum Mastery Criterion (KKM). Based on the result of the post-test I, the mean score of the class derived 64.8 in which there were 14 students who passed the Minimum Mastery English Criterion 75.

Based on the post-test I result, the second cycle researcher as teacher improved their vocabulary mastery by gave explanation the material clearly and slowly, and should manages the class well.

4.2.2 The Second Cycle

4.2.2.1 Planning

The researcher and the teacher planed the action dealing with preparing hot seat strategy instructional materials and media, and determining the criteria of success. In this phase, the researcher made planning for the Action Research based upon the problem faced by students about vocabulary.

Besides of making lesson plan, the researcher also prepared observation sheet to observe the students and researcher's activities in teaching learning process and the researcher also prepared the post-

test II to collect the data, to know there are some students' improvement scores from post-test I and post-test II.

4.2.2.2 Action

In this part, the researcher implemented the teaching learning process based on the lesson plan had been made in this phase, there were some activities done by researcher, they were:

- 1) The researcher explained about the material;
- 2) The teacher asked the students to give example from the material;
- 3) The researcher asked students to make some group;
- 4) The researcher explained about hot seat strategy and the teacher used alphabet card as media;
- 5) The researcher asked to leader of group to take one card and answer suitable with the material and the students used hot seat strategy to answer it.
- 6) The students pronounce the words that they had;
- 7) The teacher asked the students to memorize the word;
- 8) Giving the strategy to the students in order the class would be more active than they must memorize the new word. Most of the students were enthusiastic and serious in playing the game.

4.2.2.3 Observation

The observation was still done for the last time. The activity of students was observed and it showed that most of students did not have problems anymore about the material. They liked to learn about

vocabulary by using hot seat strategy. They were active during teaching learning process and more enthusiastic than before. The observation also could be taken from interviewed in each meeting.

4.2.2.4 Reflection

Having checked the students' ability in mastering vocabulary by giving test to them, it was found that the students' score showed the increasing. Based on the observation and the result of their test, researcher concluded that the students could increase their ability in mastering vocabulary by using hot seat strategy. The students' score in the second cycle had increased than in the first cycle.

So that, the researcher's finding that the students given their responses during learning process. From observation sheet for the students, it could be concluded that the students were active during teaching learning process, although at the first meeting they still lack of understanding about vocabulary. There were some students make some noisy. But the next meeting was better than the previous meeting because they were less of mistakes. From interview, it was found that the students felt interesting, enjoyable, and enthusiastic in learning vocabulary. Based on the researcher's finding, it could be concluded that there was an increasing on the students' ability in mastering vocabulary by using hot seat strategy.

4.3 Discussion

According to the result of the pre-test and post-test, it shows the teaching learning vocabulary using hot seat strategy is effective in increasing students'

ability to the eighth grade students of SMP Swasta Al-Hidayah Medan Tembung in Academic Year 2018/2019.

Teaching learning vocabulary using hot seat strategy makes the students interest to study. Students feel enjoyable and enthusiastic to learn. The students are active in teaching learning process.

The interpretation of the data result among pre-test, post-test of cycle I and cycle II are as following; in the pre-test, the mean score of students is 38,4. Meanwhile, the class percentage which passes the Minimum Mastery Criterion is 18,2%. It means that there are only 6 students who passed the Minimum Mastery Criterion 75 and there are 27 students out of target.

Furthermore, the mean score in post-test I is 64,8. It means that there are some students score improvement from the pre-test, that is 26,4 ($64,8 - 38,4$). Meanwhile, the class which pass the Minimum Mastery Criterion in the post-test I is 42,4%. It shows there are 14 students who pass the Minimum Mastery Criterion and there are 19 students whose score still under the target. However, it is still need more improvement because it could not achieve the target of success Classroom Action Resesarch, that is 50% from the class percentage. That is why the researcher and teacher continue to the second cycle.

Next, the mean score in the post-test II is 78,7. It shows students' improvement score is 13,9 ($78,7 - 64,8$) from the post-test I. Meanwhile, the class percentage which passes the Minimum Mastery Criterion and there are 7 students whose score still under target.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

1. Based on the result and discussion of the researcher, the students' ability in mastering English vocabulary after being taught by using Hot Seat strategy was increased. It was showed from the mean of the students score in three test: pre-test 38,4; post-test I 64,8; post-test II 78,7. And also score improvement who got score up to 75 pre-test were 6 of 33 students (18,2%) and there are 27 students out the target (81,8%), post-test in first cycle were 14 of 33 students (42,4%) and there are 19 students out the target (57,6%), post-test in second cycle were 26 of 33 students (78,8%) and there are 7 students out the target (21,2%). So, the students' score increase from the pre-test to post-test I was 26,4 (64,8 – 38,4) and the students' score increase from post-test I to post-test II was 13,9 (78,7 – 64,8).
2. The implementation of Hot Seat strategy can increase the students' ability in mastering English vocabulary.

5.2. Suggestion

This research showed that the implementation of hot seat strategy could increase students' ability in mastering vocabulary at grade eighth of SMP Swasta Al-Hidayah Medan Tembung. There were following suggestion:

1. For the English teacher, it is useful to apply hot seat strategy as one of the alternative teaching and do the variation of teaching learning process so the students' will feel enjoy and spirit.

2. For the students, they will feel interest, enjoy, and motivated so that they can understand the material.
3. For the other researcher, its is necessary to conduct a further research, in order to validate the result of this study.

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APPENDIX I

Lesson Plan (Cycle I)

Satuan Pendidikan	: SMP Swasta AL-HIDAYAH
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/I
Materi Pokok	: Part of Speech
Alokasi Waktu	: 2 x 40 menit

A. KOMPETENSI INTI

- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
 KI 4 : mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR**KOMPETENSI DASAR**

- Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan memberi instruksi, mengajak, melarang, minta ijin, serta cara responnya, sesuai dengan konteks penggunaannya.
- Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan member instruksi, mengajak, melarang dan minta ijin, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks

INDIKATOR

- Mengucapkan kosa kata dengan benar
- Membuat kalimat dengan benar

C. TUJUAN PEMBELAJARAN

- Siswa mampu mengucapkan kosa kata dengan benar
- Siswa mampu membuat kalimat dengan benar

D. MATERI PEMBELAJARAN

Parts of Speech

1. Adjective (kata sifat)

Adjective ini digunakan untuk menerangkan noun atau pronoun.

Contoh: **Beautiful, angry**

- Jasmine is a **beautiful** girl

(Jasmine adalah gadis yang cantik)

- I am not **angry** with you

(saya tidak marah padamu)

2. Verb (kata kerja)

Verb ini digunakan untuk menunjukkan tindakan dari subject, menunjukkan peristiwa, atau keadaan

Contoh: **write, make**

- I **write** the articles every night

(saya menulis artikel setiap malam)

- She **makes** me jealous

(dia membuatku cemburu)

E. TEKNIK PEMBELAJARAN : Hot Seat Strategy

F. LANGKAH-LANGKAH KEGIATAN

a. Kegiatan Pendahuluan

- Guru membuka pelajaran dengan mengucapkan salam
- Guru memanggil satu siswa untuk memimpin doa
- Guru memeriksa daftar hadir siswa

b. Kegiatan Inti

Eksplorasi

- Guru menyampaikan topik yang akan dibahas
- Guru menanyakan kepada siswa tentang pengetahuan mereka sebelumnya yang berhubungan dengan topik yang akan dibahas
- Guru menanyakan contoh dari topic yang akan dibahas kepada siswa
- Guru mengarahkan siswa untuk membentuk kelompok dalam Hot Seat Strategy

Elaborasi

- Guru menggunakan Hot Seat Strategy dalam proses pembelajaran

- Ketua dari setiap kelompok mengambil satu gulungan kertas dan ketua mengatakannya dengan kertas di depan kelas
- Setiap siswa harus menjawab sesuai dengan yang ditanyakan guru melalui gulungan kertas tersebut dan menggunakan waktu 30 detik/kelompok, apabila berhasil menjawab maka mendapat 1 point
- Siswa menjawab dengan cara duduk di kursi panas di depan kelas
- Guru dan siswa mengucapkan kembali kosa kata setelah semua siswa selesai menjawab

Konfirmasi

- Guru memanggil siswa satu per satu untuk mengucapkan kosa kata yang mereka ingat
- Guru menyuruh siswa untuk membuat kalimat dari kosa kata tersebut
- Guru memberikan hadiah bagi kelompok yang mendapat point terbanyak

c. Kegiatan Akhir

- Guru menanyakan kesulitan siswa selama proses pembelajaran
- Guru menanyakan kesimpulan tentang topic yang dibahas
- Guru menutup kelas dengan salam

G. MEDIA

- Gulungan Kertas
- 2 Kursi/bangku

H. EVALUASI

- Jenis Evaluasi : Menulis
- Bentuk Evaluasi : Pilihan Ganda

I. PENILAIAN

- Setiap soal yang benar diberi nilai 5
- Total penilaian $20 \times 5 = 100$
- Nilai maksimum: 100

$$\text{Penilaian siswa} = \frac{\text{Nilai yang diperoleh}}{\text{Nilai Maksimum}} \times 100$$

Medan, Oktober 2018
Mengetahui,
Kepala SMP Swasta Al-Hidayah **Guru Mapel Bahasa Inggris kelas VIII**

Dra. Ainul Himmah Matondang **Rahma Hartati, S.Pd**

Researcher

Trisyuni Shabrina

APPENDIX II

Lesson Plan (Cycle II)

Satuan Pendidikan : SMP Swasta AL-HIDAYAH

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/I

Materi Pokok : Part of Speech

Alokasi Waktu : 2 x 40 menit

A. KOMPETENSI INTI

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 : mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR**KOMPETENSI DASAR**

3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan memberi instruksi, mengajak, melarang, minta ijin, serta cara responnya, sesuai dengan konteks penggunaannya.

4. Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan member instruksi, mengajak, melarang dan minta ijin, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks

INDIKATOR

- Mengucapkan kosa kata dengan benar
- Membuat kalimat dengan benar

C. TUJUAN PEMBELAJARAN

- Siswa mampu mengucapkan kosa kata dengan benar
- Siswa mampu membuat kalimat dengan benar

D. MATERI PEMBELAJARAN

Parts of Speech

1. Adjective (kata sifat)

Adjective ini digunakan untuk menerangkan noun atau pronoun.

Contoh: **Beautiful, angry**

- Jasmine is a **beautiful** girl

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- I am not **angry** with you

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2. Verb (kata kerja)

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Contoh: **write, make**

- I **write** the articles every night

(saya menulis artikel setiap malam)

- She **makes** me jealous

(dia membuatku cemburu)

C. TEKNIK PEMBELAJARAN : Hot Seat Strategy

D. LANGKAH-LANGKAH KEGIATAN

a. Kegiatan Pendahuluan

- Guru membuka pelajaran dengan mengucapkan salam
- Guru memanggil satu siswa untuk memimpin doa
- Guru memeriksa daftar hadir siswa

b. Kegiatan Inti

Eksplorasi

- Guru menyampaikan topik yang akan dibahas
- Guru menanyakan kepada siswa tentang pengetahuan mereka sebelumnya yang berhubungan dengan topik yang akan dibahas
- Guru menanyakan contoh dari topic yang akan dibahas kepada siswa
- Guru mengarahkan siswa untuk membentuk kelompok dalam Hot Seat Strategy

Elaborasi

- Guru menggunakan Hot Seat Strategy dalam proses pembelajaran

- Ketua dari setiap kelompok mengambil satu gulungan kertas dan ketua mengatakannya dengan kertas di depan kelas
- Setiap siswa harus menjawab sesuai dengan yang ditanyakan guru melalui gulungan kertas tersebut dan menggunakan waktu 30 detik/kelompok, apabila berhasil menjawab maka mendapat 1 point
- Siswa menjawab dengan cara duduk di kursi panas di depan kelas
- Guru dan siswa mengucapkan kembali kosa kata setelah semua siswa selesai menjawab

Konfirmasi

- Guru memanggil siswa satu per satu untuk mengucapkan kosa kata yang mereka ingat
- Guru menyuruh siswa untuk membuat kalimat dari kosa kata tersebut
- Guru memberikan hadiah bagi kelompok yang mendapat point terbanyak

c. Kegiatan Akhir

- Guru menanyakan kesulitan siswa selama proses pembelajaran
- Guru menanyakan kesimpulan tentang topic yang dibahas
- Guru menutup kelas dengan salam

G. MEDIA

- Gulungan Kertas
- 2 Kursi/bangku

H. EVALUASI

- Jenis Evaluasi : Menulis
- Bentuk Evaluasi : Pilihan Ganda

I. PENILAIAN

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Dra. Ainul Himmah Matondang **Rahma Hartati, S.Pd**

Researcher

Trisyuni Shabrina

APPENDIX III

The Questioning**Pre-Test**

Choose the correct answer with crossing (X) a, b, c, or d!

1. Cricket is an _____ game.
a. exciting c. excitinger
b. excitingest d. more exciting
2. She _____ her dog everyday.
a. to feed c. feeds
b. feed d. feeding
3. Arpita is looking _____ in this dress.
a. gorgeous c. gorgeousest
b. gorgeouser d. most gergeous
4. She has a very _____ voice.
a. sour bitter c. sweetest
b. sweet d. sweety
5. I _____ breakfast everyday at 7 AM.
a. eat c. ate
b. to eat d. eaten
6. Rain _____ from the cloud.
a. falls c. fallen
b. fall d. falling
7. This exercise is quite _____ .
a. more simple c. most simple
b. simple d. simplest
8. She always _____ to bed early.
a. go c. goes
b. went d. gone

9. Rohan is a _____ boy.
- a. trustworthy c. trustworthier
b. trustworthest d. trusty
10. The earth _____ the sun.
- a. move c. moves
b. do move d. are move
11. The entire staff of the hotel we stayed at was very _____ .
- a. friendly c. friendlier
b. friendliest d. friend
12. You are getting _____ all the time.
- a. gooder c. goodest
b. better d. best
13. He _____ to office by train daily.
- a. goes c. gone
b. go d. went
14. John _____ in Supermarket.
- a. works c. worked
b. working d. work
15. Your efforts to accomplish this project are _____ .
- a. outstandinger c. outstandingest
b. outstanding d. outstand
16. My elder brother is 25, he still feels _____ when the sees cockroach.
- a. frightender c. frightened
b. frightendest d. frightening
17. Danny _____ his father on Sundays.
- a. phoned c. phone
b. phones d. is phone

18. I feel _____ on Sundays.
- a. relaxed c. relaxing
b. relaxful d. relax
19. My father usually _____ a nap after lunch.
- a. taken c. takes
b. take d. is taking
20. I _____ tennis.
- a. play c. played
b. plays d. is playing

Key Answer:

- | | |
|-------|-------|
| 1. A | 11. A |
| 2. C | 12. B |
| 3. A | 13. A |
| 4. B | 14. A |
| 5. A | 15. B |
| 6. A | 16. C |
| 7. B | 17. B |
| 8. C | 18. A |
| 9. A | 19. C |
| 10. C | 20. A |

16. I _____ a delicious food for you.
a. cooking c. cooked
b. cooks d. cook
17. The theatre show is _____.
a. dramatically c. furry
b. dramatic d. hairy
18. Their home is very _____.
a. comfort c. challenging
b. comfortably d. comfortable
19. She _____ a picture here.
a. drew c. drawing
b. drawn d. draws
20. Our school is _____.
a. sally c. large
b. prank d. largely

KEY ANSWER

- | | | | |
|-------------|--------------|-------------|--------------|
| 1. A | 6. D | 11.D | 16. D |
| 2. C | 7. B | 12.B | 17. B |
| 3. A | 8. A | 13.C | 18. D |
| 4. A | 9. C | 14.B | 19. D |
| 5. B | 10. A | 15.A | 20. C |

POST-TEST II**(CYCLE II)**

Choose the correct answer with crossing (X) a, b, c, or d!

1. It most _____ all the time
a. happen c. happens
b. happening d. happened
2. The wedding party was _____.
a. noisy c. old
b. shut up d. noise
3. He often _____ to my gym.
a. come c. coming
b. came d. comes
4. You can _____ fresh vegetables
a. gets c. getting
b. get. d. got
5. Harry's motorcycle is _____.
a. slow c. fast
b. slowly d. crunchy
6. Our neighbor has a _____ monkey.
a. bumpy c. friendship
b. friendly d. bump
7. The ships _____ tonight.
a. arrive c. arrived
b. arrives d. arriving

8. The weather is _____ today.
- a. chilling c. smoothy
b. smooth d. chilly
9. She _____ a bread every morning.
- a. eating c. eats
b. ate d. eat
10. Diana _____ every morning.
- a. takes a bath c. taking a bath
b. take a bath d. took a bath
11. My new dresses are _____.
- a. fashionable c. styles
b. beautiful d. fashioned
12. Those students are _____.
- a. intelligently c. intelligence
b. intelligent d. clever
13. It _____ most of the time.
- a. happen c. happened
b. happens d. is happening
14. The village library is _____.
- a. using c. useful
b. useless d. usually
15. He often _____ to my gym.
- a. comes c. came
b. come d. is coming

APPENDIX IV

Interview to the Teacher

1. What do you think about students' ability in English especially in vocabulary?
 - ✓ Teacher : I think my students' English is not bad especially in vocabulary. But most students are still worried about using English. Because they are afraid to make mistakes so they are so shame. So, their English is still not well developed
2. How do you teach vocabulary?
 - ✓ Teacher : I teach vocabulary by using picture, ask the students, do the exercises from the textbook, try to translate some dialogue, and try to translate some text.
3. Do the eighth grade students' have difficulties in learning English?
 - ✓ Teacher : Yes, they do. They have difficulties in learning vocabulary, they are difficulties follow the lesson, they are not serious in studying
4. What do you think about hot seat strategy?
 - ✓ Teacher : I think it is very interesting because I found that many students get some motivation because of the strategy
5. Do you think this strategy can increase the students ability in mastering vocabulary?
 - ✓ Teacher : Yes, I do. This strategy can increase students' ability in vocabulary. Because this strategy can make the students more active and enthusiastic in studying English vocabulary.

6. Do you want try this game?

- ✓ Teacher : why not because it is a good for students and very good strategy I think

APPENDIX V

Interview to the Students

1. Do you like study English
 - Student 1 : kurang suka
 - Student 2 : suka
 - Student 3 : tidak suka
2. How your teacher teaches vocabulary?
 - Student 1 : Menerangkan dengan baik dan menyuruh mengulang kembali di rumah
 - Student 2 : dengan mencatat dan menghafal kata-kata yang belum pernah didengar sebelumnya
 - Student 3 : dengan sering menghafal dan mempraktekkannya dirumah
3. According to you learn vocabulary difficult or not?
 - Student 1 : tidak terlalu, walaupun agak susah
 - Student 2 : tidak terlalu
 - Student 3 : susah
4. What do you think about hot seat strategy?
 - Student 1 : seru, enak susananya menyenangkan dan membuat kompak
 - Student 2 : bagus, asyik, dan seru
 - Student 3 : seru, permainannya menantang dan gembira
5. According to you your vocabulary can increase with hotseat strategy?
 - Student 1 : iya miss
 - Student 2 : menurut saya iya miss, jadinya bertambah kosakata saya

- Student 3 : iya miss, karna strategy tadi saya banyak menemukan kosakata
6. Do you think that hotseat strategy makes your classroom atmosphere active?
- Student 1 : aktif, ceria dan kompak
 - Student 2 : sangat aktif
 - Student 3 : sangat aktif miss dan saya juga suka dengan strategy ini miss

APPENDIX VI

OBSERVATION SHEET**The Observation sheet of students' activity in Cycle I (Meeting 1-2)**

No.	Activity	Meeting of Cycle I		Average	Description
		1	2		
1	All of the students come on time	2	3	2,5	Enough
2	The students pay attention to the teacher's explanation	3	3	3	Good
3	The students are active to joining the learning process	3	4	3,5	Good
4	The students ask question to the teacher if there is something unclear	3	4	3,5	Good
5	The students can answer the question from the teacher	2	3	2,5	Enough
6	The students can follow the rule of hotseat strategy	3	4	3,5	Good
7	The students can pronounce the words well	2	3	2,5	Enough
8	The students conclude the	3	4	3,5	Good

	material well				
Total of average		24,5			

Note:

1 = Bad 2 = Enough 3 = Good 4 = Very Good

$$\text{Score} = \frac{\textit{The value}}{\textit{number of activity}} = \frac{24,5}{8} = 3,06 \text{ (Good)}$$

The Obseravtion Sheet of Students' Activity in Cycle II

No.	Activity	Meeting of		Average	Description
		Cycle I			
		1	2		
1	All of the students come on time	3	4	3,5	Good
2	The students pay attention to the teacher's explanation	4	4	4	Very Good
3	The students are active to joining the learning process	4	4	4	Very Good
4	The students ask question to the teacher if there is something unclear	4	4	4	Very Good
5	The students can answer the question from the teacher	3	4	3,5	Good
6	The students can follow the rule of hotseat strategy	4	4	4	Good
7	The students can pronounce the words well	3	4	3,5	Good
8	The students conclude the material well	4	4	4	Very good
Total of average		30,5			

Note:

1 = Bad 2 = Enough 3 = Good 4 = Very Good

$$\text{Score} = \frac{\textit{The value}}{\textit{number of activity}} = \frac{30,5}{8} = 3,8 = 4 \text{ (Very Good)}$$

APPENDIX VII

Observation Sheet**The Observation Sheet of Teachers' Activity in Cycle I**

No.	Activity	Meeting of Cycle I		Average	Description
		1	2		
1	All of the teacher comes on time	3	4	3,5	Good
2	The teachers greets the students	4	4	4	Very Good
3	The teacher motivates the students	3	4	3,5	Good
4	The teacher gives the instruction clearly	4	4	4	Very Good
5	The teacher be serious in learning process	3	4	3,5	Good
6	The teacher give task to the students	4	4	4	Good
7	The teacher use the time effectively	3	4	3,5	Good
8	The teacher conclude the material well	4	4	4	Very good
Total of average		30			

Note:

1 = Bad 2 = Enough 3 = Good 4 = Very Good

$$\text{Score} = \frac{\textit{The value}}{\textit{number of activity}} = \frac{30}{8} = 3,75 = \text{(Good)}$$

The Obseravtion Sheet of Students' Activity in Cycle II

No.	Activity	Meeting of		Average	Description
		Cycle I			
		1	2		
1	All of the teacher comes on time	4	4	4	Very Good
2	The teachers greets the students	4	4	4	Very Good
3	The teacher motivates the students	4	4	4	Very Good
4	The teacher gives the instruction clearly	4	4	4	Very Good
5	The teacher be serious in learning process	4	4	4	Very Good
6	The teacher give task to the students	4	4	4	Very Good
7	The teacher use the time effectively	3	4	3,5	Good
8	The teacher conclude the material well	4	4	4	Very good
Total of average		31,5			

Note:

1 = Bad 2 = Enough 3 = Good 4 = Very Good

$$\text{Score} = \frac{\textit{The value}}{\textit{number of activity}} = \frac{31,5}{8} = 3,9 = 4 \text{ (Very Good)}$$

APPENDIX VIII

Students' Name Initial

No.	Name of Students	The Initial of Students
1	Abizah Rizki America	ARA
2	Ade Firmansyah	AF
3	Agustina Sitorus	AS
4	Alvayra Mifta	AM
5	Annisa S. Zebua	ASZ
6	Ardhania Fitriyani	AFI
7	Ardyan Syahputra	ASA
8	Azhari Muqti	AMI
9	Bagas Syahputra	BS
10	Danda Prayoga	DP
11	Dimas Kurniawan	DK
12	Dinda Rahmadani	DR
13	Eka Fitriyani	EF
14	Fahri Lesmana Lubis	FLL
15	Jusmaniar	JUS
16	M. Abdillah	MAB
17	M. Agus Salim	MAS
18	M. Dio Syahputra	MDS
19	M. Rafly	MR
20	M. Rafly Wijaya	MRW

21	M. Rizki Ramadan	MRR
22	M. Riski Fadillah S	MRFS
23	Miranda Karnain	MK
24	Nazar Aditya	NA
25	Nur Rahma	NR
26	Parra Diana An-Nur	PDA
27	Riski Ade Prayoga	RAP
28	Roma Sandy Maulana	RSM
29	Sobahul Khair Alwy	SKA
30	Tri Agung Marpaung	TAM
31	Tengku Fahrizi	TF
32	Vikcy Agustian	VA
33	Yuni Kania	YK

APPENDIX IX

The Students' Attendance List During the Research

No.	Name of Students	Meeting			
		1	2	3	4
1	Abizah Rizki America	✓	✓	✓	✓
2	Ade Firmansyah	✓	✓	✓	✓
3	Agustina Sitorus	✓	✓	✓	✓
4	Alvayra Mifta	✓	✓	✓	✓
5	Annisa S. Zebua	✓	✓	✓	✓
6	Ardhania Fitriyani	✓	✓	✓	✓
7	Ardyan Syahputra	✓	✓	✓	✓
8	Azhari Muqti	✓	✓	✓	✓
9	Bagas Syahputra	✓	✓	✓	✓
10	Danda Prayoga	✓	✓	✓	✓
11	Dimas Kurniawan	✓	✓	✓	✓
12	Dinda Rahmadani	✓	✓	✓	✓
13	Eka Fitriyani	✓	✓	✓	✓
14	Fahri Lesmana Lubis	✓	✓	✓	✓
15	Jusmaniar	✓	✓	✓	✓
16	M. Abdillah	✓	✓	✓	✓
17	M. Agus Salim	✓	✓	✓	✓
18	M. Dio Syahputra	✓	✓	✓	✓
19	M. Rafly	✓	✓	✓	✓

20	M. Rafly Wijaya	✓	✓	✓	✓
21	M. Rizki Ramadan	✓	✓	✓	✓
22	M. Riski Fadillah S	✓	✓	✓	✓
23	Miranda Karnain	✓	✓	✓	✓
24	Nazar Aditya	✓	✓	✓	✓
25	Nur Rahma	✓	✓	✓	✓
26	Parra Diana An-Nur	✓	✓	✓	✓
27	Riski Ade Prayoga	✓	✓	✓	✓
28	Roma Sandy Maulana	✓	✓	✓	✓
29	Sobahul Khair Alwy	✓	✓	✓	✓
30	Tri Agung Marpaung	✓	✓	✓	✓
31	Tengku Fahrizi	✓	✓	✓	✓
32	Vikcy Agustian	✓	✓	✓	✓
33	Yuni Kania	✓	✓	✓	✓

APPENDIX X

The Result of Students' Score In Pre-Test, Post-Test I , and Post-Test II

No.	Initial of Students' Name	Pre-Test	Criteria Success (>75)	Cycle I		Cycle II	
				Post-Test I	Criteria Success (>75)	Post-Test II	Criteria Success (>75)
1	ARA	25	Failed	60	Failed	75	Successful
2	AF	40	Failed	75	Successful	85	Successful
3	AS	30	Failed	70	Failed	80	Successful
4	AM	40	Failed	75	Successful	85	Successful
5	ASZ	30	Failed	70	Failed	75	Successful
6	AFI	50	Failed	70	Failed	75	Successful
7	ASA	40	Failed	75	Successful	75	Successful
8	AMI	80	Failed	85	Successful	90	Successful
9	BS	85	Successful	90	Successful	95	Successful
10	DP	85	Successful	90	Successful	95	Successful
11	DK	30	Failed	70	Failed	75	Successful
12	DR	25	Failed	55	Failed	75	Successful
13	EF	25	Failed	55	Failed	75	Successful
14	FLL	15	Failed	35	Failed	70	Failed
15	JUS	35	Failed	75	Successful	85	Successful
16	MAB	35	Failed	60	Failed	75	Successful
17	MAS	15	Failed	35	Failed	70	Failed

18	MDS	40	Failed	75	Successful	85	Successful
19	MR	80	Successful	85	Successful	95	Successful
20	MRW	20	Failed	40	Failed	70	Failed
21	MRR	15	Failed	35	Failed	70	Failed
22	MRFS	30	Failed	60	Failed	80	Successful
23	MK	40	Failed	75	Successful	85	Successful
24	NA	75	Successful	80	Successful	85	Successful
25	NR	35	Failed	60	Failed	75	Successful
26	PDA	10	Failed	30	Failed	70	Failed
27	RAP	40	Failed	75	Successful	80	Successful
28	RSM	15	Failed	35	Failed	70	Failed
29	SKA	25	Failed	60	Failed	75	Successful
30	TAM	25	Failed	60	Failed	75	Successful
31	TF	30	Failed	75	Successful	80	Successful
32	VA	75	Successful	80	Successful	85	Successful
33	YK	30	Failed	70	Failed	70	Failed

APPENDIX XI

DOCUMENTATION






KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Willem Iskandar Pasar V Medan Estate 20171 Telp. (061) 661 5083-6622923 Fax. 661 5483
 Website : www.ftik.uinsu.ac.id e.mail : ftik@uinsu.ac.id

Nomor : B-1074/ITK/TTK.V.3/PP.00.9/10/2018 Medan, 03 Oktober 2018
 Lampiran : -
 Hal : Izin Riset

Yth. Ka. SMP Swasta Al Hidayah Medan Tembung

Assalamu 'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : TRIYUNI SHABRINA
 Tempat/Tanggal Lahir : Medan, 22 Juni 1996
 NIM : 34143062
 Semester/Jurusan : IX/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMP Swasta Al Hidayah, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE IMPLEMENTATION OF HOT SEAT STRATEGY ON THE STUDENT'S ABILITY IN MASTERING ENGLISH VOCABULARY AT GRADE EIGHTH OF SMP SWASTA AL HIDAYAH MEDAN TEMBUNG IN ACADEMIC YEAR 2018/2019

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam

 M. Sholihah Fauzidah Dantay, S.Ag, M.Hum
 NIP. 19750601 200312 2 002

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan


YAYASAN PERGURUAN AL-HIDAYAH MEDAN
SMP AL-HIDAYAH
 Didirikan : 1971
 .jenjang Akreditasi Baik (B)
NCL, SIQSS : 420/11461.PPD/2009 - NSS : 204.076.009.113 - NDS : 2007120064 - NPSN : 10259548
 at : Jl. Letda Sujono Gg.Perguruan No. 4 Bandar Selamat Kec.Medan Tembung-Medan Telp. (061) 73369973 Kode Pos 201

Nomor : 101//SMP-YPA/MT-KM/S-Ket/X/2018
 Lamp : -
 Hal : Mohon Izin Riset

Kepada yth :
 Bapak Dekan : UIN-SU
 Di -
 Tempat

Dengan Hormat,

Sesuai dengan Surat Bapak Nomor : B-1074/ITK/ITK.V.3/PP.00.9/10/2018
 Tanggal 03 Oktober 2018 tentang mohon Izin Riset Mahasiswa Bapak yang
 bernama :

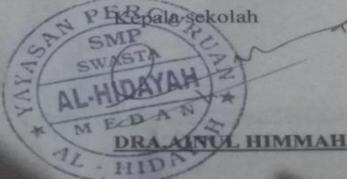
Nama : TRIYUNI SHABRINA
 NIM : 34143062
 Semester/Jurusan : IX/Pendidikan Bahasa Inggris

Maka dengan ini kami memberikan Izin kepada Mahasiswa tersebut untuk
 melaksanakan Riset untuk Pembuatan skripsi untuk melatih serta menambah
 wawasan Mahasiswa dengan Judul Skripsi : " THE IMPLEMENTATION OF
 HOT SEAT STRATEGY ON THE STUDENT'S ABILITY IN MASTERING
 ENGLISH VOCABULARY AT GRADE EIGHTH OF SMP SWASTA AL-
 HIDAYAH MEDAN IN ACADEMIC YEAR 2018/2019 "

Demikian surat ini kami perbuat untuk dapat dipergunakan semestinya.

Medan, 03 Oktober 2018

Kepala sekolah


 DRA. ANUL HIMMAH MATONDANG


YAYASAN PERGURUAN AL-HIDAYAH MEDAN
SMP AL-HIDAYAH
 Didirikan : 1971
Jenjang Akreditasi Baik (B)
NEL/SDSS 420/11461.PPD/2009 NSS 204.076.009.113 NIS 1007120064 NPSN 10259540
Alamat : Jl. Letda Sujono Gg.Perguruan No. 4 Bandar Selamat Kec.Medan Tembung-Medan Telp. (061) 73360973 Kode Pos 2022

SURAT KETERANGAN

Nomor : 102/SMP-YPA/MT-KM/S-Ket/X/2018

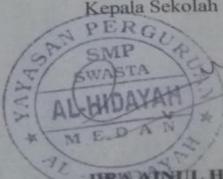
Yang bertanda tangan dibawah ini Kepala Sekolah SMP Swasta Al-Hidayah Medan Jl. Letda Sujono Gg.Perguruan No. 4 Medan Kecamatan Medan Tembung Kota Medan menerangkan bahwa :

Nama : TRIYUNI SHABRINA
NIM : 34143062
Semester/Jurusan : IX/Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Riset dalam Pembuatan skripsi sebagai syarat penyelesaian Sarjana mulai Hari/Tanggal: Rabu , 03 Oktober 2018 s/d Kamis, 25 Oktober 2018 yang berjudul : " THE IMPLEMENTATION OF HOT SEAT STRATEGY ON THE STUDENT'S ABILITY IN MASTERING ENGLISH VOCABULARY AT GRADE EIGHTH OF SMP SWASTA AL-HIDAYAH MEDAN IN ACADEMIC YEAR 2018/2019 "

Demikianlah Surat Keterangan ini kami sampaikan, atas kerjasama yang baik kami ucapkan terima kasih.

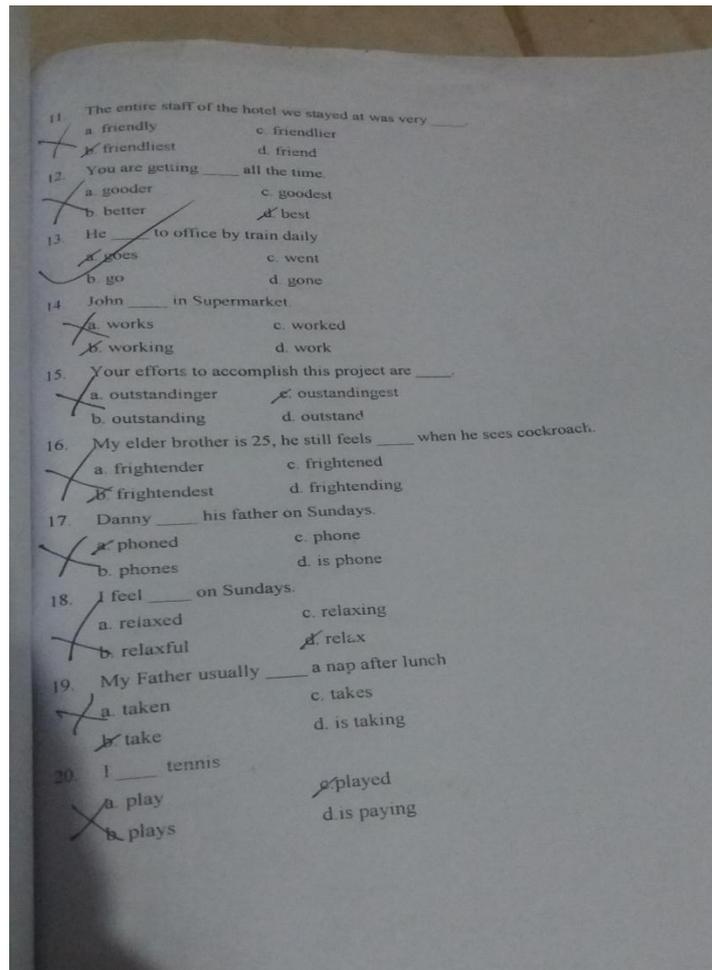
Medan, 25 Oktober 2018
Kepala Sekolah


DRAATNUL HIMMAH MATONDANG

Name: Tarun diana on'nut
 Class: V B 2

1. Cricket is an ___ game.
~~a. exciting~~ c. excitinger
~~b. excitingest~~ d. more exciting
2. She ___ her dog everyday.
~~a. to feed~~ c. feeds
~~b. feed~~ d. feeding
3. Alita is looking ___ in this dress.
~~a. gorgeous~~ d. gorgeousest
~~b. gorgeouser~~ d. most gorgeous
4. She has a very ___ voice.
~~a. sour bitter~~ d. sweetest
~~b. sweet~~ d. sweety
5. I ___ breakfast everyday at 7 AM
~~a. eat~~ c. ate
~~b. to eat~~ d. eaten
6. Rain ___ from the cloud
~~a. falls~~ c. fallen
~~b. fall~~ d. falling
7. This exercise is quite _____.
~~a. more simple~~ c. most simple
~~b. simple~~ d. simplest
8. She always ___ to bed early.
~~a. go~~ c. goes
~~b. went~~ d. gone
9. Rohan is a ___ boy
~~a. trustworthy~~ c. trustworthier
~~b. trustworhest~~ d. trusty
10. The earth ___ the sun.
~~a. move~~ c. moves
~~b. do move~~ d. are move

B=2
 S=18



Name: Bagas Syahputra
Class: VIII

1. Cricket is an ___ game.
 a. exciting c. excitinger
 b. excitingest d. more exciting
2. She ___ her dog everyday.
 a. to feed c. feeds
 b. feed d. feeding
3. Arpita is looking ___ in this dress.
 a. gorgeous c. gorgeousest
 b. gorgeouser d. most gorgeous
4. She has a very ___ voice.
 a. sour bitter c. sweetest
 b. sweet d. sweety
5. I ___ breakfast everyday at 7 AM.
 a. eat c. ate
 b. to eat d. eaten
6. Rain ___ from the cloud.
 a. falls c. fallen
 b. fall d. falling
7. This exercise is quite _____.
 a. more simple c. most simple
 b. simple d. simplest
8. She always ___ to bed early.
 a. go c. goes
 b. went d. gone
9. Rohan is a ___ boy.
 a. trustworthy c. trustworthier
 b. trustwortheast d. trusty
10. The earth ___ the sun.
 a. move c. moves
 b. do move d. are move

85

B=17
S=3

Ferra drana an'nur
VIII^a

1. She always _____ her purse
 a. forgets c. forgot
 b. forget d. forgotten
2. She _____ in bank
 a. work c. works
 b. worked d. working
3. The chicken soup is very _____
 a. tasty c. delicious
 b. floppy d. taste
4. He _____ help right now
 a. needs c. needed
 b. need d. is need
5. My mom's spaghetti is _____
 a. taste c. tasteful
 b. delicious d. sharp
6. The birthday party is _____
 a. funny c. ugly
 b. happy d. fun
7. Every twelve month, the earth _____ the sun
 a. circle c. is circle
 b. circles d. was circle
8. I _____ a letter for my mom
 a. write c. wrote
 b. writing d. writes
9. The _____ children has no place to sleep
 a. needy c. poor
 b. fluffy d. poorly
10. They _____ me so well
 a. know c. knew
 b. knew d. known

(30)
B=6
S=14

11. My shoes are _____
 a. softly
 b. squishy
 c. angry
~~d. soft~~
12. We _____ this food here
 a. ate
~~b. eat~~
 c. eaten
 d. eating
13. She _____ a homemade cake
 a. made
 b. make
~~c. makes~~
 d. making
14. My sister's body mist is _____
 a. frilly
~~b. smelly~~
 c. smell
 d. stinking
15. Andi Rianto's music is _____
~~a. energizing~~
 b. generous
 c. magnanimous
 d. energizing
16. I _____ a delicious food for you
 a. cooking
 b. cooks
 c. cooked
~~d. cook~~
17. The theatre show is _____
~~a. dramatically~~
 b. dramatic
 c. furry
 d. hairy
18. Their home is very _____
 a. comfort
 b. comfortably
 c. challenging
~~d. comfortable~~
19. She _____ a picture here
 a. drew
 b. drawn
 c. drawing
~~d. draws~~
20. Our school is _____
 a. sally
 b. prank
~~c. large~~
 d. largely

11. My new dresses are _____
 a. fashionable c. styles
 b. beautiful d. fashioned
12. Those students are _____
 a. intelligently c. intelligence
 b. intelligent d. clever
13. It ... most of the time.
 a. happen c. happened
 b. happens ~~d. is happening~~
14. The village library is _____
 a. using ~~b. useful~~
 b. useless d. usually
15. He often ... to my gym.
 a. comes c. came
 b. come d. is coming
16. You can ... fresh vegetables at the farmer's market.
 a. get c. got
 b. gets d. gotten
17. My father has a _____ horse
 a. brown c. white
 b. black ~~d. red~~
18. It is always _____ to seek the advice of your elders in difficult
 a. beneficial c. useless
 b. necessarily d. usefull
19. The ships ... tonight at 9 p.m.
 a. arrives c. arrived
 b. arrive d. is arriving
20. John is very _____ about his wedding.
 a. Excited c. boring
 b. interisting d. exciting

11. My new dresses are _____
 a. fashionable c. styles
b. beautiful d. fashioned
12. Those students are _____
a. intelligently c. intelligence
 b. intelligent d. clever
13. It _____ most of the time
a. happen c. happened
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 a. brown c. white
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18. It is always _____ to seek the advice of your elders in difficult times.
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