

CHAPTER I

INTRODUCTION

A. Background of The Research

In language learning, there are some elements that should be mastered by the students such as pronunciation, grammar and vocabulary. In this case, vocabulary becomes one of language elements that cannot be neglected in language learning. The role of vocabulary in language learning is not less important than grammar. Wilkins (in Thornbury, 2002:13) said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This statement indicates that without good vocabulary mastery the students will face difficulties to communicate what they want to say. Therefore, vocabulary is really essential to be mastered in language learning especially English.

In English itself, there are four skills that should be mastered by the students; they are speaking, listening, reading and writing. Vocabulary has 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. Furthermore, it will enable them to comprehend texts and understand what the other people say. Therefore, it can be said that vocabulary is really important in English learning because mastering vocabulary can support students in mastering speaking, listening, reading and writing.

In learning vocabulary, it often happens 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* game.

Hot seat game 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 placed 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 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 (Robertson, 2000). Each team will has the turn to play this game. The team which can guess the most words within the limited time will be the winner of this game.

According to Robertson (2000), in *hot seat* game, the teacher needs to prepare a list of words or expressions. These should be new vocabulary

items that the students have studied in previous lesson. In this case, this game is very useful for recycling vocabulary. Therefore, this game is recommended as a way to make the students easily memorize the words which have been studied in longer time.

In teaching vocabulary, this game can also make the students interested in learning vocabulary. This game is very challenging because in this game each team should compete to guess as many words as possible within a limited time, so that they can win the game. Playing this game can also makes the students feel fun when they learn vocabulary because this is a very lively activity that can give the student new experience in learning vocabulary. Furthermore, Maffione (2008:23) also said that *hot seat* game is an example of a very nice game, useful both for practising vocabulary and encouraging students to produce language.

Finally, based on the explanation above, the researcher wants to know whether *hot seat* game is effective or not for teaching vocabulary. Therefore, the researcher decides to carry out an experimental research entitled “The Effectiveness of *Hot Seat* Game for Teaching Vocabulary”.

B. Reason for Choosing the Topic

The researcher has several reasons in choosing this topic, they are:

1. Vocabulary has important role in English Skills. It is one of language elements that support the students in mastering speaking, listening, reading and writing.
2. *Hot seat* game 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 a 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.
3. *Hot seat* game is a challenging game because in this game each team should compete to guess as many words as possible within a limited time, so that they can win the game.

C. Problem of the Research

The problem that will be analyzed in this research is stated by question as follows: “Is *hot seat* game effective for teaching vocabulary?”

D. Aim of The Research

The aim of this research is to find out whether *hot seat* game is effective or not for teaching vocabulary.

E. Clarification of Term

In order to give clear understanding about the topic of this research, it is necessary to give the definition of some terms of the research as follows:

1. Effectiveness

The degree to which something is successful in producing a desired result (www.oxforddictionary.com/definition/english/effectiveness).

2. Vocabulary

The term of vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use (Hatch and Brown, 1995:1).

3. Hot Seat Game

Hot seat game 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.

F. The Contribution of the Research

1. For the Teacher

This reseach may give an alternative meaningful activity of teaching vocabulary.

2. For the Students

The students will get different and meaningful experience of learning vocabulary by using *hot seat* games.

