

CHAPTER II

THEORITICAL REVIEW

A. Vocabulary

1. The Definition of Vocabulary

There are some definitions of vocabulary according some experts. Linse (2005:121) stated that vocabulary is the collection of words that an individual knows. Other expert, Neuman and Drawyer as cited in Bintz (2011:44) said that vocabulary can be defined as the words someone must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). While Hornby (2006:1645) defined vocabulary as all the words that a person knows or uses when they are talking about particular subject in particular language.

From some definitions about vocabulary above, it can be said that vocabulary is the basic element of language which someone needs in learning a language especially to communicate effectively with others. Moreover, based on all of definitions about vocabulary above, the researcher concludes that vocabulary is all the words in a particular language that an individual knows or uses to communicate effectively.

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 (Huyen and Nga, 2003). 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.

Morover, Dellar H and Hocking D (in Thornbury, 2002:13) also stated that when someone spends most of his/her time to learn grammar, there is no significant improvement in his/her English. However, the 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 is not less important than grammar. The lack 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 role of vocabulary is really essential in English learning because vocabulary will support the students in mastering English Skills.

3. Types of Vocabulary

Vocabulary can be classified into oral and print form (Hibert and Kamil, (2005:3). The form of vocabulary when someone

speaks orally or reads orally belongs to oral form. Conversely, when someone reads silently or writes something, vocabulary will be seen in print form. Furthermore, Hibert and Kamil (2005:3) also stated that vocabulary can be classified into two types; productive and receptive vocabulary. Those types will be explained bellow:

a. Productive Vocabulary

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 (2005:3) productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. While Haycraft in Hacth and Brown (1995:370) stated that productive vocabulary is words which the student understands, pronounce correctly and use constructively in speaking and writing.

b. Receptive Vocabulary

Receptive vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use (Hiebert and Kamil, 2005:3). Receptive vocabulary is words that the students recognize and understand when they

occur in context, but which he cannot produce correctly. (Haycraft in Hacth and Brown, 1995:370).

4. The Aspects of Vocabulary

According to Lado as cited in Mardianawati (2012:11) there are five aspects of vocabulary which are needed to be learned by the students. They are (1) Meaning; (2) Spelling; (3) Pronunciation; (4) Word Classes and (5) Word Use. Those aspects will be explained bellow:

1. Meaning

Meaning becomes one of essential aspects that should be learned by the students because meaning refers to how the word give its meaning to the language users. Frequently, a word may have more than one meaning when it is used in different context. For example, the word "*present*" as a noun has meaning *a period of time that is happening now*. The word "*present*" as a noun also can be defined as *something that you give to someone, usually for a particular occasion*. Therefore, it is really important for the students to know the meaning of the word, because it will help them to use and understand the message from that word when it occurs in different context.

2. Spelling

When the students encounter a word for the first time, they need to know how to spell that word. Spelling refers to what a

word look like (its spelling). By knowing the spelling of a word, the students will know how to write a word correctly in written form. Therefore, it is really important for the students to know the spelling of the word.

3. Pronunciation

When the students learn vocabulary, they also need to know what a word sound like (its pronunciation). It will help the students to understand what the other means to say. If a word sound incorrectly, it will be difficult for someone to understand it. Therefore, it is really essential for the students to know how to pronounce a word correctly because it will avoid miss understanding in spoken communication.

4. 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.

4. Word Use

Word use refers to how a word is used in a language. Word use may also involve grammar and thus be the subject of profound analysis (Mardianawati, 2012:11).

In this research, the teaching learning process will be focused on aspect of meaning, word use and pronunciation. It is because those aspects become the focus on *hot seat* game, and they are suitable for *hot seat* game that will be implemented in the class.

5. Technique for Teaching Vocabulary

Teaching vocabulary is really essential in language learning. The teacher should be able to use appropriate way for teaching vocabulary so that the students can learn vocabulary effectively. According to Harmer as cited in Yulianto (2010:19-20) 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. For example, if the teacher wants to convey the meaning of the word “pen”, it can be easily conveyed by showing the pen to the students. This method is really effective to make the students understand well the meaning of a word. However, this technique has limitation, because the teacher cannot show all the things in real object. It is limited just for certain single thing or a word that can be easily taken to the classroom or easy to be found by the students.

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 used as visual representation of the real thing that cannot be shown directly by the teacher. The using of this technique, for example can be seen when the teacher wants to teach about profession, the teacher can use flashcards which show the kinds of professions such as the picture of doctor, police, teacher etc.

c. Mime, Action and Gesture

Sometimes it is almost impossible to explain about the meaning of a word by using realia or showing pictures. In this case, the teacher can use mime, action and gesture to easily explain the meaning of a word to the students. Commonly, a teacher 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 a word by contrasting that word with its opposite. For example the word “lazy” is contrasting with the word “diligent”.

e. Enumeration

This technique can be used by the teacher when the teacher finds difficulties in explaining a certain word. For example, when the teacher wants to explain the meaning of the word “transportation”, the teacher can enumerate a number of transportation such as bus, motorcycle, car, etc.

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 or more sentences to explain a word. For example, when the teacher wants to introduce the word “scissors”, the teacher can explain by using sentence like *a tool for cutting paper, hair, cloth, etc.*

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.

6. Steps in Vocabulary Learning

There are five essential steps in vocabulary learning (Brown and Payne in Hatch and Brown, 1995:373-390):

a. Encountering New Words

The first essential step in vocabulary learning is encountering new words. Thus, the students need to have sources to

find new words. There are many sources to find new words such as books, television, radio, newspaper and magazines. The students strategies here included “learning new words by reading books,” “listening to TV and radio,” and reading newspaper and magazines” (Payne in Hatch and Brown, 1995:373). Therefore, reading book is not the only way to encounter new words. The students can find new words by watching television, reading newspaper or magazines and also listening to the radio.

b. Getting the Word Form

Getting the word form here means getting a clear image, either visual or auditory or both of the form of vocabulary item. The importance of having clear image of the “form” of a word becomes apparent when the students think about what happens when they try to retrieve words. The importance of getting the form of the words also appears when learners are asked to give definition for words (Hatch and Brown, 1995:378).

c. Getting the Word Meaning

The third essential step in vocabulary learning is getting the word meaning. There are several ways to get the meaning of words. The common way of getting the word meaning is by using dictionary. Another way of getting definition is by having a bilingual friend or teacher explain. The popular way for learner to get the meaning of words is through context. Learners guess the

meaning of words from the situation, discourse, and/or context in which they are used, and from the structure of the words themselves. (Hatch and Brown, 1995:384).

d. Consolidating Word Form and Meaning in Memory

In this step, the learners need to consolidate the word form and meaning in their memory. To strengthen the form-meaning connection, the teacher can use many kinds of vocabulary learning drills such as flashcards, matching exercises, crossword puzzles, etc.

e. Using the Words

The last essential step in vocabulary learning is using the words. By using the words, the students will have a chance to memorize the word and its meaning deeply on their mind after they learn it. (Hatch and Brown, 1995:390).

B. Hot Seat Game

1. The Definition of Hot Seat Game

Hot seat game is a vocabulary team game in which students in a team try to communicate a 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 the word. This definition is also reinforced by Robertson (2003) who said that *hot seat* game is a game which has the aim for the students in the teams to describe the word, using synonyms, antonyms, definitions

etc. to their team-mate who is on the “*hot seat*”, who cannot see the word. Moreover, Lackman (2011:63) also stated that *hot seat* game 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 word as a clue.

Then, “*hot seat*” in this game itself 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 (Robertson, 2000). In this game, each team will has the turn to play this game. Each team has 5 minutes to get as many words as possible. The team which can guess the most words will be the winner of the game

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. The Rules of Giving Clues in Hot Seat Game

In *hot seat* game, 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 (2000) 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. Furthermore, they are only allowed to use verbal clues, to get their seated teammate to say the item written on the board. (Kaprowski, 2006:1). They are not allowed to say, mime, draw, spell or point the word if the word is an object in the room. They also mustn't say the item written on the board, in full or part (Kaprowski, 2006:1).

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 this word, the students can give clue by saying “the antonym of stupid is...” or “what is the synonym of clever?” The student 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.

3. Grouping in Hot Seat Game

To play this game, the teacher should divide class into several teams. According to Robertson (2003) the 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 or 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.

4. The Purpose of Hot Seat Game

In language learning, the students need to acquire an 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 students need to enrich their vocabulary. When the students enrich their vocabulary, they will encounter many new words that should be 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 Koprowski (2006:1) who list this game as one of the games from ten games 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 the words which have been learned before. In this case, the use of *hot seat* game can become one alternative technique that can be used by the teacher to recycle 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.

5. Steps to Play Hot Seat Game

This game is really easy to be implemented in English classroom. There is no special preparation for doing this game. To play 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. Here are the steps to play *hot seat* game according to Robertson (2003):

1. 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).
2. Teacher asks all of the students to face the blackboard or whiteboard.
3. Teacher takes an empty chair - one for each team - and put it in front of the class, facing the team members. These chairs are the '*hot seats*'.
4. 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.
5. Teacher takes a list of vocabulary which have been prepared before.
6. Teacher takes the first word from the list and writes it clearly on the board.
7. 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.

8. The student in the *hot seat* listens to their team-mates and tries to guess the word.
9. The first *hot seat* student to say the word wins a point for their team.
10. Teacher asks the other student on each team to sit on the Hot seat.
11. Then, teacher writes the next word.

To play this game, the teacher can also do some variations depending on the situation in the class without ignoring the main rule of *hot seat* game. The variation of this game 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 in turns (Kaprowski, 2006:1). In addition, Robertson (2003) 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 game can be adapted to different class sizes.

In this research, the number of students in each class is large. Thus, to implement this game in the classroom, the researcher needs to do some variations like suggestion from Robertson and Kaprowski above. Furthermore, in this research, 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* Game in this research are:

1. Teacher divides the class into four teams.
2. Teacher places a “*hot seat*” in front of the class with the blackboard or whiteboard behind it.
3. Each team chooses one person to sit on the “*hot seat*”.
4. Each team has turn to play the game.
5. 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.
6. The teacher writes one word on the blackboard or whiteboard.
7. Each member on the team takes turns 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.
8. The students on the “*hot seat*” listens the clues from her/his friends.
9. 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 he/she cannot guess the word, and the teacher will write the next word.

10. Each team has 5 minutes to get as many words as possible.
11. The team which can guess the most number of words will be the winner.
12. The teacher asks each team to make a sentence for each word which have been guessed by them on the game.

6. Advantages of Hot Seat Game

The use of *hot seat* game 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 lesson (Lackaman, 2011:63). In this game, the teacher needs to prepare some words that should be guessed by each team. The words which are used in this game are the words which have been taught, either in a previous lesson or earlier in that lesson. Therefore, this game is really appropriate for recycling students' vocabulary.
- b. Playing "*hot seat*" is challenging and also fun for students. This game is competitive game. Thus, each team should compete to be the winner of the game and it will be very challenging for the students. Furthermore, this game also can make the students feel fun in learning vocabulary because this is a very lively activity that can give the student new experience in learning vocabulary.

- c. This game makes the students more enthusiastic in learning vocabulary. By using this game, the students will have better motivation in learning vocabulary because they enjoy the game.
- d. This game 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 student 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.

C. Relevant Previous Studies

There are several relevant previous studies of using *hot seat* game. The first study entitled "Ten Good Games for Recycling Vocabulary" comes from Koprowski in 2006. In this study, Koprowski introduces some games for recycling vocabulary. Koprowski (2006:1) 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 2008. In this study, Maffione reveals several 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 games in the classroom (Maffione,

2008:23). In this case, she recommends *hot seat* game as one example of games that involve the element of fun. Then, Maffione (2008:23) stated that *hot seat* game is an example of a very nice game, useful both for practising vocabulary and encouraging students to produce language.

The next study entitled “Play Activities for Primary English Learners in Vietnam” comes from Huong in 2013. 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* game becomes one of play activities that were used in these classes. Huong (2013:83) also stated that the use of some simple games such as hot seat, dice game, shark attack, and hangman make the class becomes fun environment for learning.

D. Basic Assumption

In learning vocabulary, students commonly have problem to remember words which have been studied in previous lesson. Thus, it is really important to recycle students' vocabulary. By recycling activity, 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* game, can facilitate students to recycle their vocabulary. Recycling vocabulary in this game 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 game, students can learn vocabulary in challenging and fun way so that they will easily memorize the vocabulary which have been studied before. In this case, the researcher assumes that teaching vocabulary using *hot seat* game is effective.

E. Hypothesis

Based on the explanation above, it is hypothesized that teaching vocabulary using *hot seat* game is effective.

