

**Teaching Vocabulary By Using “Hot Seat Game”
to Seventh Grade of Junior High School Students**

Paper

*Submitted as a Partial Fulfillment of Requirements for Strata One (S1) Degree at
the English Department of FBS UNP*



By:

Frika Daniati

86690/07

Advisor:

Drs. Sunaryo

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGE, AND ARTS
STATE UNIVERSITY OF PADANG**

2012

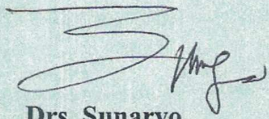
HALAMAN PERSETUJUAN MAKALAH

Judul : Teaching Vocabulary By Using "Hot Seat Game" to Seventh Grade of Junior High School Students
Nama : Frika Daniati
TM/NIM : 2007/ 86690
Program Studi : Pendidikan Bahasa dan Sastra Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Januari 2012

Disetujui oleh :

Pembimbing,



Drs. Sunaryo

NIP.19520528 197903 1 001

Ketua Jurusan,



DR. Kurnia Ningsih, M.A.

NIP.19540626 198203 2 001

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

Nama : Frika Daniati

NIM : 2007/ 86690

Dinyatakan Lulus Setelah Mempertahankan Makalah Di Depan Tim Penguji

Program Studi Pendidikan Bahasa dan Sastra Inggris

Jurusan Bahasa dan Sastra Inggris

Fakultas Bahasa dan Seni

Universitas Negeri Padang


**TEACHING VOCABULARY BY USING “HOT SEAT GAME”
TO SEVENTH GRADE OF JUNIOR HIGH SCHOOL STUDENTS**

Padang, Januari 2012

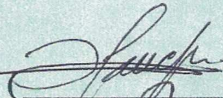
Tim Penguji

Tanda Tangan

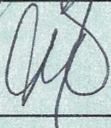
1. Ketua : Drs. Sunaryo

()

2. Anggota : Havid Ardi, S.Pd., M.Hum.

()

3. Anggota : Muhd. Al-Hafizh, S.S., M.A.

()

ABSTRAK

Frika Daniati, 86690/2007. Teaching Vocabulary By Using “Hot Seat Game” to Seventh Grade of Junior High School Students. Paper. Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Pengajaran bahasa Inggris tidak bisa dipisahkan dari pengajaran kosakata, karena kosakata merupakan komponen utama bahasa. Dengan kata lain, sangat tidak mungkin bagi seseorang untuk berkomunikasi dengan orang lain tanpa mengenal kosakata. Siswa harus memahami kosakata untuk bisa menggunakan empat keterampilan dalam berbahasa Inggris yakni mendengar, berbicara, membaca, dan menulis. Untuk itu, penekanan terhadap penguasaan kosakata perlu dilakukan.

Dalam makalah ini, penulis mencoba menguraikan salah satu teknik pengajaran kosakata yaitu menggunakan “Hot Seat Game” yang terintegrasi dalam keterampilan membaca. Teknik ini dapat memberikan kemudahan kepada siswa dalam memahami kosakata baru dari sebuah teks recount. Teknik ini menuntut siswa untuk bekerja dengan timnya. Kerja tim adalah untuk memberikan ‘*clue*’ kepada temannya yang duduk di ‘*kursi panas*’ agar dapat menebak kata yang tertulis di papan tulis. Dalam teknik ini, guru memerlukan papan tulis, bangku, dan spidol yang tentunya sudah ada di ruangan kelas. Namun, guru juga dapat menambah fasilitas lain seperti LCD dan in focus dalam menunjang minat belajar siswa.

Dengan menggunakan teknik ini, bukan hanya dapat menarik minat siswa dalam mempelajari kosakata tetapi juga dapat memudahkan para guru dalam pengajaran kosakata. Di samping itu dapat menciptakan suasana kelas yang lebih menyenangkan, sehingga proses belajar mengajar dapat berjalan dengan baik.

ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim, in the name of Allah, the most merciful and the most graceful. *Alhamdulillah*, praises and thanks to Allah S.W.T who has given the writer knowledge, strength in finishing writing is entitled “Teaching Vocabulary By Using “Hot Seat Game” to Seventh Grade of Junior High School Students.”

This special acknowledgement is due to the writer’s advisor, Drs. Sunaryo, for his continuous guidance, valuable advices, time and help in completing this paper. The writer also wants to express her gratitude to Muhd. Al-Hafizh, S.S., M.A, as her academic advisor during her studies in UNP. The writer’s gratitude is also given to two examiners: Havid Ardi, S.Pd., M.Hum., and Muhd. Al-Hafizh, S.S., M.A. for giving comments and suggestions toward the writer’s paper.

Above all, the writer would like to express her deeper gratitude to her beloved parents for their wonderful loves and prays. Thus, the writer says thank to the employees in English Department of UNP for helping her during her studies. This bachelor degree is dedicated to you all. May ALLAH bless us.

Padang, January 2012

The writer

TABLE OF CONTENT

ABSTRAK	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENT	iii
CHAPTER 1 INTRODUCTION	
1.1 Background of the Problem.....	1
1.2 Formulation of the Problem	4
1.3 Limitation of the Problem	4
1.4 Purpose of the Paper.....	5
CHAPTER 2 REVIEW OF RELATED LITERATURE	
2.1 The Nature of Vocabulary.....	6
2.2 Teaching Vocabulary at Junior High School	7
2.3 Game	9
2.4 Hot Seat Game	11
CHAPTER 3 DISCUSSION	
3.1 Preparation for Applying Hot Seat Game in Teaching Vocabulary	14
3.2 Teaching Procedure of Using Hot Seat Game in Teaching Vocabulary	14
3.3 Advantages of Using Hot Seat Game in Teaching Vocabulary.....	17
CHAPTER 4 CONCLUSION AND SUGGESTION	
4.1 Conclusion.....	19
4.2 Suggestion	19
BIBLIOGRAPHY	20
APPENDICES	22

CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

English is a global language which used by many people around the world for communication. It becomes the most important language among the other languages. There are various reasons for the importance of English language, like travel, education or studies, correspondence, and internet. Education is one of the reasons why people should know English as their second language.

Due to the important role of English as a universal language, English is not only taught and learnt in English speaking countries but also in non-English speaking countries. In Indonesia, English has been studied by students from elementary school up to university level. Students should master English subjects in order to make them ready to face the world.

There are four skills that have to be mastered by the students. They are listening, speaking, reading and writing. In order to master those skills, the first thing that should be learned and known is vocabulary.

Vocabulary is one of the most important elements in learning English. Students who have more vocabulary will get easy in communicating with others. If the students have lack of vocabulary, they cannot write because they are not able to deliver ideas, they will not understand what they read because

they do not know the meaning of any difficult words that was found. They are not able to speak or communicate with other people because they misunderstand what they talk so that they have to know the words that are used in sentences. In short, vocabulary is important because it can be said as the basic thing and it is integrated to English skills.

In this paper, the writer focuses on reading skill. The importance of vocabulary can be seen in reading activity. For junior high school students, they should learn some kinds of texts, a recount text, for instance. According to Dene (2011), *“An increased vocabulary will help the student communicate with others and will eventually help the students to read.”* Students still get difficulties in understanding a text because they lack of vocabulary. It can be caused by three factors.

The first factor is caused by the teachers who still use some conventional techniques in teaching vocabulary such as translation technique. In this technique, the students are given list of vocabularies together with their meaning in their mother language. This technique makes the students not active in teaching and learning process. Students are demanded to memorize the words and the meaning together. However, it is difficult for the students to memorize the words, since they seldom practice. Students only learn the words and the meanings, without knowing how to use it in communication. Besides, the teachers write some new words in the white board, and then ask the students to find the meaning of those words from dictionary. After that, the teachers ask them to copy the words into their note book. Thus, this technique

makes the students become passive in learning, because the students tend to look up the dictionary and copy them in the note book without trying to practice it in daily life.

Moreover, the teachers are not creative in selecting the materials, which are not suitable with the students. The teachers do not try to vary the materials. The teachers just focus on one book in teaching vocabulary. In fact, this sometimes does not help the students to increase their vocabulary. The materials are regarded monotonous and not interesting for the students.

Furthermore, most of the students assume that learning vocabulary is a boring activity. This assumption appears because they do not like to do the usual classroom activity in learning vocabulary such as remembering and repeating the words. Therefore, the students feel bored and do not enjoy that subject. They will forget about the words that they have learned soon.

From the reasons above, there are several factors that make the students lack of vocabulary. They are inappropriate technique used by the teachers, the uninteresting materials, and boring activity in learning vocabulary.

In conclusion, the teacher should create an interesting activity or interesting technique to substitute the boring activity created by conventional techniques. By using an interesting technique, it is expected that the students are able to memorize and remember the lesson especially vocabulary that they

have learned. One alternative that can be done by the teachers is teaching vocabulary by using “Hot Seat Game”.

“*Hot Seat Game*” is one of communicative technique that can be used to improve seventh grade of Junior High School students’ vocabulary. *Hot Seat Game* is a good way in practicing vocabulary that has been learned in reading activity. In this game, the teacher just needs a chair that will be a ‘*Hot Seat*’. The students work in groups. There are two groups in this game. Each group has their own volunteer to sit in the Hot Seat. And the members have to give a clue to their volunteer to say the target word. They will feel enjoyable and have fun.

1.2 Formulation of the Problem

Based on the explanation above, the problem can be formulated as follows: How can “Hot Seat Game” can be used in teaching vocabulary to seventh grade of junior high school students?

1.3 Limitation of the Problem

There are many texts that should be learned by the students in junior high school. For seventh grade students, they should learned two types of texts: descriptive and recount. However, the writer has decided to limit the teaching of vocabulary in reading recount text.

1.4 The Purpose of the Paper

This paper is expected to provide an alternative technique of teaching vocabulary. By using this technique, the teachers can increase students' vocabulary in reading activity. In addition, it gives solution to the problems that the students faced in mastering vocabulary.

CHAPTER 4

CONCLUSION AND SUGGESTION

4.1 Conclusion

Hot Seat Game is a great game in enriching seventh grade students' vocabulary. It gives a challenge for the students to increase their vocabularies. This method is very useful to be applied in the class because all the students in the class have the same opportunity to take a turn sitting in the hot seat. This game helps the students to get the meaning of a new word so that they can use it effectively.

4.2 Suggestion

1. The writer suggests the English teacher can be more creative in teaching vocabulary. This technique can be a choice to be applied in the classroom. It will make the students more enjoyable.
2. The teachers have to consider the time when they use Hot Seat Game in helping students to enrich their vocabulary.
3. Teachers should give support to students in developing students' vocabulary.
4. Teachers also have to be more creative in teaching vocabulary so that the students are motivated to study.

BIBLIOGRAPHY

- Aubrey, Mark. 2010. "ESL Teaching – Tips for Developing Students Vocabulary." Retrieved on November 21, 2011 from <http://ezinearticles.com/?ESL-Teaching---Tips-For-Developing-Students-Vocabulary&id=4709974>
- Bagwell, Rebecca. 2010. "Games for English Learners From Beginners to Pre-Intermediate." Retrieved on December 2nd, 2011 from http://www.ehow.com/list_6182839_games-english-learners-beginners-pre_intermediate.html
- Bodeeb, Julia. 2010. "Play "Hot Seat" to Understand Character Motivation." Retrieved on October 12nd, 2011 from <http://www.brighthub.com/education/k-12/articles/8522.aspx#ixzz1bfYNhEIk>
- Colorado, C. 2007. "Vocabulary Development." Retrieved on December 2nd, 2011 from <http://www.colorincolorado.org/educators/teaching/vocabulary/>
- Cruse, Allan. 2000. *Meaning in Language: An Introduction to Semantic and Pragmatic*. New York: Oxford University.
- Dene, Penelope. 2011. "Vocabulary Strategies for English Language Learners." Retrieved on December 31st, 2011 from http://www.ehow.com/info_7885198_vocabulary-strategies-english-language-learners.html
- Ersoz, Aydan. 2000. *From 'Six Games for the EFL/ESL Classroom'*. The Internet TESL Journal, Vol. VI, No. 6. Retrieved on December 14th, 2011 from <http://www.teflgames.com/why.html>
- Ireland, Jon. 2011. "Games for Teaching English to Children." Retrieved on December 31st, 2011 from http://www.ehow.com/list_7919153_games-teaching-english-children.html
- Kim, Lee Su. 1995. "From 'Creative Games for the Language Class'." Retrieved on November 23rd, 2011 from <http://www.teflgames.com/why.html>
- Langley, Michelle. 2010. "Vocabulary Games for English Language Learners." Retrieved on November 23rd, 2011 from http://www.ehow.com/list_6624901_vocabulary-games-english-language-learners.html

- Mayank, J. 2011. "How to Teach an English Learner's Vocabulary to Children." Retrieved on November 24th, 2011 from http://www.ehow.com/how_7813269_teach-english-learners-vocabulary-children.html
- Medley, Shari. 2010. "Hot Seat." Retrieved on November 4th, 2010 from http://www.educationworld.com/a_lesson/04/lp328-04.shtml
- Metsala, J., & Walley, A. (1998). Spoken vocabulary growth and the segmental restructuring of lexical representations: Precursors to phonemic awareness and early reading ability. In J. Metsala & L. Ehri (Eds.), *Word recognition in beginning literacy* (pp. 89-120). Mahwah, NJ: Erlbaum.
- Moras, Solange. 2001. "Teaching Vocabulary To Advanced Students: A Lexical Approach." Retrieved on November 24th, 2011 from <http://www.amle.org/Research/ResearchSummaries/VocabularyTeaching/tabid/1728/Default.aspx>
- Nunan, David. 2000. *Language Teaching Methodology: a Text-book for Teacher*. London: Person Education Ltd.
- Nuyen, N.T.T. & Nga, K.T.T. 2003. The effectiveness of learning vocabulary through games. *Asian EFL Journal* 5. Retrieved on December 2nd, 2011 from http://www.asian-efl-journal.com/dec_03_sub.Vn.html
- Quinn, Tammy. 2011. "Substitute ESL Class Ideas". Retrieved on February 10th, 2012 from http://www.ehow.com/way_5212349_substitute-esl-class-ideas.html#ixzz11J5VsnAV
- Ur, Penny. 1991. *A Course in Language Teaching, Practice, and Theory*. Cambridge: Cambridge University Press.
- Whorter, Kathleen. 1992. *Efficient and Flexible Reading, Third Edition*. London: Halper Collins Publisher.