

# TEACHING VOCABULARY THROUGH HOT SEAT TO YOUNGLEARNERS

**Hartini Agustiwati**

*Universitas Palembang*

[hartiniagustiawati@yahoo.co.id](mailto:hartiniagustiawati@yahoo.co.id)

First Received: 16 June 2022

Final Proof Received: 20 July 2022

## Abstract

English is so global in the world. Teaching English as foreign language is not easy. It needs motivation, spirit and willingness. Especially young learners, they have no area to speak and practice. That condition makes serious effect. In order to improve students' speaking ability, teacher must ask them to memorize and learn Vocabulary. Unfortunately, it is a big problem to persuade students to read and memorize it. Vocabulary is the most important element in learning English. Teaching vocabulary is challenging to young learners. It will be boring without method, games and interesting technique. As an instructor, teacher or lecturer must find out a strategy to face this condition. We should create simple way but interesting to our students. In order to help young learners to learn vocabulary, we can use easy and simple game. So, Hot seat can be a solution to learn vocabulary. It is suitable to young learners and easy to use. Students can memorize the words and have fun in learning.

**Keywords:** Teaching, vocabulary, hot seat

## INTRODUCTION

Vocabulary is very important to support skill in English. Teaching vocabulary for young learners is challenging. Sometimes, learning vocabulary is boring. As a teacher of English, we must be creative to think. What will we do to communicate with also can be strength to support someone's life, example in a job field. It helps us a lot and useful to our life. Bryne (1998:8) states that speaking is oral communication between listener and speaker that involves the productive skill and understanding. In teaching English as a foreign language, speaking English will be hard to be conducted fluently. There are many factors which give influence in teaching speaking English, they are: Vocabulary, grammar, pronunciation, comprehension and fluency. Those factors have important role to support speaking ability.

In order to help the problem, we must look for a method or strategy which is suitable with our needs. The method can be applied to practice students in speaking English. There are many methods in teaching English; we can start from the easiest until the highest. The most importance thing that the method must be suitable with students' condition in the classroom. We must select a method based on students' ability. A method will be conducted is Picture series. It is simple but interesting. The method will help students to speak with some pictures, so they have a guide. The role of picture will be useful to help them. They can describe, see, and remember many things through those pictures. Vocabulary is the knowledge of words and encompasses all of the words we know and use when speaking (Stahl & Nagy, 2006).

Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" (Harmer 1991, p. 104). "Vocabulary work can be directed toward useful words and can give learners practice in useful skills" (Nation, 1990, p. 1). Students need assistance and practice with the academic words that help them think, write, and speak with precision in school even if those terms are not specific to the content area (Marzano & Pickering, 2005).

English nowadays is very important to learners including kids, teenagers and adults. There is solution for students who want to learn English fast. Students can join courses, private course and learn English together with friends. In Indonesia, Some schools provide service to learn English. They make English club after teaching and learning time. It is also useful to students to learn English effectively. There is a lot of time to practice English with

**How to cite this article:** Agustiwati, H. (2022). Teaching Vocabulary through Hot Seat to Young Learners. *Global Expert: Jurnal Bahasa dan Sastra*, 10(1), 28-38

teachers and friends. They can learn English by video, music, photo diary, song and storytelling. Every student gets a chance to improve their ability in learning English. The use of English is very important to support students' future. The more they learn English the more they get benefits for their brighter future.

Especially in writing, students need critical thinking to improve their ideas and write something specifically. However, Writing is the most difficult skills among those four skills in English. We can imagine if students cannot speak English till they are adult. Everything can be hard for them. In this research, it was found that students have problem in learning English, Including all skills, listening, speaking, reading and writing. In listening students cannot listen the native speakers clearly, they feel really hard to get the meaning and understand the content. In speaking, student cannot speak even a little. They get really serious problem to pronounce and speak. In reading, students must have knowledge and understanding about vocabulary. Especially in reading comprehension, students cannot answer correctly.

In writing, students feel very hard to do it. They can't develop their ideas in their composition. They do not understand about paragraph, punctuation mark, organization of the text and grammar. It will be a serious problem in English Skill. Based on the illustration above, the paper has been written to conduct the research about writing and how the students improve their ability in writing. What will we do to communicate with also can be strength to support someone's life, example in a job field. It helps us a lot and useful to our life

Shortly, whoever will teach English have important role to persuade students to talk. As an instructor, we can take a part in order to help students who really need to learn English. Motivation, advice and strategy can be conducted to reach a goal and achievement in learning English. Based on the illustration and explanation, this paper can elaborate the use of picture series to help students in speaking English. Based on the outlines above, the problems of this study were formulated in the following questions: (1) Was there any significant difference in vocabulary achievement between the students who were taught through hotseat and those were taught without hotseat?

### ***Concept of Teaching***

Teaching means sharing, giving, discussing and telling knowledge to others. It is an activity to learn, think, find out and get new thing. The role of teacher must be one of facilitator and coach, not an authoritative director and arbiter. This facilitative role of the writing teachers has inspired research on the role of the teacher as a response to students' writing. The first role is that the teacher becomes a motivator for the students. In this role the functions of the teacher are to motivate the student and to create the beneficial condition for the students in composing the writing. The teacher also persuades the students of the usefulness of this activity and the last encourage them to give the best effort to get the best result. The essences of teaching are guiding and facilitating students to work. This is supported by Brown (2000: 7) who proposes that "teach is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning". It implies that teaching cannot be separated from learning. Giving motivation to students is very important. They must have self-confidence to use English. In order to help students, a strategy can be used to motivate, ask and persuade them to practice English. Role playing is one of the strategy to motivate students to speak English. Students can play character in a group. Role-playing is the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. In the field of psychology, the term is used more loosely in four senses:

- a. To refer to the playing of roles generally such as in a theatre, or educational setting;
- b. To refer to taking a role of an existing character or person and acting it out with a partner taking someone else's role, often involving different genres of practice;
- c. To refer to a wide range of games including role- playing video game (RPG), play-by-mail games and more;
- d. To refer specifically to role-playing games.

### ***The following elaboration of the teaching and learning***

#### 1. Building knowledge of field.

This stage focuses on building up a shared experience and cultural context about the topic of text. The interactions mostly happen between teacher and class, and students and students. The focus is on the content information and the language of the genre of the text that is going to be used. It particularly focuses on controlling relevant vocabularies and grammatical patterns of the particular genre.

#### 2. Modeling of text.

This stage focuses on introducing particular genre through a model of text that deals with the field that the students have already explored in the stage of building 17 knowledge of field. Through the model text, teacher and class work together exploring the cultural context, social function, schematic structure, and linguistics features of the text are using spoken language to focus on written text.

#### 3. Joint construction of text.

In this stage, when students are already familiar with all of the features of particular genre, teacher and students work together to construct texts that are similar to the text that have already been learnt in the previous stage. In constructing the text, attention should be paid to the schematic structure, linguistic features and knowledge of the field of the text.

#### 4. Independent construction of text.

In this final stage, students are ready to work independently to produce their own text. Teacher can let students to work on their own. In other words, teacher should minimize their support, scaffolding and interference on students learning process. It will provide students with the opportunity to show their ability to create a text that has schematic structure, linguistic features and knowledge of the field in accordance with the genre that is being studied.

### ***Concept of Vocabulary***

According to Steven Stahl (2005), "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." We continue to develop vocabulary throughout our lives. Words are powerful. Words open up possibilities, and of course, that's what we want for all of our students. Teachers need to take word-consciousness into account throughout their instructional day—not just during vocabulary lessons (Scott and Nagy, 2004). It is important to build a classroom "rich in words" (Beck et al., 2002). Students should have access to resources such as dictionaries, thesauruses, word walls, crossword puzzles, Scrabble® and other word games, literature, poetry books, joke books, and word-play activities. We know that young children acquire vocabulary indirectly, first by listening when others speak or read to them, and then by using words to talk to others. As children begin to read and write, they acquire more words through understanding what they are reading and then incorporate those words into their speaking and writing. Vocabulary knowledge varies greatly among learners. The word knowledge gap between groups of children begins before they enter school.

Why do some students have a richer, fuller vocabulary than some of their classmates?

1. Language rich home with lots of verbal stimulation
2. Wide background experiences
3. Read to at home and at school
4. Read a lot independently
5. Early development of word consciousness

Why do some students have a limited, inadequate vocabulary compared to most of their classmates?

1. Speaking/vocabulary not encouraged at home
2. Limited experiences outside of home
3. Limited exposure to books
4. Reluctant reader
5. Second language—English language learners

### ***Technique for Teaching Vocabulary***

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.

**Global Expert:** *Jurnal Bahasa dan Sastra*  
Vol. 10, No. 1, July 2022

### *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.

### *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.

### *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.

### *Contrast*

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

### *Enumeration*

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

### *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.

### *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

## ***The Importance of Vocabulary***

According to Bintz (2011) Vocabulary has important role in English learning. It is one element that links the four skills of speaking, listening, reading, and writing all together. 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.

According to Huyen & Nga (2003) 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.

## ***The Aspects of Vocabulary***

According to Lado (2012), 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

### *Meaning*

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

### *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.

#### *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.

#### *Word*

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.

#### *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

There are four skills in learning English, they are listening, speaking, reading and writing. The most difficult skill is writing and the lowest is listening. Nunan (1999) states that speaking is the process of building and sharing meaning through the uses of verbal and non verbal symbol in various contexts. Furthermore, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Nunan, 2003, p. 217) People all over the world? The answer is speaking English. There are many benefits of using English, example having relationship with foreigners, promoting our business, travelling to all countries and understanding international journal. In Indonesia, Learning English is quite hard, it is because of students cannot practice their English anywhere. It makes teaching English will be challenging. According to English Proficiency Index (2014), Indonesia is the 24<sup>th</sup> rank among 63 countries in the world. It shows that Indonesia isn't in a good rank. This is very serious problem to our country. As teachers and lecturers who teach English, we have bigger responsibility to solve the problem. We cannot teach only, but we must find strategy to persuade many people especially students to learn and practice their English.

Some people suppose that Students are afraid, lazy and shy to practice their English. Why people say so? The answer is speaking English. Speaking English is scary to them. They need a brave and strong eager to face it. It sounds so sad. As we know that speaking is a tool to communicate each other. It gives us information and message. How important speaking is. In the Global Era, speaking English is very important. It gives value to anyone who can speak English well. Speaking skill is one of the language skills that are very essential to support further oral communication especially in English, but it is the most difficult skill to develop (Ur, 1996).

As we talk above, there are five factors which give influence to speaking ability, example: (1) comprehension is the ability to interact with the meaning, context, and understand the conversation (2) fluency is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently (3) Vocabulary is the high proportion of words and expressions that express their attitude (4) Pronunciation is the students' ability to produce pitch, intonation, individual sounds, sounds, spelling, and stress (5) Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. There are five components generally recognized in analysis of speaking process. They are pronunciation (including the segmental features-vowels and consonant and the stress and intonation / pattern), grammar, vocabulary, fluency (the case and the speech of the flow of speech), and comprehension.

In order to help students to improve their speaking ability, a method can be used. A strategy will have important role to support students' motivation to talk and learn English. Teachers and lecturers must find a right strategy and method which is suitable to the students' needs. So, they don't learn English only but also play game in English

### ***Concept of Hot Seat***

Hot seat is one of the strategies in teaching vocabulary and a strategy which can help pupils either to build a character or to develop a greater understanding of character in the text. According to National Professional Development Program (1996) hot seat is an activity in which students are able to take on roles and use questions in an interview situation. 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.

According to Lackman (2011), 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.

#### *The Rules of Giving Hot seat*

1. First, split your class into different teams (two is best, but if you have a large class, any number could be used).
2. Sit the students facing the board.
3. Then take an empty chair - one for each team - and put it at the front of the class, facing the team members. These chairs are the 'hot seats'.
4. Then get 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. As the teacher, have a list of vocabulary items that you want to use in this game.
6. Take the first word from that list and write 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 in the hot seat - that person can't 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. Then change the students over, with a new member of each team taking their place in their team's hot seat.
11. Then write the next word...

This is a very lively activity and can be adapted to different class sizes. If you have too many teams, perhaps some teams will have to wait to play. Or if the team sizes are large, you can restrict how many team members do the describing.

#### ***How it works***

Participants are given particular roles to play in a conversation or other interaction, such as an email exchange, typical of their discipline. They may be given specific instructions on how to act or what to say, as an aggressive client or patient in denial, for example, or required to act and react in their own way depending on the requirements of the exercise. The participants will then act out the scenario and afterwards there will be reflection and discussion about the interactions, such as alternative ways of dealing with the situation. The scenario can then be acted out again with changes based on the outcome of the reflection and discussion.

If you are interested in trying Hotseat there are a few practical questions that you should answer:

1. Where in the course/module would this approach work best?
2. Are there situations and interactions that students would benefit from being able to explore?
3. Would „live“ role-play be most appropriate or would it need to be staggered over a longer period of time?
4. Should the students take on all of the roles, will the tutor take a role, or can people with direct experience be involved, e.g. having a genuine client or patient play their own part?
5. How much technology should be involved? Which tools are most suited? What support would be needed?
6. Are the students (and other tutors) ready for this?

Having thought about these questions, you should have worked out whether role-play is an approach that makes sense in your context and have some ideas about how to introduce it. If you are still unsure, you could try a small exercise in a single session and see how the students respond

#### *A. Why use Hotseat ?*

It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer advocates the use of role-play for the following reasons:

1. It's fun and motivating
  - a. The creative aspect of the exercise will make it seem more like play than like work. The pressure to solve a problem or to resolve a conflict for their character can motivate a student far more than the sort of pressure that they usually face preparing for an exam, and it is far more typical of the pressure that will be on them in real life.
  - b. Hotseat exercises are particularly useful in courses for non-majors to emphasize the intersection between science and daily life. Popular geoscience role-playing scenarios generally deal with hazards and environmental issues that combine natural and social sciences.
2. Quieter students get the chance to express themselves in a more forthright way

- a. The primary purpose of role-playing exercises is to get students to look at the material they are learning in a new light. The instructor is persuading them to alter their mental maps of the world instead of just filling them in (Blatner, 2002).
  - b. Hotseat exercises show the world as a complex place with complicated problems that can only rarely be solved by a simple answer that the student has previously memorized (Cage, 1997).
  - c. Additionally, the students learn that skills they learn separately (such as quantitative and communications skills) are often used together in order to accomplish many real-world tasks (Bair, 2000).
  - d. Adding a sympathetic, generally human element to science is often encouraging to students with science and math anxiety. Lessons can use role-playing to emphasize the value of feelings and of creativity as well as of knowledge (Dallmann-Jones, 1994).
  - e. Exercises emphasizing the importance of people and their viewpoints are important preparation for students who will go on in many professions, including business, academia, and politics.
3. The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities
    - a. Students need to understand the needs and perspectives of the people around them to get through life, and to understand themselves.
    - b. Role-playing exercises can be used to develop skills important inside and outside of science: the kind of skills needed to make learned information useful in the real world. Many of these are very difficult to teach using more traditional methods of instruction: self-awareness, problem solving, communication, initiative, teamwork (Blatner, 2002).
    - c. If an assignment includes research or problem solving, students are more likely to retain knowledge that they have constructed themselves more than that simply handed to them in lecture (Havholm, 1998 ; Duveen and Solomon, 1994).
  4. Bonnet, 2000 tried, with some success, to instill ethics in school children using role-playing.
  5. Accounting students from the University of Illinois had an easier time finding jobs after completing a curriculum that included role-playing than they did after the traditional curriculum (Cage, 1997).

*B. Key Steps in Constructing a Hotseat (Ashok, 2015)*

1. The first step for the teacher is to define the aims and objectives of the role-play in order to practice skills, explore concepts etc.
2. Then the teacher is to determine external constraints like the class size or the space available.
3. Define time limit of the role-play. Construct the role-play by making use of the time effectively with maximum participants
4. Define the setting of the role-play. It has to be defined in brief. This enables the students to understand the context of the role-play setting.
5. Define clear role descriptors and at least few dialogues of major characters.
6. Define observer tasks like taking down the feedback on each role-played, new and improved dialogues etc.
7. Define debrief agenda and also clearly define the facilitator tasks.

*C. The Role of the Teacher in a Hotseat (Ashok, 2015)*

1. A teacher should keep in mind learners' needs and interests in order to choose an appropriate situation for role-plays. Ensure that the selected role-plays should be interesting and also it should give the students an opportunity to practice what they have learned. In order to make the role-play interesting it is good to let the students choose the situation among them. Encourage them to suggest themes that intrigue them or to choose a topic from a list of given situations. Teacher can also ask them to write down situations which they encounter in their own life, or when they read a book or watch a movie as this will enable them to construct the role-play in a way which will be interesting to their class members.
2. Always provide important role to intelligent, smart students and leave the average students relaxed with less important roles. The good performance of the bright students will be an encouragement to other students and some of them will take up leading roles in the next role-play session. Teacher can also interchange the roles among students based on their ability.
3. While deciding on the composition of each group teacher should consider both the abilities and disabilities of the students. For example, a group consisting only of shyest students will not lead to a good performance in role-play so teacher should mix each group with students of different abilities.
4. After the selection of the situation of the role-play think about the language needed for it especially, vocabulary. At the initial level, the students are able to tackle the language but when they move towards

higher level it will be more difficult to use the correct and appropriate language. So it is better to introduce new words and its meanings related to the role-play situations to the students. It will help them to prefigure accurately what language they need to use in those situations. It will enable the students to get an idea of roles assigned to them clearly also help them to learn new words.

1. Provide the students with concrete information and clear role descriptions, so that they could play their roles with confidence. For example, in the situation at a bus station, the person who is assigned the act of giving the information should have relevant details like: the times and destination of the bus, price of tickets, etc. with him on a cue card. Information like a fictitious name, status, age, personality, etc can also be given in it.
2. It is always better if the teacher can take one of the roles and act it out as a model at the beginning level instead of asking for volunteers to act out the assigned role-play in front of the class members.
3. Debriefing after the role-play session does not mean that pointing out and correcting mistakes. Pointing out mistakes will sometimes make the students less confident and less willing to do the other role-plays assigned to them. So feedback should be on each student's opinion about the role-play and teacher should welcome their comments.
4. The aim of the feedback session should be to discuss what has happened in the role-play and what they have learned from it, their valuable suggestions and remarks. In addition to this teacher can also ask them evaluation questions on each role-play.
5. Teacher can also note down mistakes during the role-play. It will provide the teacher with feedback for further practice and revision.
6. Teacher should avoid intervening in the role-play with error corrections and do not to discourage the students during their participation in the role-play.
7. Teacher can also give the students home task on role play exercises which will in turn help them to learn useful words and expressions. It also enables them to think about the language and to construct the sentence accordingly for an effective role play performance with confidence.

### ***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 15 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.

## **METHODS**

To conduct this study, quasi experimental research using non equivalent control group pretest-posttest design was used. Fraenkel and Wallen (1991) state that "an experiment usually involves at least two groups of subjects: an experimental group and a control or comparison group" (p. 191). The study was conducted by using two groups: experimental and control groups. The experimental group received a treatment of some sort (a new text book, a different method of teaching, and so forth), while the control group did not have treatment. In collecting the data, this study applied two tests: vocabulary test and speaking test. There were 31 valid questions in the form of multiple choices in the theme of education for the vocabulary test. In collecting the data of speaking test, the students performed a short monolog in five minutes in the theme of education. To analyze the vocabulary test, raw scores were used. The scoring focused on the number of correct answers.



## FINDING AND DISCUSSION

### *Vocabulary Achievement*

The results of the vocabulary achievement in the experimental group was presented in the following table.

**Table 1**  
**Score Distribution of the Vocabulary Achievement in the Experimental Group**

Score	Category	Pretest		Posttest	
		N	%	N	%
27-31	Excellent	0	0	0	0
22-26	Good	0	0	2	13.3
17-21	Average	9	60	13	86.7
12-16	Poor	6	40	0	0
0-11	Very poor	0	0	0	0
<b>Total</b>		<b>15</b>	<b>100</b>	<b>15</b>	<b>100</b>

The results of the vocabulary achievement in the control group were presented in Table 2.

**Table 2**  
**Score Distribution of the Vocabulary Achievement in the Control Group**

Score	Category	Pretest		Posttest	
		N	%	N	%
27-31	Excellent	0	0	0	0
22-26	Good	0	0	0	0
17-21	Average	2	13	8	53.3
12-16	Poor	13	87	7	46.7
0-11	Very Poor	0	0	0	0
<b>Total</b>		<b>15</b>	<b>100</b>	<b>15</b>	<b>100</b>

In the vocabulary pretest of the control group, there were 13 students (87%) in the poor category, 2 students (13%) in the average category. In the vocabulary posttest of the control group, there were 7 students (46.7%) in the poor category and 8 students in the average category.

Based on the findings, some interpretations could be described that teaching by using hotseat can improve students' vocabulary achievements. In the pretest, control group perform better than experimental group, but after the use of hotseat strategy, students' performance of the experimental group got higher score than control group. There were some statements to explain why hot seat could improve students' vocabulary and speaking achievements.

## **CONCLUSION**

Based on the findings and interpretations of this study, some conclusions can be drawn. First, there was a significant difference in vocabulary achievement between the students who are taught through hot seat and those are taught without hot seat. It was found out that the students in the experimental group got higher vocabulary and speaking achievements.

Based on the conclusions above, some suggestions are given to the English teachers, the students, and future researchers.

First, the learners should be given more method in relation to the teaching vocabulary activity for instance using hot seat in the classroom which explores critical thinking and arguments. Second, the teachers should select the vocabulary of using hot seat that can attract students' interest and make the teaching and learning process more alive.

Third, teachers should be able to control the students and motivate the students who do not participate actively. For researchers, who want to conduct similar research, it is suggested to consider the topics of hot seat that suitable for their level. In addition, teachers should be able to guide the students to pronounce the words accurately and fluently.

## **REFERENCES**

**Global Expert: Jurnal Bahasa dan Sastra**  
*Vol. 10, No. 1, July 2022*

- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life. Robust vocabulary instruction*, New York: Guilford Press.
- Fraenkel, J. R., & Norman, E. W. (1991). *Educational research: A guide to the process*. New York, NY: McGraw-Hill, Inc
- Harmer, J. (1991). *The practice of English language teaching*. New York, NY: Longman
- 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>
- L. Robertson, (2003), Hot Seat, accessed on Tuesday, July 17th 2018 at 09.00 AM, <http://www.teachingenglish.org.uk/article/hotseat>
- Mardianawati, L., (2012), Vocabulary Teaching Strategies Used by Teachers of Junior High School. Unpublished Bachelor Thesis, Purwokerto: Muhammadiyah University of Purwokerto, p. 11
- Marzano, R. J., & Pickering, D. J. (2005). *Building academic vocabulary for student achievement: Teacher's manual Alexandria*. Paper presented at the Association for Supervision and Curriculum Development, Alexandria. Retrieved from [http://www.ascd.org/ASCD/pdf/Building%20Academic%20Vocabulary/bav\\_report\\_2.pdf](http://www.ascd.org/ASCD/pdf/Building%20Academic%20Vocabulary/bav_report_2.pdf).
- Nation, P. (1990). *Teaching and learning vocabulary*. Boston, MA: Heinle & Heinle
- National Professional Development Program, (1996), Formal Group Activities, Literacy Strategies Handbook, (Cambridge University Press), p.5
- 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>
- Scott, J. & Nagy, W. (2004). "Developing word consciousness," in J. Baumann & E. Kame'enui (eds.), *Vocabulary instruction, research to practice*, New York: Guilford Press, pp. 201–215.
- Stahl, S. A. (2005). "Four problems with teaching word meanings (and what to do to make vocabulary an integral part of instruction)," in E. H. Hiebert and M. L. Kamil(eds.), *Teaching and learning vocabulary: Bringing research to practice*, Mahwah, NJ: Erlbaum.
- 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%20articla%20%20teaching%20vocabulary%20across%20the%20curric.pdf>