

CHAPTER I

INTRODUCTION

A. Research Background

There are four skills that should be mastered by students in learning English, they are listening, speaking, reading and writing. Before they master the four skills they have to know some of vocabularies to support in learning English. Vocabulary is a crucial component in foreign language study. Teacher can motivate students to learn vocabulary may be by using some interesting technique, such as vocabulary game, songs and activities related to the vocabulary building and vocabulary learning to prevent the students forgetting the vocabularies.

Vocabulary is an important aspect of life to communicate with other people. Uzun (2009: 45) states that vocabulary has always been one of the most important issues related both with teachers and learners of foreign languages. According to Miller in Mukoroli (2011: 7) states that “Vocabulary is a set of words that is the basic building blocks used in the generation and understanding of sentences.” That is the reason why it is important to learn vocabulary

Success of English teaching is determined by the amount of students’ participation in the following study. In fact, in the process of teaching and learning that occurs in classrooms, teachers still tend to be dominated conventional teaching and learning using Teacher-centered method. The

transformation of science is only one way from teacher to learner. Thus causing learning becomes monotonous and boring.

Based on the pre-observation in SDN 8 Mentibar, especially the sixth-grade, the researcher found a problem faced by the students in English study, that they are lack of vocabulary. That happened because many vocabularies they did not know the meaning, how to use the words in a sentence, how to spell and how to pronounce that words correctly. Thus causing teachers still tend to be dominated conventional teaching and learning using Teacher-centered method. Based on the problems, the researcher tries to combine game and vocabulary mastery, it means the activity can make the students fun, interesting, joyful and focus in learning, especially in mastering vocabulary. Besides, games can make the students motivated to learn. Students will get more enthusiastic when they learn English with games. Azar (2012: 253) says that the use of games in teaching vocabulary is a way to make the lessons more interesting, enjoyable and effective. Vocabulary game is proposed to solve the problems. Games bring in relaxation and fun for students, and they will learn and retain new words easily. Games create the motivation for learners of English because of the competition between students.

Hot seat game is used in this research, it is expected that hot seat game is able to improve students' vocabulary to make the teaching and learning process become interesting. It is also suitable with the character of

the students who like playing. So, hot seat can be helpful in teaching vocabulary. Maffione (2008: 23) states in her paper that;

Hot seat is an activity motivating because it requires both mental and physical involvement from the students. The importance of physical activity is often overlooked in language teaching, and it is beneficial in encouraging students to be both mentally and physically active, rather than just sitting passively. This is also a very student-centered activity because the teacher acts only as a facilitator.

Based on the expert above, the researcher believes that hot seat game can improve students' vocabulary and it is also supported by the research done by Styawan (2011: 62). His research with the title "The Use of Hot Seat Game to Improve Students' Vocabulary Mastery of the First Grade of *Sekolah Menengah Pertama Negeri (SMP N) 2 Suruh 2010/2011*" showed that the use of hot seat game in teaching-learning activity is able to help students improve their vocabulary mastery. Based on the background, the researcher conducted the research under the title "The Use of Hot Seat Game in Enhancing Vocabulary Mastery to the Sixth-Grade Students of SDN 8 Mentibar in the Academic Year 2015/2016."

B. Research Problems

Based on the research background, the research problems formulated as follow:

1. How can the use of Hot Seat game enhance vocabulary mastery to the sixth-grade students of SDN 8 Mentibar?
2. What happened to the class when hot seat game was implemented in Classroom?

C. Research Purposes

The Purposes of this research are:

1. To find out how the use of hot seat game can enhance vocabulary mastery to the sixth-grade students of SDN 8 Mentibar.
2. To know what will happen to the class when hot seat game is implemented in classroom.

D. Research Significant

This study conducts in order to give theoretical and practical benefits:

1. Theoretical Benefit

The theories towards hot seat game in this study can be used and useful in learning English, especially in teaching vocabulary to improve students' vocabulary.

2. Practical Benefit

This study is expected to give contribution to the English teacher, students, researches and the readers.

a. For the English teacher

This study can give a contribution as a reference to determine a proper method in teaching learning process in order to improve quality of education especially in teaching vocabularies.

b. For the Students

This study can be input to increase the students' interest and motivation in learning English, especially in learning vocabulary. This finding of the study would help students in mastering their vocabulary capability.

c. For the Researches

The result of this study can be used as an input consideration for those who want to conduct research particularly that concern to improve student's vocabulary mastery.

d. For the readers

This study is useful to gain knowledge about the use of the hot seat game in teaching vocabulary.

E. Action Hypothesis

The action hypothesis of this research is that the hot seat game can enhance student's vocabulary mastery. According to Sukardi (2013: 100), the general function of hypothesis in classroom action research is as a guide to the teachers or researchers which enable to determine data needed to solve the problems. It means that hypothesis is useful for the teachers or researchers to make the research will be guided.

F. Scope of Research

1. Research Variable

A variable is the attribute given to a person or an object with characteristics which can take value, and varies from person to person or object to object. Freankel and Wallen (2009: 39) states that "A variable is a concept noun that stands for variation within a class of objects, such as chair, gender, eye color, achievement, motivation, or running speed." In this research, there is only single variable. The variable is the use of hot seat game in enhancing vocabulary mastery.

2. Terminology

In order to clarify the title "The use of Hot Seat Game in Enhancing Vocabulary Mastery to the Sixth-Grade Students of SDN 8 Mentibar in Academic Year 2015/2016". The researcher gives the terminology that related to avoid misunderstanding:

a. Vocabulary

Vocabulary is words that have a meaning that is owned by humans for use in language and communication.

b. Hot Seat Game

Hot seat game is a game in group to guessing words, which is where one of the members of the group assigned to guess the word and the other members assigned as the helper to guess the word. When students are in the hot seat, they cannot see the word and must

listen to their team-mates and try to guess the word from the clues
they are given.