

ABSTRACT

Irwansyah. 2018. The Effectiveness of Using "Hot Seat Game" and "W2 Game" in Improving Students' Vocabulary at SMPN 19 Moncongloe (A Comparative Study), under the thesis of the Department of English Education, Faculty of Teacher Training and Education Education, Muhammadiyah University of Makassar, supervised by Erwin Akib and Yasser Mallapiang.

This study aims to improve students' vocabulary mastery by using two games namely Hot seat game and W2 game as a method and learning strategy which then compared its effectiveness. The Pre-Experimental Design was used with a class of Seventh Grade Students at SMPN 19 Moncongloe. Purposive Sampling is applied to select samples from one pre-test group and post-test design. The number of samples selected is 20 students. Data obtained through written test.

The findings show that the average grade of students in the pre-test on Hot Seat Games was 56.6 and increased to 71.6 in the post-test and in the W2 Game was 70.9 and increased to 84.9 on the post-test. Therefore, statistical calculations illustrate that the use of W2 Game is more effective in improving students' vocabulary. This is supported by hypothesis test results that show that the effectiveness of using Hot Seat Game is smaller than ($<$) W2 Game (4.24 $<$ 4.48). Designing the right learning objectives taking into account the needs and level of the language of the students can make it easier for teachers to use game strategy. Hot Seats and W2 Games are games that increase students' vocabulary. Teachers can try to apply Hot Seats and W2 Games in improving students' vocabulary in class activities to help students improve their vocabulary, and on the other hand can create an effective and engaging learning atmosphere in class so that students do not feel bored with English lessons at Seventh Grade in SMPN 19 Moncongloe.

Keywords: Hot seat game, W2 game, Student vocabulary, Content, Organization