

**THE EFFECTIVENESS OF USING “HOT SEAT GAME” and  
“W2 GAME” IN IMPROVING STUDENTS’ VOCABULARY  
AT SMP NEGERI 19 MONCONGLOE  
(Pre-Experimental Study)**



**A THESIS**

**Submitted to the Faculty of Teachers Training and Education Makassar  
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Degree of Education in English Department**

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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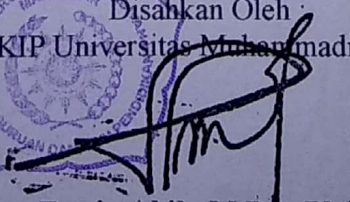
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## **Motto:**

*“Always be yourself no matter what they say and never be anymore else even if they look better than you”*

*“Learn from the past, live for today, and plan for tomorrow”*

*“Telling the truth is a simple way to have a peaceful of life”*

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In the name of Allah, most gracious, most merciful

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Makassar, 2018

The Writer

**IRWANSYAH**

## 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



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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

English is an international language almost spoken in every countries in the world. In this digital era, Britain has an important role in various fields in life such as economics, bilateral, politics, knowledge, technology and much more. English is actually a foreign language for Indonesian students, which must be studied in school from Kindergarten level up to the University. English has a foreign language in the process of communicating in Indonesia. This becomes increasingly important with the government's involvement in teaching English. In education, english teachers work hard to be creative in designing various communication activities in the classroom. The students can be more motivated to use the language actively and productively. However, it is not easy for teachers to guide students to speak English in the class.

English is considered a difficult subject for students in Indonesia, because English language is very different from the Indonesian language seen from structural system, pronunciation and vocabulary. Teaching English involves four language skills, namely Listening, Speaking, Reading and Writing. In language teaching and learning, there are four aspects that support the four language abilities mentioned above: grammar, vocabulary, spelling and pronunciation are also taught in the process of learning to teach English. These aspect are called sub-skills.



Vocabulary is an important aspect of teaching and learning English, because by mastering the vocabulary of students it will not be difficult to express their ideas, thoughts, feelings and experiences. Mastering vocabulary can support them in speaking when they have to communicate with someone and when they translate or determine the meaning of English words. If they do not know the meaning of their own words, then they cannot speak, write or translate the material in English. Students can be said to have progress in English when they can master vocabulary. Students are expected to master English vocabulary before mastering English. They can express themselves clearly and effectively if they have not mastered the previous vocabulary. However there are still many students who are less concerned with the importance of mastering vocabulary, this is due to several indicators including: a) students often feel bored when looking at vocabulary as a list of long words; b) students have difficulty reading the text and it is difficult to understand the meaning of some words; c) students have difficulty listening to their teacher's pronunciation when the teacher explains the material in English; d) students find it difficult to spell words when they have to read the text aloud in front of the class.

Therefore, the teacher as a resource must provide some new ways or alternative methods and exit exercises to stimulate students to improve their own vocabulary. When motivated, they can automatically increase their vocabulary mastery. Some students improve their vocabulary by reading, translating, analyzing, identifying and memorizing words. Thus, One alternative way of teaching to improve students' vocabulary mastery is game play. The proof of

learning English by using the game further reduces boredom, improve understanding and students activeness in learning English. Learning a new language should be fun and interactive. But not all games have effectiveness in learning, sometimes games can also make students bored and difficult to concentrate. Moreover, the amount of time and energy needed in the game in the learning process.

Based on the above statement, Researcher was know which of these two games are more effective in improving the vocabulary of students. The first game called "Hot Seat Game", the game is not too difficult and also does not require too many tools. Hot Seat Games use only whiteboards and markers as tools. The second game is "Game W2" (Game Whisper and Write), as well as the first game, this game also does not require many tools, other than whiteboards and markers, this game also uses paper containing written and other written objects. The researcher was do research that *The Effectiveness Using "Hot Seat Game" with "W2 Game" in Improving Students' Vocabulary at Seventh Grade in SMPN 19 Moncongloe.*

## **B. Problem Statement of The Research**

In line with the background of the research, the statement of the problem research question as follows:

1. How is the result of students' achievement by using "Hot Seat Game" in improving students' vocabulary at Seventh Grade in SMPN 19 Moncongloe?
2. How is the result of students' achievement by using "W2 Game" in improving students' vocabulary at Seventh Grade in SMPN 19 Moncongloe?
3. Which one game is more effective between Hot Seat Game and W2 Game in improving students' vocabulary at Seventh Grade in SMPN 19 Moncongloe?

## **C. Objective of The Research**

The objectives of the research are:

1. To know the result of students' achievement by using "Hot Seat Game" in improving students' vocabulary at Seventh Grade in SMPN 19 Moncongloe.
2. To know the result of students' achievement by using "W2 Game" in improving students' vocabulary at Seventh Grade in SMPN 19 Moncongloe.
3. To know which one game is more effective between "Hot Seat Game" and "W2 Game" in improving students' vocabulary at Seventh Grade in SMPN 19 Moncongloe.

## **D. Significance of The Research**

The results of this research are expects for three groups are :

1. The teacher

The results of this study are expected to enrich the knowledge of teachers in terms of teaching vocabulary and also knowledge of the use of games in the process of learning English and to solve problems of students' difficulties in memorizing the meaning of words or vocabulary and part of the utterance: nouns, verbs, adjectives and words Information at SMPN 19 Moncongloe.

## 2. The students

The research expects to encourage the students mastering the English lesson, the student feel relax and enjoy when they learning english lesson, and solve their problem in understanding the meaning of word in the sentence, because the teacher use the suitable technique in teaching.

## 3. The research

The research expects to give a new knowledge of the further research to do the better research of teaching and learning cases, and to find a good game for student to give more they motivated in learning proses. And then to solve the students' vocabulary problems, and also the teacher that have the similar problem with this research.

## **E. Scope of The Research**

Based on the above background, researcher focuses on comparing the effectiveness of the use of Hot Seat Games with game W2 in improving the vocabulary of students at SMPN 19 Moncongloe. The researcher will compare two games based on some standard indicators of learning effectiveness.

Assessment done to the students to know the mastery of good vocabulary in Hot Seat Game and W2 game, the indicator is about noun, adverb, and verb.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Findings

Some researchers have reported their findings about using game in improving vocabulary students'. Some of the findings are presented in the following section.

Previously, Nurmala (2011) *Teaching Vocabulary Mastery by Using Word Wall Media*, conducted on their research that this classroom action research (CAR) is held in two cycles. The result of her research is that the student' vocabulary increased significantly. It was indicated by the percentage of the result of the students' pre-test and the percentage of the result of the students' vocabulary test in cycle I and II that the mean score of the students' pre-test was 3.8 (very poor). It was lower than the mean score of the students' vocabulary test in cycle I was 6.8 (fairly good); and the cycle II, the mean score is 7.4 (good). These scores got from test of vocabulary mastery. Based on the explanation above, the writer concluded that teaching vocabulary mastery by using word wall media could significantly increase the achievement. It proved by the students' mean score i.e. the mean score of D-test was 3.8 while the mean score of vocabulary test in cycle I was 6.8 and that of vocabulary test in cycle II was 7.4 and the progress score from cycle I to cycle II was 3.5.

In addition, Elnada (2015) *The Effectiveness of Using Hot Seatin Strategy on Enhancing Student-Teacher's Speaking Skills at Al-Azhar University-Gaza*, conducted the result of his research with use the quasi-experimental research

design with one group design as a method, pre and posttest in order to test the hypotheses of the study. The result of research, the writer find The value of the Wilcoxon Test equals (3.692), with P-value equals (0.000). This implies that there is sufficient evidence to conclude that mean of grammar skill is significantly different from pre-test to posttest. The mean rank of grammar skill in posttest is significantly greater than for grammar skill in pre-test. This result indicates statistically significant differences at (0.05) level between students' mean scores in the paired sample in the post oral test regarding grammar skill, which means that teaching speaking skills through Hot Seating technique enhanced students' competence to use grammar correctly while speaking English.

This result agreed with the results that using designed educational games had a big effect on developing student-teachers' skills for teaching grammar and Jondeya (2011) who found that using information gap played a significant role in developing the speaking skills with their five levels: comprehension, pronunciation, fluency, grammar and vocabulary. In the light of these interpretations, it is completely obvious that using Hot Seating technique has proved its efficiency and benefits in developing and enhancing the students' performance and competence of speaking English fluently and proficiently.

Furthemore, Zaliani (2013) *Improving Speaking Achievement Using Whisper Game, Unisma*. conducted on her research the this classroom action research is the result of the analyzed data can be concluded that the improving students' speaking achievement of second grade at SMKN 01 Batu by using whisper game increased students' speaking achievement. It was signed that 70% students'

participation active. It means that teaching English speaking skill by using whisper game was successful; it was shown by the score average reached 80.5. Finally, this technique implied that it could be used by the teacher for speaking class to develop and improve the students' speaking achievement with any other activity and style based on the students' interest. Using whisper game, teaching speaking was succeeding.

Based on the previous finding above, there are some differences and similar with the researcher. The differences are: (1) According to Nurmala (2011) define that she had used CAR as method in teaching vocabulary to increase students' vocabulary ability by using word wall media in the class. (2) According to Elnada (2015) define that he had used Hot Seat Game by using hypothesis like  $H_0$ ,  $H_1$ . (3) According to Zaliani (2013) define that improving speaking achievement using whisper game and use CAR as method. She used four instruments like: planning, implementing, observing and, evaluating and reflection to saw the increase of students' speaking achievement. Furthermore, the similar of the previous finding above by Nurmala, Elnada and Zaliani, and the researcher in using game to improving vocabulary students' are: students more effective, active, interest, motivation in learning vocabulary and there is participation in the class. However, this research is focuses on the comparative of effectiveness of using Hot Seat Game with w2 game in improving vocabulary students'.

## **B. Some pertinent ideas**

### **1. Vocabulary**

#### **a. Definition of Vocabulary**

Mastering vocabulary is very important for the students who learn English as a foreign language. That is why everybody who learns English or a certain language should know the words. The mastery of vocabulary can support them in speaking when they communicate to people and able to write and translate the meaning of words when they definite English language. If they do not know the meaning of the words, they will not be able to speak, write and translate anything in English. The students can be said gaining progress in English, if they mastery vocabulary. When someone talks about vocabulary, the first come to one's mind:

Bauer (1988), vocabulary deals with words; they come from, how they change, how they relate to each other and how we use them to communicate. Words are instrument for saying what a person want to say in our thought, feeling, ideas, desires, dislikes, hopes, and fears. As the instrument, the number of words we have can help us fulfill our needs. We can say what we need in language.

Vocabulary is very important thing because it can arrange the words and that used in some enterprise, a language user's knowledge of words and system of technique or symbol serving as a means of expression.

There are many definitions of vocabulary which are defined by expert. Moreover, so many definitions of vocabulary can be found and it is impossible to discuss all of them. According to Nunan (1999 : 101) Vocabulary is more than list of target language words. As part of the language system, vocabulary is intimately

interrelated with grammar. In fact, it is possible to divide the lexical system of most languages into grammatical words, such as prepositions, articles, adverbs, and so on, and content words.

According to Penny Ur (1996), Vocabulary is one of the most important aspects in language teaching, besides grammar and pronunciation. As a stock of words used by a person, it can be defined, roughly as the words we teach in the foreign language.

According to Hornby (2000), In Oxford Advance Learner's Dictionary, vocabulary defines as follow:

- a) All words that a person knows or uses.
- b) All words in a particular language.
- c) The words that people use when they are talking about a particular subject.
- d) A list of words with their meanings, especially in a book for learning a foreign language.

Meanwhile, Finnochiaro (1989), states that Vocabulary is a set of words known to person or either entity, or that are part of specific language. The vocabulary of person is defined either as the set of all the words that are understood by the person or the set of all words likely to be used by those constructing new sentences. The richness person's is popularly through though to be reflection or intelligence or level education.

Thus, from the definition above, it shows vocabulary is a list of words known by person, it is a words of a language and the sum of words used by, understood by, or at the command of a particular person or group or specially vocabulary in English words that are related to the meaning of the words and the way to use them in communication.



## **b. Kinds of Vocabulary**

There are many classifications made by experts about kinds of vocabulary based on many aspects. Aeborsold and Lee (1997), distinguish vocabulary into active vocabulary and passive vocabulary:

a) Active vocabulary; is also called as *productive vocabulary*. Students must know how to pronounce the vocabulary well, they must know and be able how to use grammar of the target language, they also must be familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skill.

b) Passive vocabulary; refers to language items that can be recognized and understood in the context of reading and listening, and it also as *receptive vocabulary*.

According to Burton and Humpries (1992), there are two types of vocabulary used by the people for communication, namely: general and special vocabulary. General vocabulary is all of the words that are used in general; there is no limit of field or users, general in meaning and use. Special vocabulary is all of the words that are used in a certain field or job, profession or special science, for example: politicians, journalists, and lawyers. All these have specialized vocabulary arising from particular circumstances of their lives and work.

From the explanation above, we know that every expert in every book is differentiated in classifying vocabulary, because every person has different ways in showing and telling their opinions and ideas. Some of the expert emphasizes vocabulary into the items which the learners can use appropriately in speaking and writing, and to the language items that can be recognized and understood in the

context of reading and listening, little or empty words, content words and cluster of words. Some other experts classify vocabulary into general and special.

### **c. Problems in Teaching Vocabulary**

Vocabulary is the first and foremost important step in language acquisition. In a classroom where students are not finding themselves comfortable with second language, language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises and teaching vocabulary methods.

In teaching and learning vocabulary, many problems found, from understanding difficult words until applying the words. Even though students realize the importance of vocabulary when learning English, most Indonesian students learn vocabulary passively due to several factors. First, they consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions boring. In this case, language learners have nothing to do in a vocabulary learning section but to listen to their teacher. Second, students only think of vocabulary learning as knowing the primary meaning of new words.

Therefore, they ignore all other functions of the words. Third, students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. For example, learners find many new words in a text and then ask the teacher to explain the meanings and usages. Forth, many Indonesian learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form

and think that they already "know the word", but they may not be able to use that word properly in different contexts or pronounce it correctly.

Meanwhile, Michael J. Wallace (1989), mentioned three categories about problems in teaching vocabulary, they are: 1) Pronunciation and spelling, 2) Stress, 3) Cognates and false friend'. From the definitions above, it shows problem that students face in learning English. The student faced difficulty in achieving vocabulary especially how the teacher presents vocabulary to students. Language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises and teaching vocabulary methods.

#### **d. The Important of Vocabulary**

Vocabulary is very important component in language especially for English. Learners should enrich their vocabulary to make their study of ESL will fluently. According to Oxford Dictionary (2003:482) vocabulary is all the words that a person knows or uses. Word is a component that is important for language. Person always need language to communicate with other, for this situation person should enrich their knowledge about vocabulary so they will not confuse to speak.

Vocabulary is component to complete skill of English that will be able to the learners. Vocabulary is needed to obtain better understanding in all of these four skills. (Laili in Cahyono and Kusumaningrum, 2011: 123). There are four skills of English, they are speaking, reading, listening and writing really need vocabulary. For example, we need vocabulary to speak what we want to say so they will be clear when we communicate with other in speaking skill. For reading book or other we need vocabulary to verify what thing that we read in reading

skill. It is impossible we listen something that is not clear and understandable, vocabulary is thing that real to listen so the listener know the speaker say and purpose in listening skill. For the last, writing skill is used to make someone show the purpose and express by writing they should know which vocabularies used to write so it will be achieve the purpose.

#### **e. Teaching Vocabulary**

Sometimes learner feel difficult to understand and remembering unfamiliar words, by teaching vocabulary the teacher help them to be easier in learning process. Nunan (1999: 103) stated the teaching of vocabulary has assumed its rightful place as a fundamentally important aspect of language development. Thus, the learner can develop their language from vocabularies that their get.

## **2. Game**

### **a. Hot Seat Game**

Hot Seating strategy has been defined by many educators depending on their use in educational situations such as Billikova and Kissova (2013) definition. He defined it as " a verbal drama technique which can be used before or after role plays, short time provocations or short performance. It aims to understand characters' motives, background, feelings, personality and relationships to others".

#### **Procedure:**

1. Before class begins, prepare questions related to the topic of study or the book being read. Write four to five questions on separate sticky notes.
2. Place the sticky notes underneath student desks/chairs so that they are hidden from view.

3. When class begins tell the students that several of them are sitting on "Hot Seats" and will be asked to answer questions related to the topic of study or book of the day.
4. Have students check their desks/chairs for the sticky notes.
5. Students who have questions on sticky notes will then take turns reading the question and attempting to provide an answer. These questions should be ones that do not have a right or wrong answer, they should be questions that get the student involved in learning and thinking about the topic or book that is about to be studied.

**Strengths/Weaknesses:**

This strategy gets the students thinking about the topic or book that is about to be covered. There are no right or wrong answers to the questions, the questions are simply there to prime the student to learn and to help them begin the thought process to get ready to learn. This activity cannot be used during the reading so I would have to implement another strategy. This activity could also be adapted to be used after the reading with questions to check the student's comprehension.

**b. W2 (*Whisper and Write*) Game**

W2 games are Activities based on fun and effective whisperings. It can be used with all ages and levels in several ways and for various pronunciation elements. W2 game is very simple and widely used in teaching English. Although simple, the game is quite fun. The game starts after the students have finished learning how to vocabulary both in terms of writing and pronunciation.



**Procedure:**

1. Students are divided into two groups, groups A and B. Each group then forms a row. Let's say there are 5 students in each group.
2. Student A1 stands near the blackboard, and then A2 students stand beside him, as well as students A3, A4, until A5.
3. So also with group B. Make sure the distance between students should be wide so they cannot hear the whisper of his friend.
4. The game begins by giving some vocabulary related to the material to the students A5 and B5. Then from the student, the vocabulary is given to another friend by whispered; A5 to A4 and B5 to B4.
5. The activity takes place until it reaches students close to the blackboard that is A1 and B1. Students A1 and B1 after they hear the vocabulary whispered the theme instantly write down a list of vocabulary that is heard on the board.
6. The fastest and most appropriate group in writing the vocabulary is the winner. Do the game several times. Groups that collect many scores will get rewards or rewards.

**Strengths/Weaknesses:**

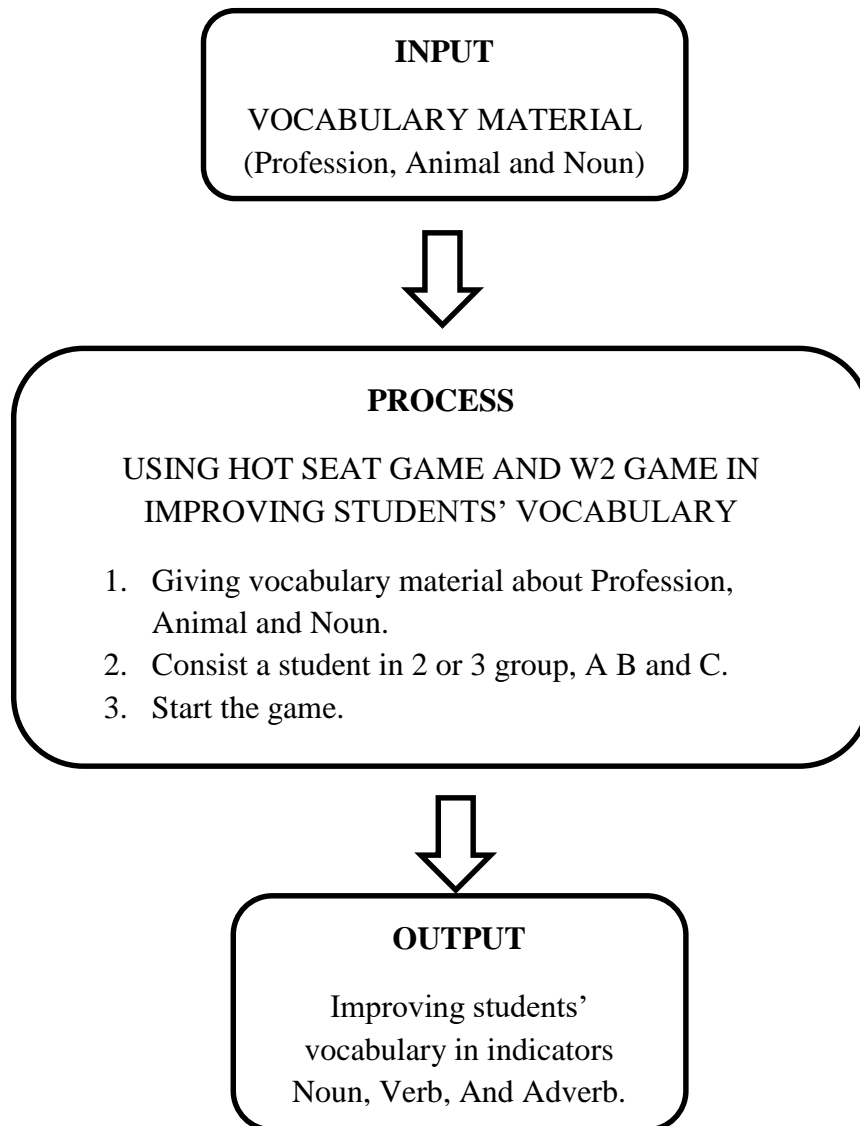
This strategy makes students think about the topic or book to be discussed. There is no right or wrong answer to the question, the question is only in the main students to learn and help them start the thinking process to prepare to learn. This activity can not be used while reading so I have to implement another strategy. This activity can also be customized for use after reading with questions to check

students' understanding. This game can only be done in a place that is not too crowded and takes more time.

### **C. Conceptual Framework**

Vocabulary is an important aspect of teaching and learning English, because by mastering the vocabulary of students will not be difficult to express their ideas, thoughts, feelings and experiences. Mastering vocabulary can support them in speaking when they have to communicate with people and when they translate or determine the meaning of English words. If they do not know the meaning of their own words, they cannot speak, write or translate the material in English. Students can say progress in English when they can master vocabulary. Students must master English vocabulary before mastering English.

The theoretical diagram as follow below:



**Figure 2.1** Conceptual Framework

- a. **Input :** give the student vocabulary material about test descriptive, the student will descriptive about profession of people, animal and noun.
- b. **Process :**
  1. Give the student vocabulary material about descriptive teks, descriptive about Noun, Verb, and Adverb.

2. After that consist the student in 2 or 3 group, A, B and C group, and tell the student the step and role of game.
3. Start the game.

c. **Output** : this game will improving vocabulary ability of students.

#### D. Hypothesis

The hypothesis of this research formulated as follows:

Null Hypothesis ( $H_0$ ) :

1. ( $H_0$ ): There is no difference in the effectiveness of the use of Hot Seat Game with w2 game, there are equations of effectiveness between the use of Hot Seat Game with ( $\geq$ ) w2 game.
2. ( $H_0$ ): The use of Hot Seat Game is more effective or equal to w2 game "(bigger or equal to)" = least).
3. ( $H_0$ ): the use of Hot Seat Games is less effective or equal to ( $\leq$ ) w2 game (smaller or equal to) "= largest).

Alternative Hypothesis ( $H_1$ ) :

1. ( $H_a$ ): The effectiveness of the use of Hot Seat Game is greater (or smaller) than the use of w2 game.
2. ( $H_a$ ): The effectiveness of using Hot Seat Game is smaller than ( $<$ ) w2 game.
3. ( $H_a$ ): The effectiveness of the use of Hot Seat Game is greater than ( $>$ ) w2 game.

The statistical hypothesis can be formulated as follows:

1.  $(H_0) : \mu^1 = \mu^2$

$(H_a) : \mu^1 \neq \mu^2$

2.  $(H_0) : \mu^1 \geq \mu^2$

$(H_a) : \mu^1 < \mu^2$

3.  $(H_0) : \mu^1 \leq \mu^2$

$(H_a) : \mu^1 > \mu^2$

Description :  $\mu^1 =$  Hot Seat Game

$\mu^2 =$  W2 game

(Sugiyono, 2012)

### CHAPTER III

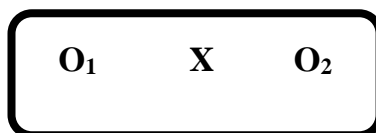
#### RESEARCH METHOD

##### A. Research Design

The design of this study was Pre-experimental design. Pre-experimental design was one form of experimental research design that manipulated the independent variables also influence the formation of the dependent variable.

In addition, in this study the researcher uses the form of One-group Pretest-Posttest because the purpose of this study was to compare the effectiveness of the two games in improving students' vocabulary that there are differences before and after the students were treated in class 7 State Junior High School 19 Moncongloe.

This design can be described as follows:



(Emzir, 2015: 102-105)

Figure 3.1 : Formula Pre-experimental Design "one group pretest-posttest".

Description:  $O_1$  = Pretest Value (before treatment is given)

$O_2$  = Posttest Value (after given treatment)

$X$  = Treatment

$O_1 - O_2$  = Effect of Treatment

In conducting the research, the researcher will take action in the form of learning process as follows:

1. Pre test

The researcher gave the test as a pre-test (O1) to measure prior knowledge on the students before giving treatment and to know the problems that the students have.

2. Treatment

a. Using Hot Seat Game

The researcher gave treatment (X) to improve vocabulary student by using Hot Seat Game. The procedures of Hot Seat Game are:

- 1) Before class begins, prepare questions related to the topic of study or the book being read. Write four to five questions on separate sticky notes.
- 2) Place the sticky notes underneath student desks/chairs so that they are hidden from view.
- 3) When class begins tell the students that several of them are sitting on "Hot Seats" and will be asked to answer questions related to the topic of study or book of the day.
- 4) Have students check their desks/chairs for the sticky notes.
- 5) Students who have questions on sticky notes will then take turns reading the question and attempting to provide an answer. These questions should be ones that do not have a right or wrong answer, they should be questions that get the student involved in learning and thinking about the topic or book that is about to be studied.

b. Using W2 game

The researcher gave treatment (X) to improve vocabulary student by using W2 game. The procedures of W2 Game are:

- 1) Students are divided into two groups, groups A and B. Each group then forms a row. Let's say there are 5 students in each group.
- 2) Student A1 stands near the blackboard, and then A2 students stand beside him, as well as students A3, A4, until A5.
- 3) So also with group B. Make sure the distance between students should be wide so they cannot hear the whisper of his friend.
- 4) The game begins by giving some vocabulary related to the material to the students A5 and B5. Then from the student, the vocabulary is given to another friend by whispered; A5 to A4 and B5 to B4.
- 5) The activity takes place until it reaches students close to the blackboard that is A1 and B1. Students A1 and B1 after they hear the vocabulary whispered the theme instantly write down a list of vocabulary that is heard on the board.
- 6) The fastest and most appropriate group in writing the vocabulary is the winner. Do the game several times. Groups that collect many scores will get rewards or rewards.

3. Post test

The researchers gave a posttest test (O2) to measure improvement after the students were treated. If it fails, the researcher can repeat how much big difference that comes up. Further data is design analysis using t-test.



## **B. Research Variables**

There are three variables in this study are independent variables (independent variable) which consists of the use of Hot Seat Games and W2 games. Then the dependent variable is Students' Vocabulary.

## **C. Population and Sample**

### **1. Population**

The population of this study is all students of class VII SMP Negeri 19 Moncongloe, which consists of 4 classes with the number of 80 students.

### **2. Sample**

The sample in this research is class VII 1 which total 20 students. The sample in this study will be apply with *purposive sampling*. Purposive sampling will be apply because the researcher have special consideration in sampling.

## **D. Research Instrument**

In this study there is one main instrument used to collect data. This is a vocabulary test. The function of this research instrument is to know the increase of vocabulary that has been achieved by students during learning by using two games namely Hot Seat Game and W2 game in improving vocabulary.

## **E. Procedure of Collecting Data**

Collecting data in this experiment research as follows:

1. Pre-test is used at the first meeting to measure the ability students before give a treatment. In pre-test i used 2 pre-test of text. Thus, one text for each game.
2. Treatment is used to make students understand about material. There are two treatments that give into one class. First class it will give treatment by using Hot Seat Game. Another treatment is by using W2 game.
3. Post-test is used after treatment to measure the students' understanding and comprehension about the material through Hot Seat Game and W2 game. Besides, seems like with pre-test, the researcher would used 2 post-test. One text for each game.

#### F. Technique of Data Analysis

The data collecting was be analyze quantitatively. The quantitative is used to analyze those are score and percentage. Moreover, it is used also t-test experiment to unequal variance. In testing vocabulary there are items scoring like:

**Table 3.1** The Assessment of Vocabulary

Classification	Score	Criteria
Excellent	6	Correct selection of words and idioms. Variety of vocabulary
Very good	5	Correct selection of words and idioms. Some variety of vocabulary.
Good	4	Mostly correct choice of vocabulary. Meaning is clear.
Average	3	Noticeable vocabulary errors that occasional confuse meaning. Reliance on simple vocabulary to communicate.
Poor	2	Many vocabulary errors. Listeners' attention is diverted to the errors rather than the message. Meaning is often unclear or broken Unacceptable.
Very poor	1	Too many errors in this task for a student at this level. Communication is impeded

(Heaton, 1988:100)

The data is collected through the test, is analyzed quantitative by using the following procedure:

1. The score on the table ( Heaton Score ) are converted into the score in the table 4 ( Heaton Score ) by using the following formula :

$$\text{Score} = \frac{X}{N} \times 100$$

Notation:

X : Score of the students

N : Score maximum

100: Standard score

(Heaton 1988:100)

2. Calculation the mean of the students answer by using formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:  $\bar{X}$  = Mean score

$\sum X$  = The raw of all score

N = The number of subjects

(Gay, L.R., et al: 2006)

3. The percentage of increasing achievement used the following formula:  $X_2 - X_1$

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where: P = Percentage

$X_2$  = Average score of Post-test

$X_1$  = Average score of Pre-test

(Gay, 2006)

4. The significance difference between the students' pre- test and post- test, the researcher applied the formula as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T = Test of significance

D = The difference between the method pairs (  $X_1 - X_2$  )

$\bar{D}$  = The mean of Ds

$\sum D^2$  = The sum of the square

$(\sum D)^2$  = The square of  $\sum D$

N = Number of students

(Gay, L.R., et al: 2006)

5. From the basic standard above the researcher used the standard score for the total value of the students' writing by calculating the standard score given, as follows:

**Table 3.2** Standard Score for Total Value

<b>Score</b>	<b>Classification</b>
6	Excellent
5	Very Good
4	Good
3	Average
2	Poor
1	Very Poor

(Heaton, 1998: 100)

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

#### **A. Findings**

In this chapter particularly presented the findings and discussions of the research at the first class in SMPN Moncongloe. The findings of this research explained about the use of Hot Seat Game and W2 game in improving vocabulary. The effectiveness of the game was known from the result of the data were collected by administrating the test, the tests were done twice namely pre-test and post-test, the pre-test had given to before the treatment and the post-test had given after the treatment. The researcher compared the result of pre-test and post-test. If the result of the post-test was higher than pre-test, it means that this method was effective used in increase students' vocabulary achievement.

#### **1. The Result of Students' Achievement by Using "Hot Seat" Game in Improving Students' Vocabulary at Seventh Grade in SMPN 19 Moncongloe**

The result of this research presented the description through the distribution score of pre-test and post-test in terms of students' vocabulary achievement by using Hot Seat Game. It showed from mean score of the students in pre-test and post-test as following table:

**Table 4.1** The Students' Vocabulary Achievement by Using Hot Seat Game

<b>Sample</b>	<b>Pre-test</b>	<b>Post-test</b>
S-1	50	66.6
S-2	50	66.6
S-3	66.6	83.3
S-4	83.3	100
S-5	33.3	50
S-6	83.3	100
S-7	33.3	50
S-8	50	66.6
S-9	50	66.6
S-10	66.6	83.3
S-11	50	66.6
S-12	50	66.6
S-13	66.6	83.3
S-14	50	66.6
S-15	50	66.6
S-16	50	66.6
S-17	50	66.6
S-18	83.3	100
S-19	66.6	66.6
S-20	50	50
<b>Mean Scores</b>	<b>56.6</b>	<b>71.6</b>
<b>Improvement (%)</b>	<b>26.5</b>	

From the table above, it shows that the means score of students' vocabulary by using Hot Seat Game in pre-test is 56.6 and post-test is 71.6. The percentage of the improvement students' vocabulary is 26.5 %. There were three students who scored 50, eleven students with 66.6, three students with 83.3, and three students got 100. So in conclusion 90% of students got a score above 50 and 10% of students got a score of 50 In the use of Hot Seat Game in improving students' vocabulary.

## 2. The Result of Students' Achievement by Using "W2" Game in Improving Students' Vocabulary at Seventh Grade in SMPN 19 Moncongloe

The result of this research presented the description through the distribution score of pre-test and post-test in terms of students' vocabulary achievement by using W2 game. It showed from mean score of the students in pre-test and post-test as following table:

**Table 4.2** The Students' Vocabulary Achievement by Using W2 Game

<b>Sample</b>	<b>Pre-test</b>	<b>Post-test</b>
S-1	66.6	83.3
S-2	66.6	66.6
S-3	83.3	100
S-4	100	100
S-5	50	66.6
S-6	100	100
S-7	50	66.6
S-8	66.6	83.3
S-9	66.6	83.3
S-10	83.3	100
S-11	66.6	83.3
S-12	66.6	83.3
S-13	83.3	100
S-14	66.6	83.3
S-15	66.6	83.3
S-16	66.6	83.3
S-17	66.6	83.3
S-18	100	100
S-19	66.6	83.3
S-20	50	66.6
<b>Mean Scores</b>	<b>70.9</b>	<b>84.9</b>
<b>Improvement (%)</b>	<b>19.7</b>	

From the table above, it shows that the means score of students' vocabulary by using W2 game in pre-test is 70.9 and post-test is 84.9. The percentage of the improvement students' vocabulary is 19.7%. There are no



students who score 50, only four students with score 66.6, there are 10 students with value 83.3, and four students get 100. so in conclusion there are no students who score below 50 and 100% of students get value above 50 on the use of W2 games in improving students' vocabulary.

### 3. The Achievement of The Game in Improving Students' Vocabulary by Using Hot Seat Game and W2 Game

The findings of this research presented the result description of the research through the distribution score of pre-test and post-test in terms of students' vocabulary achievement by using Hot Seat Game and W2 game. It showed from mean score of the students in pre-test and post-test as following table:

**Table 4.3** The students' vocabulary achievement

Games	Mean Score		Improvement (%)
	Pre-test	Post-test	
<b>Hot Seat Game</b>	56.6	71.6	26.5
<b>W2 game</b>	70.9	84.9	19.7
<b>Total Score</b>	127.5	156.6	23.2
<b>Mean Score</b>	637.5	783.0	22.8

Table 4.1 showed mean score of the students' vocabulary achievement in post-test are greater than in pre-test both Hot Seat Game and W2 game. The students' vocabulary score in Hot Seat Game for pre-test was 56.6 became 71.6 in post-test, the improvement was 26.5%. Besides, the mean score of students' vocabulary achievement in W2 game for pre-test was 70.9 became 84.9 in post-test, the improvement was 19.7%. Moreover, the mean score students' vocabulary

in Hot Seat Game and W2 game for pre-test was 637.5 and for post-test was 783.0 the improvement was 22.8%.

#### 4. Testing Hypothesis

Hypothesis is used to know the effectiveness of hot seat and W2 game in improving students' vocabulary. Therefore, to test the hypothesis t-test formula was used. The result of t-test Hot Seat Game was 4.24 and W2 game 4.48. It means that the effectiveness of using Hot Seat Game is smaller than ( $<$ ) w2 game ( $4.24 < 4.48$ ).

Null Hypothesis ( $H_0$ ) :

1. ( $H_0$ ): There is no difference in the effectiveness of the use of Hot Seat Game with w2 game, there are equations of effectiveness between the use of Hot Seat Game with ( $\geq$ ) w2 game. (rejected)
2. ( $H_0$ ): The use of Hot Seat Game is more effective or equal to w2 game "(bigger or equal to)" = least). (rejected)
3. ( $H_0$ ): the use of Hot Seat Games is less effective or equal to ( $\leq$ ) w2 game (smaller or equal to) "= largest) (rejected).

Alternative Hypothesis ( $H_1$ ) :

1. ( $H_a$ ): The effectiveness of the use of Hot Seat Game is greater (or smaller) than the use of w2 game. (rejected)
2. ( $H_a$ ): The effectiveness of using Hot Seat Game is smaller than ( $<$ ) w2 game. (accepted)

3. (Ha): The effectiveness of the use of Hot Seat Game is greater than ( $>$ ) w2 game. (rejected)

## **B. Discussion**

In this part, the discussion covers the interpretation of the research findings derived from the result of statistical analysis to depict the students' vocabulary achievement by using Hot Seat Game and W2 game.

The description of data collected from in terms of students' vocabulary ability, as explanation in the previous section showed that the students' vocabulary achievement in both of using Hot Seat Game and W2 game were improved. It was supported by mean score and percentage of the students' pre-test and post-test result in the class. Based on the finding above, the used of Hot Seat Game made the students mean score higher in vocabulary ability rather than before the students knew.

### **1. The Result of Students' Achievement by Using "Hot Seat" Game in Improving Students' Vocabulary at Seventh Grade in SMPN 19 Moncongloe**

The mean score of students' vocabulary achievement by using Hot Seat Game of pre-test was 56.6 and the mean score of post-test was 71.6, the improvement was 26.5%. Based on the mean score, the students' vocabulary achievement by using Hot Seat Game showed the effectiveness method that good to applied in teaching the class.

According to Elnada (2015) Hot Seating Strategy is a role-playing strategy that encourages students to build upon comprehension skills. It is popular promote literature and it keeps the students pre-occupied with the story selections used most frequently in a drama or a classroom. The Hot Seating is an excellent way to introduce unique objects that represent a particular era. Based on the theory above in pre-test it was related because the students' did not study before giving the test.

Furthermore, in treatment, students were given three materials about descriptive text. The material in first meeting was about animal, second meeting about place, and third about the profession of the people. Students discussed about the materials in treatment by using Hot Seat Game. Students showed the improvement little by little in each meeting. It was different before students gave treatment.

According to Elnada (2015) Hot Seating Strategy is a role-playing strategy that encourages students to build upon comprehension skills. It is popular promote literature and it keeps the students pre-occupied with the story selections used most frequently in a drama or a classroom. The Hot Seating is an excellent way to introduce unique objects that represent a particular era. In post-test the students vocabulary achievement, it is related with theory because the students were more active, enjoy, liked to learn English, got confidence, and etc.

## **2. The Result of Students' Achievement by Using "W2" Game in Improving Students' Vocabulary at Seventh Grade in SMPN 19 Moncongloe**

The mean score of students' vocabulary achievement by using w2 game of pre-test was 70.9 and the mean score of post-test was 84.9, the improvement was 19.7%. Based on the mean score, the students' vocabulary achievement by using w2 game showed the effectiveness method that good to applied in teaching the class.

According Maharani (2016). Whispering game is a game played around the world, in which one person whisper a message to another, which is passed through a line of people until the last player announces the message to the entire group. In pre-test, it is related with this theory because the students had ever gotten treatment before in Hot Seat Game. The students were more active, enjoy, liked to learn English, got confidence, and etc.

Furthermore, in treatment, students were given three materials about descriptive text. The material in first meeting was about animal, second meeting about place, and third about the profession of the people. Students discussed about the materials in treatment by using Hot Seat Game. Students showed the improvement little by little in each meeting. It was different before students gave treatment.

According Maharani (2016). Whispering game is a game played around the world, in which one person whisper a message to another, which is passed through a line of people until the last player announces the message to

the entire group. In pre-test, it is related with this theory because the students had ever gotten treatment before in Hot Seat Game. The students made a little mistake in error vocabulary used in multiple choice. There are some student got excellent in post-test. It is because the students were more active, enjoy, liked to learn English, got confidence, and etc.

### **3. The Effectiveness of The Game in Improving Students' Vocabulary by Using Hot Seat Game and W2 Game**

Hot Seat Game was improved students' vocabulary rather than by using W2 game in a class. It was because the students showed the higher improvement from pre-test to post-test. The improvement was 26.5%. Besides, by using W2 game the students showed a little from pre-test to post-test. The improvement was 19.7%. It means that the effectiveness of using Hot Seat Game is smaller than ( $<$ ) w2 game ( $4.24 < 4.48$ ).

### **4. The Significance Testing**

The result of the t-test statistical analysis showed that there were significant different between Hot Seat Game and W2 game in improving students' vocabulary. The statement was proved in post-test by the t-test value of Hot Seat Game was (4.485) and by t-test value of W2 game was (4,243). It means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted.

Seeing the result above, it concluded that teaching by using Hot Seat Game and W2 game in improved the students' vocabulary achievement in SMPN 19 Moncongloe.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter consisted of two sections, they were conclusion and suggestions. Conclusion dealing with the finding of this research based on data analysis and discussion on the previous chapter, while suggestions deal with the researchers' recommendations.

#### A. Conclusion

Based on the research findings and discussions in the previous chapter and looking at the result of this research, the researcher made conclusion as follows:

1. Hot Seat Game strategy was a strategy that improved the students' vocabulary achievement at the first year students SMPN 19 Moncongloe. It was proved by the mean score of students' vocabulary achievement by using Hot Seat Game based on the pre-test was 56.6 and became 71.6 in post-test, the improvement was 26.5%.
2. W2 game strategy was a strategy that improved the students' vocabulary achievement at the first year students SMPN 19 Moncongloe. It was proved by the mean score of students' vocabulary achievement. By using W2 game, it was proved by the mean score of students' vocabulary achievement based on the pre-test was 70.9 and became 84.9 in post-test, the improvement was 19.7%.
3. Hot Seat Game more effective rather than by using W2 game. It was proved both two games. The improvement of Hot Seat Game was 26.5% more great



rather than the improvement of W2 game was 19.7. There are a different significant between the students' vocabulary achievement at the first year students of SMPN 19 Moncongloe. It was proved by the t-test value by using Hot Seat Game was 4.485 and by using W2 game was 4.243.

## **B. Suggestions**

Based on the conclusion above, the researcher proposed suggestion as follows:

### 1. For English Teacher

There were some suggestions that teacher had to do in the class liked:

- a. The teacher should used Hot Seat Game because this game made the learning process became interesting, enjoyable, giving a familiar material for the students.
- b. The teacher was more creative to enrich the teaching material.
- c. The teacher knew first what is the like and dislike in learning English.

### 2. For next the researcher

The suggestions for the researcher had to conducted in the class was she needed to give motivation for the students every meeting cause based on this research, students showed the increased their learning English especially in vocabulary when the researcher gave motivation before learning. It is suggested to use this theses as an additional refrence.

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**APPENDIX A****Table of Raw Score of Students**

## 1. Hot seat game

Number of samples	Hot Seat Game	
	Pre-test	Post-test
S-1	3	4
S-2	3	4
S-3	4	5
S-4	5	6
S-5	2	3
S-6	5	6
S-7	2	3
S-8	3	4
S-9	3	4
S-10	4	5
S-11	3	4
S-12	3	4
S-13	4	5
S-14	3	4
S-15	3	4
S-16	3	4
S-17	3	4
S-18	5	6
S-19	4	4
S-20	3	3

## 2. W2 game

Number of samples	W2 Game	
	Pre-test	Post-test
S-1	4	5
S-2	4	5
S-3	5	6
S-4	6	6
S-5	3	4
S-6	6	6
S-7	3	4
S-8	4	5
S-9	4	5
S-10	5	6
S-11	4	5
S-12	4	5
S-13	5	6

S-14	4	5
S-15	4	5
S-16	4	5
S-17	4	5
S-18	6	6
S-19	4	5
S-20	3	4

**APPENDIX B**

**Table of Procedure to Get Score**

A. Students' learning by using Hot Seat game.

Number of samples	Hot Seat Game			
	Pre-test	Formulas	Post-test	Formulas
S-1	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$
S-2	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$
S-3	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
S-4	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$	6	$\frac{x}{N} \times 100 = \frac{6}{6} \times 100 = 100$
S-5	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
S-6	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$	6	$\frac{x}{N} \times 100 = \frac{6}{6} \times 100 = 100$
S-7	2	$\frac{x}{N} \times 100 = \frac{2}{6} \times 100 = 33.3$	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
S-8	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$
S-9	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$
S-10	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
S-11	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$
S-12	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$
S-13	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
S-14	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$
S-15	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$
S-16	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$
S-17	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$
S-18	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$	6	$\frac{x}{N} \times 100 = \frac{6}{6} \times 100 = 100$
S-19	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$
S-20	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$
Mean Scores	$\bar{X} = \frac{\sum x}{N} = \frac{1,132.9}{20} = 56.6$		$\bar{X} = \frac{\sum x}{N} = \frac{1,432.5}{20} = 71.6$	

B. Students' learning by using W2 game.

Number of samples	W2 Game			
	Pre-test	Formulas	Post-test	Formulas
S-1	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
S-2	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$	5	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$
S-3	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$	6	$\frac{x}{N} \times 100 = \frac{6}{6} \times 100 = 100$
S-4	6	$\frac{x}{N} \times 100 = \frac{6}{6} \times 100 = 100$	6	$\frac{x}{N} \times 100 = \frac{6}{6} \times 100 = 100$
S-5	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$
S-6	6	$\frac{x}{N} \times 100 = \frac{6}{6} \times 100 = 100$	6	$\frac{x}{N} \times 100 = \frac{6}{6} \times 100 = 100$
S-7	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$
S-8	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
S-9	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
S-10	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$	6	$\frac{x}{N} \times 100 = \frac{6}{6} \times 100 = 100$
S-11	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
S-12	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
S-13	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$	6	$\frac{x}{N} \times 100 = \frac{6}{6} \times 100 = 100$
S-14	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
S-15	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
S-16	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$

S-17	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
S-18	6	$\frac{x}{N} \times 100 = \frac{6}{6} \times 100 = 100$	6	$\frac{x}{N} \times 100 = \frac{6}{6} \times 100 = 100$
S-19	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$	5	$\frac{x}{N} \times 100 = \frac{5}{6} \times 100 = 83.3$
S-20	3	$\frac{x}{N} \times 100 = \frac{3}{6} \times 100 = 50$	4	$\frac{x}{N} \times 100 = \frac{4}{6} \times 100 = 66.6$
Mean Scores	$X = \frac{\sum x}{N} = \frac{1,419.2}{20} = 70.9$		$X = \frac{\sum x}{N} = \frac{1,699.4}{20} = 84.9$	

## APPENDIX C

### Table of Procedure to Get Score

1. Student's learning by using Hot seat game.

<b>Number of samples</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Gain</b>	<b>D2</b>
S-1	50	66.6	16.6	275.56
S-2	50	66.6	16.6	275.56
S-3	66.6	83.3	16.7	278.89
S-4	83.3	100	16.7	278.89
S-5	33.3	50	16.7	278.89
S-6	83.3	100	16.7	278.89
S-7	33.3	50	16.7	278.89
S-8	50	66.6	16.6	275.56
S-9	50	66.6	16.6	275.56
S-10	66.6	83.3	16.7	278.89
S-11	50	66.6	16.6	275.56
S-12	50	66.6	16.6	275.56
S-13	66.6	83.3	16.7	278.89
S-14	50	66.6	16.6	275.56
S-15	50	66.6	16.6	275.56
S-16	50	66.6	16.6	275.56
S-17	50	66.6	16.6	275.56
S-18	83.3	100	16.7	275.56
S-19	66.6	66.6	0	0
S-20	50	50	0	0
<b>N=20</b>	<b><math>\sum X_1 = 1132.9</math></b>	<b><math>\sum X_2 = 1432.5</math></b>	<b><math>\sum D = 299.6</math></b>	<b><math>\sum D^2 = 4983.39</math></b>



## DATA ANALYSIS

### 1. Test of Significance Difference

Calculating the *t*-test value of mean

$$\begin{aligned}\bar{D} &= \frac{\sum D}{N} \\ &= \frac{299.6}{20} \\ &= 14.98\end{aligned}$$

$$\sum D^2 = 4983.39$$

$$\sum D = 299.6$$

$$N = 20$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{14.98}{\sqrt{\frac{4983.39 - \frac{299.6^2}{20}}{20(20-1)}}$$

$$t = \frac{14.98}{\sqrt{\frac{4734.2205}{380}}}$$

$$t = \frac{14.98}{\sqrt{12.45875}}$$

$$t = \frac{14.98}{3.53}$$

$$t = 4.24$$

2. Student's learning by using W2 game.

<b>Number of samples</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Gain</b>	<b>D2</b>
S-1	66.6	83.3	16.7	278.89
S-2	66.6	66.6	0	0
S-3	83.3	100	16.7	278.89
S-4	100	100	0	0
S-5	50	66.6	16.6	275.56
S-6	100	100	0	0
S-7	50	66.6	16.6	275.56
S-8	66.6	83.3	16.7	278.89
S-9	66.6	83.3	16.7	278.89
S-10	83.3	100	16.7	278.89
S-11	66.6	83.3	16.7	278.89
S-12	66.6	83.3	16.7	278.89
S-13	83.3	100	16.7	278.89
S-14	66.6	83.3	16.7	278.89
S-15	66.6	83.3	16.7	278.89
S-16	66.6	83.3	16.7	278.89
S-17	66.6	83.3	16.7	278.89
S-18	100	100	0	0
S-19	66.6	83.3	16.7	278.89
S-20	50	66.6	16.6	275.56
<b>N=20</b>	<b><math>\sum X_1 = 1432.5</math></b>	<b><math>\sum X_2 = 1699.4</math></b>	<b><math>\sum D = 266.9</math></b>	<b><math>\sum D^2 = 4452.25</math></b>

## DATA ANALYSIS

### 2. Test of Significance Difference

Calculating the *t*-test value of mean

$$\begin{aligned}\bar{D} &= \frac{\sum D}{N} \\ &= \frac{299.6}{20} \\ &= 14.98\end{aligned}$$

$$\sum D^2 = 4452.25$$

$$\sum D = 299.6$$

$$N = 20$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{14.98}{\sqrt{\frac{4452.25 - \frac{4452.25}{20}}{20(20-1)}}}$$

$$t = \frac{14.98}{\sqrt{\frac{4229.6375}{380}}}$$

$$t = \frac{14.98}{\sqrt{11.130625}}$$

$$t = \frac{14.98}{3.34}$$

$$t = 4.48$$

**APPENDIX D**

**Table of Procedure to Get Score**

Samples	Hot seat game		W2 game	
	Pre-test	Post-test	Pre-test	Post-test
S-1	50	66.6	66.6	83.3
S-2	50	66.6	66.6	83.3
S-3	66.6	83.3	83.3	100
S-4	83.3	100	100	100
S-5	33.3	50	50	66.6
S-6	83.3	100	100	100
S-7	33.3	50	50	66.6
S-8	50	66.6	66.6	83.3
S-9	50	66.6	66.6	83.3
S-10	66.6	83.3	83.3	100
S-11	50	66.6	66.6	83.3
S-12	50	66.6	66.6	83.3
S-13	66.6	83.3	83.3	100
S-14	50	66.6	66.6	83.3
S-15	50	66.6	66.6	83.3
S-16	50	66.6	66.6	83.3
S-17	50	66.6	66.6	83.3
S-18	83.3	100	100	100
S-19	66.6	66.6	66.6	83.3
S-20	50	50	50	66.6
Mean score	$X = \frac{\sum x}{N} = \frac{1132.9}{20} = 56.6$	$X = \frac{\sum x}{N} = \frac{1432.5}{20} = 71.6$	$X = \frac{\sum x}{N} = \frac{1432.5}{20} = 71.6$	$X = \frac{\sum x}{N} = \frac{1699.4}{20} = 84.9$

## APPENDIX E

### Table of the improvement score

1. Improvement score of students' vocabulary achievement in Hot seat game.

$$\begin{aligned} I &= \frac{X_2 - X_1}{X_1} \times 100 \\ &= \frac{71,2 - 56,6}{56,6} \times 100 \\ &= \frac{15}{56,6} \times 100 \\ &= 26,5 \end{aligned}$$

2. Improvement score of students' vocabulary achievement in W2 game.

$$\begin{aligned} I &= \frac{X_2 - X_1}{X_1} \times 100 \\ &= \frac{84,9 - 70,9}{70,9} \times 100 \\ &= \frac{14}{70,9} \times 100 \\ &= 19,7 \end{aligned}$$

## **APPENDIX F**

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Satuan Pendidikan : SMP NEGERI 19 MONCONGLOE  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VII / I  
Materi Pokok : Teks Deskriptif  
Alokasi Waktu : 2 x 40 menit

#### **A. KOMPETENSI INTI**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## **B. KOMPETENSI DASAR DAN INDIKATOR**

### **KOMPETENSI DASAR**

3. 10. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
3. 11. Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.
3. 12. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

### **INDIKATOR**

- 3.1.10 Menyebutkan fungsi sosial dan struktur teks teks deskriptif.
- 3.1.11 Mengidentifikasi informasi rinci dalam teks lisan berbentuk deskriptif.
- 3.1.12 Menyebutkan ciri-ciri dan sifat seseorang dengan percaya diri menggunakan bahasa inggris yang berterima.

## **D. TUJUAN PEMBELAJARAN**

1. Disajikan teks lisan berbentuk deskriptif tentang seseorang, siswa dapat menyebutkan secara lisan fungsi sosial dan struktur teks dari teks naratif.
2. Disajikan teks lisan berbentuk deskriptif tentang seseorang, siswa dapat mengidentifikasi informasi rinci yang terdapat di dalam teks secara tertulis dengan melengkapi teks rumpang.
3. Siswa membacakan teks lisan tentang seseorang dengan percaya diri dan bertanggungjawab.

## **E. MATERI PEMBELAJARAN**

1. Teks deskriptif berfungsi untuk menggambarkan orang, hewan atau benda.
2. Struktur teks deskriptif:

- a. Identification : Memperkenalkan orang, hewan atau benda yang akan digambarkan.
  - b. Description : Gambaran tentang orang, hewan atau benda yang digambarkan dengan menyebutkan ciri-ciri khusus atau sifat tertentu.
3. Kata sifat yang dapat mencirikan seseorang: smart, beautiful, handsome, tall, short, fat, slim, patient, nice, kind, wise, friendly.
4. Pendalaman materi:
- a. Adjective, kata sifat yang memodifikasi kata benda (noun)

Contoh :

- 1) She is nice and smart.
  - 2) Miss Sinta is tall and slim.
- b. Simple present tense

Contoh :

- 1) She teaches English.
- 2) The students enjoy her class.

## **F. METODE PEMBELAJARAN**

Menggunakan Hot seat game.

## **G. MEDIA, ALAT DAN SUMBER BELAJAR**

- a. Media : Kartu tentang ciri-ciri dari orang, hewan dan benda.
- b. Alat : Spidol & papan tulis.
- c. Sumber belajar : Buku Bahasa Inggris, When English Rings a Bell, Edisi Revisi.

## **H. LANGKAH-LANGKAH PEMBELAJARAN**

### **1. Kegiatan Awal**

- Guru menyucapkan salam
- Menanyakan kabar siswa
- Mengecek kehadiran siswa



- Melakukan apersepsi berupa penyampaian materi yang terkait dengan materi pertemuan sebelumnya dengan tujuan pembelajaran materi kegiatan yang akan dipelajari.

## **2. Kegiatan Inti**

### **Mengamati**

- Guru memperlihatkan gambar kepada siswa kemudian guru meminta siswa mengamati gambar tersebut, dengan fokus pengamatan kepada ciri-ciri khusus dan sifat.
- ·Menanya
- Siswa bertanya tentang gambar atau objek yang sedang diperlihatkan (guru dapat mengajukan pernyataan-pernyataan yang dapat memancing perhatian peserta didik)
- ·Mengumpulkan informasi
- Siswa diberi pertanyaan yang mengarahkan siswa kepada materi pembelajaran, yaitu ciri-ciri khusus dan sifat dari komponen yang telah diperlihatkan berupa orang, hewan dan benda.

### **Mengasosiasi**

- Guru membagi siswa dalam beberapa kelompok, kemudian guru menyampaikan peraturan terkait proses permainan tersebut.
- Guru membagikan kartu yang berisi tentang ciri-ciri orang, hewan, dan benda.
- Guru meminta siswa untuk mengutus perwakilan dari masing-masing kelompok, kemudian perwakilan dari masing-masing kelompok duduk di kursi hot seat.
- Guru menulis satu kata tentang orang, hewan dan benda di papan tulis kemudian anggota lain memberikan clue yang tertera pada kartu tersebut kepada perwakilan kelompok yang duduk di hot seat game.

## **Mengkomunikasi**

- Siswa membaca nyaring teks dalam kartu dengan jelas dan benar.

### **3. Penutup**

- Guru melakukan refleksi (kesimpulan kegiatan pembelajaran)
- Guru menyampaikan pesan moral
- Guru meminta siswa membuka buku halaman ... untuk memberitahukan siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya.
- Guru meminta ketua kelas membacakan Doa
- Guru Mengucapkan salam kepada seluruh siswa

## **I. PENILAIAN**

1. Tehnik : Tertulis
2. Bentuk : Hot seat game
3. Rubrik Penilaian
  - a. Penilaian Keterampilan

### Classification in scoring vocabulary

Classification	Score	Criteria
Excellent	9.6 – 10	They speak effectively and excellent of using vocabulary.
Very Good	8.6 - 9.5	They speak effectively and very good of using vocabulary.
Good	7.6 - 8.5	They speak effectively and good of using vocabulary.
Fairly Good	6.6 - 7.5	They speak sometimes hasty but fairly good of using vocabulary.
Fair	5.6 - 6.5	They speak sometimes hasty fair of using vocabulary.
Poor	3.6 - 5.5	They speak very hasty, and more sentences are not appropriate using vocabulary.
Very Poor	0.0 3.5	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication.

Makassar, 2017

Mahasiswa,

Irwansyah  
NIM:10535539613

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Satuan Pendidikan : SMP NEGERI 19 MONCONGLOE  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VII / I  
Materi Pokok : Teks Deskriptif  
Alokasi Waktu : 2 x 40 menit

### **A. KOMPETENSI INTI**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya  
KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.  
KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.  
KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### **B. KOMPETENSI DASAR DAN INDIKATOR**

- 3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.  
3.11 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.  
3.12 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

### **C. TUJUAN PEMBELAJARAN**

1. Disajikan teks lisan berbentuk deskriptif tentang seseorang, siswa dapat menyebutkan secara lisan fungsi sosial dan struktur teks dari teks naratif.

2. Disajikan teks lisan berbentuk deskriptif tentang seseorang, siswa dapat mengidentifikasi informasi rinci yang terdapat di dalam teks secara tertulis dengan melengkapi teks rumpang.
3. Siswa membacakan teks lisan tentang seseorang dengan percaya diri dan bertanggungjawab.

#### **D. MATERI PEMBELAJARAN**

- Teks deskriptif berfungsi untuk menggambarkan orang, hewan atau benda.
- Struktur teks deskriptif:
  - Identification  
Memperkenalkan orang, hewan atau benda yang akan digambarkan.
  - Description  
Gambaran tentang orang, hewan atau benda yang digambarkan dengan menyebutkan ciri-ciri khusus atau sifat tertentu.
- Kata sifat yang dapat mencirikan seseorang: smart, beautiful, handsome, tall, short, fat, slim, patient, nice, kind, wise, friendly.
- Pendalaman materi:
  - Adjective, kata sifat yang memodifikasi kata benda (noun)

Contoh :

1. She is nice and smart.
  2. Miss Sinta is tall and slim.
- Simple present tense

Contoh :

1. She teaches English.
2. The students enjoy her class.

#### **F. METODE PEMBELAJARAN**

Menggunakan whisper and write (W2 game).

#### **G. MEDIA, ALAT DAN SUMBER BELAJAR**

- Media : -
- Alat : kertas & papan tulis.
- Sumber belajar : Buku Bahasa Inggris, When English Rings a Bell, Edisi Revisi.

#### **H. LANGKAH-LANGKAH PEMBELAJARAN**

1. Kegiatan Awal
  - Salam

- Menanyakan kabar siswa
- Mengecek kehadiran siswa
- Melakukan apersepsi berupa penyampaian materi yang terkait dengan materi pertemuan sebelumnya dengan tujuan pembelajaran materi kegiatan yang akan dipelajari.

## 2. Kegiatan Inti

- Mengamati
  - Guru memperlihatkan gambar kepada siswa kemudian guru meminta siswa mengamati gambar tersebut, dengan fokus pengamatan kepada ciri-ciri khusus dan sifat.
- Menanya
  - Siswa bertanya tentang gambar atau objek yang sedang diperlihatkan (guru dapat mengajukan pernyataan-pernyataan yang dapat memancing perhatian peserta didik)
- Mengumpulkan informasi
  - Siswa diberi pertanyaan yang mengarahkan siswa kepada materi pembelajaran, yaitu ciri-ciri khusus dan sifat dari komponen yang telah diperlihatkan berupa orang, hewan dan benda.

### Mengasosiasi

- Guru membagi siswa dalam beberapa kelompok, kemudian guru menyampaikan peraturan terkait proses permainan tersebut.
- Guru meminta siswa membentuk barisan sesuai banyaknya anggota kelompok
- Guru memperlihatkan kertas kepada siswa yang berada pada barisan belakang kemudian siswa tersebut membisikkan kata kepada temannya yang berada didepannya. Siswa pada barisan terdepan menuliskan kata tersebut dengan benar.

### Mengkomunikasi

Siswa membaca nyaring teks dalam kartu dengan jelas dan benar.

## 3. Penutup

- Guru melakukan refleksi (kesimpulan kegiatan pembelajaran)
- Guru meminta siswa membuka buku halaman ... untuk memberitahukan siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya.
- Salam

I. PENILAIAN

1. Teknik : Tertulis
2. Bentuk : W2
3. Rubrik Penilaian
- a. Penilaian Keterampilan  
classification in scoring vocabulary

Classification	Score	Criteria
Excellent	20	Correct selection of words and idioms. Variety of vocabulary
Very good	18-19	Correct selection of words and idioms. Some variety of vocabulary.
Good	16-17	Mostly correct choice of vocabulary. Meaning is clear.
Average	14-15	Noticeable vocabulary errors that occasional confuse meaning. Reliance on simple vocabulary to communicate.
Poor	12-13	Many vocabulary errors. Listeners' attention is diverted to the errors rather than the message. Meaning is often unclear or broken Unacceptable.
Very poor	0-11	Too many errors in this task for a student at this level. Communication is impeded

Makassar,

2017

Mahasiswa,

IrwanSyah

Nim : 10535539613







## **APPENDIX G**

### **Teaching Material**

#### **A. Teaching Material for using Hot seat game and W2 game in improving students' vocabulary**

##### **The procedure of Hot seat game**

1. Before class begins, prepare questions related to the topic of study or the book being read.  
Write four to five questions on separate sticky notes.
2. Place the sticky notes underneath student desks/chairs so that they are hidden from view.
3. When class begins tell the students that several of them are sitting on "Hot Seats" and will be asked to answer questions related to the topic of study or book of the day.
4. Have students check their desks/chairs for the sticky notes.
5. Students who have questions on sticky notes will then take turns reading the question and attempting to provide an answer. These questions should be ones that do not have a right or wrong answer, they should be questions that get the student involved in learning and thinking about the topic or book that is about to be studied.

##### **The procedure of W2 game**

1. Students are divided into two groups, groups A and B. Each group then forms a row. Let's say there are 5 students in each group.
2. Student A1 stands near the blackboard, and then A2 students stand beside him, as well as students A3, A4, until A5.
3. So also with group B. Make sure the distance between students should be wide so they cannot hear the whisper of his friend.

4. The game begins by giving some vocabulary related to the material to the students A5 and B5. Then from the student, the vocabulary is given to another friend by whispered; A5 to A4 and B5 to B4.
5. The activity takes place until it reaches students close to the blackboard that is A1 and B1. Students A1 and B1 after they hear the vocabulary whispered the theme instantly write down a list of vocabulary that is heard on the board.
6. The fastest and most appropriate group in writing the vocabulary is the winner. Do the game several times. Groups that collect many scores will get rewards or rewards.

### **This the material that reasearch giving in treatmant**

#### **Text 1 descriptive about animal**

My Lovely Cat



I have a stray cat as my pet. He is really playful, He loved to play with me and the new things he found. He has orange and white fur, his fur is so soft and I like to rubs it for him. He has a long

tail. He likes to play with it. He is also always try to catch his tail sometimes. I also like to hold him in my hand, when i hold him like that he will fall asleep.

## **Text 2 descriptive about place**

### **National Park Bantimurung**

Bantimurung Park is one of the places in South Sulawesi is very good to be enlivened and visited by many tourists. Located in the District of Bantimurung, Maros Regency, and South Sulawesi Province. The distance is about 20 km from Sultan Hasanuddin International Airport, 15 km from the town of Maros, and 50 km from the city of Makassar.

This waterfall has a width of 20 meters and 15 meters high. The water is clear and cool sliding out of the rock with a rushing year-round. Under the flow of waterfalls, there is a place of hard rock limestone baths and covered with a layer of minerals due to the flow of water for hundreds of years. The depth of the water in the tub is between the ankles to the waist. To the left of the waterfall there is a concrete ladder that is 10 meters long. This is the road to the two caves that surround the waterfall, the Batu Caves and the Dream Cave. Bantimurung Park is a breeding ground for butterflies and has a very clean river. The flow of clear water forms a beautiful river in the middle of lush trees, which is a continuation of the flow of Bantimurung waterfall. Unlike most other waterfalls, visitors do not have to descend into the valley to see the Bantimurung Waterfall.

## **Text 3 descriptive about profession of someone**

Hi, my name is Irwansyah and you can call me Irwan. I'm twenty-one years old and I'm Indonesian.

I live in jalan sanrangan no 9 in Makassar. It is a big city in the south sulawesi province. i'm a student in muhammadiyah univercity. I'm tall and thin. I have got curly hair, black eyes, a

sharply nose and a sexy lip. I'm wearing a blue clothes, an black pants, white socks and gray shoes. Today I have bring two important thing that is a question for class 8.3 exam and a marker. I'm a good person, polite and friendly. My favorite food is fried rice and my favorite drink is coffee. I really likes a cats. I can play basketball, but I can't play pingpong.

### **My Favorite Teacher**

I really like learning English and my favorite teacher is my teacher, his name is Jupriyono but we call him Mr. Jono.

I am delighted to be taught by Mr. Jono, Mr. Jono is very kind and friendly to every student. he is also rarely angry and fair to his students. Mr. Jono is always on time when he goes to class. when Mr. Jono taught him he was very disciplined but he also made jokes that made us all laugh. Mr. Jono is very like black and blue color, while teaching him sometimes wearing a blue shirt and black cloth pants. Mr. Jono always carries 2 black and blue markers and he also carries 3 dictionaries.

The task of giving to student after treatment

Describe animals, places / locations, and professions in English!

**GAJAH**

(.....)



1. ....

2. ....

3. ....

4. ....

5. ....

**Describe animals, places / locations, and professions in English!**  
**BANDARA**

(.....)



1. ....

2. ....

3. ....

4. ....

5. ....

**Describe animals, places / locations, and professions in English!**

**Perenang**

(.....)



1. ....

2. ....

3. ....

4. ....

5. ....



## APPENDIX H

### Intrument test

#### Pre-test and post-test

##### 1. Pretest

#### Soal Latihan Bahasa Inggris Descriptive Text

##### The text below is for question number 1 - 10

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. How old is Peter? He is ... years old.
  - a. Four
  - b. Fourteen
  - c. Forty
  - d. Ten
2. The writer is ... years old.
  - a. Fourteen
  - b. Sixteen
  - c. Eighteen
  - d. Nineteen
3. Which of the following statement is not true about Peter?
  - a. He has long and straight hair.
  - b. He has bright eyes.
  - c. He is interested in sports.
  - d. He plays football and tennis.
4. According to the passage, we know that Peter is ....
  - a. The writer's youngest brother
  - b. The writer's elder brother
  - c. A naughty boy
  - d. A friendly boy
5. It is implied in the passage that ....
  - a. Peter is naughty.
  - b. Peter is lazy.
  - c. Peter is unfriendly.
  - d. Peter is diligent.
6. From the text, we may conclude that....
  - a. Many people do not like Peter.
  - b. People is older that the writer.
  - c. Peter is a welcoming person.
  - d. Peter is not diligent at all.
7. What is the text mostly about?
  - a. Peter
  - b. Peter's hobby
  - c. Peter's family
  - d. peters' elder brother
8. "He is fourteen years old . . . Than me." The underlined word refers to ....
  - a. Peter
  - b. The writer
  - c. The writer's brother
  - d. the writer's family
9. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by
  - a. Dislike sport
  - b. Really likes sport
  - c. Hates sport very much
  - d. Finds sport not really entertaining

10. "But he usually does what he is asked to do"

The underlined phrase means ...

- a. He does anything he wants.
- b. He always asks.
- c. He is lazy.
- d. He is diligent.

**The following text is for questions number 11 to 13.**

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

11. " ... they are seeking in Boyolali"  
(paragraph 3)

What does the underlined word refer to?

- A. People from out town
- B. Places in Boyolali.
- C. Cow statues.
- D. Real cows.

12. What is the main idea of the last paragraph?

- A. The statues help people to find places easily.
- B. The statues decorate the town beautifully.
- C. The cow can get their way easily around the town.
- D. The people from out of town easily find the statues.

13. The text mainly tells us about ....

- A. the colour of the statues
- B. cow statues in Boyolali
- C. a town called Boyolali
- D. how to raise cows

**Read the text to answer questions 14 to 17.**

I have a close friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention to her appearance. Recently, she bought a new stylist foot legs from blowfish shoes products. These shoes really match on her.

Her new blowfish women's shoes are wonderful. When she is walking on those shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright colour, and brand represent her as a smart woman of the day. She really has perfect appearance.

She is really mad on those shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as she has. The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trade mark and become the hottest trend.

14. The writer's friend has just bought ... from blowfish shoes products.

- A. a new match shoes
- B. a new stylist foot legs
- C. a trendy and attractive shoes
- D. a brand and bright colour shoes

15. Why does the writer admire her friend?

- A. She likes wearing an international trade mark shoes.
- B. She always wants to be a trendy and attractive woman.
- C. She has the most suitable shoes on her physical appearance.
- D. She really has perfect appearance with her wonderful shoes.

16. Writer writes the text in order to ...

- A. describe her friend's style and her new shoes.
- B. explain an international trademark shoes.
- C. share her experience with her friend.
- D. tell blowfish shoes products.

17. "She really has perfect appearance." The word "she" refers to ...

- A. the writer.
- B. a close friend.
- C. the writer's friend.
- D. a blowfish women's shoes

**Read the text and answer questions 18 to 22.**

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight.

This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag

18. Where does the writer usually put her small items?
- A. In her pockets.
  - B. In her laptop backpack.
  - C. In her pocket size wallet.
  - D. In the pockets of her leather bag.
19. What makes the small items of the writer not falling down in the bag?
- A. The satisfying bag
  - B. Her laptop backpack
  - C. A pocket-sized wallet
  - D. The pockets inside the bag
20. “I’ve spent much money on a bag and I don’t regret it”. The underlined word refers to ...the bag.
- A. having
  - B. seeing
  - C. buying
  - D. loving
21. What is the main idea of the last paragraph?
- A. The writer has a new bag.
  - B. The bag is very functional.
  - C. The bag has many pockets.
  - D. The writer is satisfied with the bag
22. What is the purpose of the text?
- A. To retell the past event
  - B. To entertain the readers
  - C. To describe the writer’s new bag
  - D. To give instruction how to buy a bag

**The following text is for questions number 23 to 25.**

I live in a village called Amed in Bali, about a two-hour drive from Kuta. It is a beach village and one of the best places for scuba diving in Bali. To reach my village, you will need a lot of energy because it is an exhausting trip. The road is curved and there are many ups and downs too. But as soon as you arrive in Amed, your efforts will be paid by the beauty of my village.

Unlike other places in Bali, Amed is a calm and peaceful place. The bay, some sandy, others rocky appears to be lined with traditional fishing boats called jukung. From the top of the hill, people can enjoy the beautiful scenery. There are no factories or industries in Amed, so the

water and the soil in my village are still clean and unpolluted. This is needed to produce salt by the people in the village.

23. What makes Amed different from other places in Bali?

- A. Amed is a place for scuba diving.
- B. It needs a lot of energy to get there.
- C. Amed is a calm and peaceful place.
- D. Amed has many star rated hotels.

24. Where can people enjoy beautiful scenery in Amed?

- A. From the top of the hill.
- B. From the top of the factory.
- C. From the beach of the village.
- D. From the roads of the village.

25. "... Because it is an exhausting trip." (paragraph 1)

The underlined word has similar meaning to....

- A. Tiring
- B. Exciting
- C. Confusing
- D. Challenging

## 2. Post-test

### SOAL LATIHAN BAHASA INGGRIS DESCRIPTIVE TEXT

#### The text below is for number 1 – 8

Hi, my name is Irwansyah and you can call me Irwan. I'm twenty-one years old and I'm Indonesian.

I live in jalan sanrangan no 9 in Makassar. It is a big city in the south sulawesi province. i'm a student in muhammadiyah univercity. I'm tall and thin. I have got curly hair, black eyes, a sharply nose and a sexy lip. I' m wearing a blue clothes, an black pants, white socks and gray shoes. Today I have bring two important thing that is a question for class 8.3 exam and a marker. I'm a good person, polite and friendly. My favorite food is fried rice and my favorite drink is coffee. I realy likes a cats. I can play basketball, but I can't play pingpong.

1. What is the name of the author in the text above ?
  - a. Wawan
  - b. Irwan
  - c. Irwansyah
  - d. Kurniawan
2. How old is the author's in the text above ?
  - a. 21
  - b. 20
  - c. 12
  - d. 23
3. Where is the author's come from in the text above ?
  - a. Makassar
  - b. Indonesian
  - c. South sulawesi
  - d. Indonesia
4. How is the author's body ?
  - a. Big and tall
  - b. Tall and thin
  - c. Long and big
  - d. Thin and long
5. How is the author's hair ?
  - a. Long
  - b. Curly
6. What the color of the author's eye ?
  - a. White
  - b. Gray
  - c. Black
  - d. Blue
7. What the author's wearing ?
  - a. Clothes
  - b. Blue
  - c. Sharply
  - d. Blue clothes
8. Where is the identification in the text above ?
  - a. Last paragraph
  - b. Third paragraph
  - c. Second paragraph
  - d. First paragraph

The text below is for number 9 – 13

## PANDA



I went to the zoo yesterday and I saw panda for the first time. Panda is the very cute animal I've ever seen. It has little eyes with black spots around them. His body is black and white colored. Panda's body is almost look alike with bear. Panda looks like tame animals but it's actually not. Panda eats bamboo and they almost eat 40 kg bamboo in just one day. Panda is animal from china. I like Panda because they're cute.

9. What the body color of animal in picture of the text above ?
  - a. Black
  - b. White
  - c. Yesterday
  - d. Black and white
10. Where the author's saw Panda for the first time ?
  - a. Yesterday
  - b. Went
  - c. The zoo
  - d. Black and white
11. What the Panda eats ?
  - a. Bamboo
  - b. Plants
  - c. Zoo
  - d. Black and white
12. How much panda eats bamboo in one day ?
  - a. Fourteen kilogram
  - b. Fourty kilogram
  - c. Fiveteen kilogram
  - d. Fivety kilogram
13. Where is the animal of the text from ?
  - a. Indonesian
  - b. Makassar
  - c. Sulawesi
  - d. China
14. Why the author's like a Panda ?
  - a. Because panda is big
  - b. Because panda is eat bamboo
  - c. Because panda very cute
  - d. Because panda is from china

**The text below is for number 15 – 21**

### **National Park Bantimurung**

Bantimurung Park is one of the places in South Sulawesi is very good to be enlivened and visited by many tourists. Located in the District of Bantimurung, Maros Regency, and South Sulawesi Province. The distance is about 20 km from Sultan Hasanuddin International Airport, 15 km from the town of Maros, and 50 km from the city of Makassar.

This waterfall has a width of 20 meters and 15 meters high. The water is clear and cool sliding out of the rock with a rushing year-round. Under the flow of waterfalls, there is a place of hard rock limestone baths and covered with a layer of minerals due to the flow of water for hundreds of years. The depth of the water in the tub is between the ankles to the waist. To the left of the waterfall there is a concrete ladder that is 10 meters long. This is the road to the two caves that surround the waterfall, the Batu Caves and the Dream Cave. Bantimurung Park is a breeding ground for butterflies and has a very clean river. The flow of clear water forms a beautiful river in the middle of lush trees, which is a continuation of the flow of Bantimurung waterfall. Unlike most other waterfalls, visitors do not have to descend into the valley to see the Bantimurung Waterfall.

15. Where is location of the Bantimurung National Park?
  - a. Makassar
  - b. Maros
  - c. Moncongloe
  - d. Pangkep
16. How much the distance from Sultan Hasnuddin Airport to Bantimurung National Park ?
  - a. 50 km
  - b. 25 km
  - c. 20 km
  - d. 15 km
17. How much the distance of Bantimurung National Park ?
  - a. 15 km
  - b. 20 km
  - c. Waterfall
  - d. Sleep and slepy caves
18. How width the waterfall of Bantimurung National Park ?
  - a. 20 m
  - b. 15 m
  - c. 10 m
  - d. 5 m
19. How long the concrete ladder to the left of waterfall ?
  - a. 20 m
  - b. 15 m
  - c. 10 m
  - d. 5 m
20. What cave is in Bantimurung National Park?
  - a. Batu and dream caves



21. What breeding place is in Bantimurung National Park?
- Baterfly breeding
  - Dragonfly breeding
  - Spider breeding
  - Shark breeding

**The text below is for number 22 – 25**

### **My Favorite Teacher**

I really like learning English and my favorite teacher is my teacher, his name is Jupriyono but we call him Mr. Jono.

I am delighted to be taught by Mr. Jono, Mr. Jono is very kind and friendly to every student. he is also rarely angry and fair to his students. Mr. Jono is always on time when he goes to class. when Mr. Jono taught him he was very disciplined but he also made jokes that made us all laugh. Mr. Jono is very like black and blue color, while teaching him sometimes wearing a blue shirt and black cloth pants. Mr. Jono always carries 2 black and blue markers and he also carries 3 dictionaries.

22. I am very grateful to Mr. Jono who has guided us in learning English. What teacher is favored by the author?
- Indonesian teacher
  - Jono

- Jupriyono
  - English teacher
23. How the attitude of Mr. Jono pack to students?
- Badly
  - Sadly
  - Friendly
  - Ugly
24. What is the favorite colour of Mr. Jono ?
- Green and gray
  - Black and blue
  - Red and purple
  - Black and white
25. What is always Mr. Jono carries ?
- Two markers and three dictionaries
  - Two markers and one dictionary
  - Five markers and three dictionaries
  - Six markers and three dictionary





بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Nama Mahasiswa : Irwansyah  
 NIM : 10535 5396 13  
 Judul Penelitian : "The Comparative of Effectiveness of Using Hot Seat Game and W2 Game in improving Students' Vocabulary ( A Comparative Study)"  
 Tanggal Ujian Proposal : 15 Septemeber 2017  
 Pelaksanaan Kegiatan Penelitian : SMPN 19 Moncongloe

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru Kelas
1	11 OKTOBER 2017	Pemberian pre-test 1 untuk materi Hot seat Game	Sri Fadillah S.pd	
2	14 OKTOBER 2017	Pemberian materi (Descriptive text) untuk Hot seat Game.	Sri Fadillah S. Pd	
3	18 OKTOBER 2017	Penerapan Hot Seat Game pada materi Descriptive text	Sri Fadillah S.pd	
4	21 OKTOBER 2017	Pemberian post-test untuk materi Hot Seat Game.	Sri Fadillah S.pd	
5	25 OKTOBER 2017	Pemberian pre-test 2 untuk materi Game & 2 Game	Sri Fadillah S.pd	
6	28 OKTOBER 2017	Pemberian materi (Descriptive text) untuk & 2 Game	Sri Fadillah S.pd	
7	1 NOVEMBER 2017	Penerapan & 2 Game pada materi Descriptive text.	Sri Fadillah S.pd	
8	4 NOVEMBER 2017	Pemberian post-test untuk Game & 2 dengan soal yang sama.	Sri Fadillah S.pd.	
9				
10				

Makassar .... 21 ... APRIL ..... 2017

Mengetahui

Ketua Prodi



Umami Khaerati Syam, S.Pd., M.Pd.  
 NBM: 977.807

Kepala sekolah



BAHARUDDIN S.Pd

HP: 086404021980031010





**PEMERINTAH KABUPATEN MAROS  
DINAS PENDIDIKAN  
SMP NEGERI 19 MONCONGLOE**

*Jl. Bontorea Dusun Jambua Desa Bontomarannu Kec. Moncongloe Kabupaten Maros 90255*

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**SURAT KETERANGAN**

Nomor: 34/106.1/SMP.19/LL/2018

Yang bertanda tangan di bawah ini;

Nama : **BAHARUDDIN, S.Pd.I**  
Jabatan : Kepala SMP Negeri 19 Moncongloe  
Alamat : Jl. Borong Raya Baru Lr.D (IV) No. 2 Makassar

Menerangkan Bahwa:

Nama : **IRWANSYAH**  
No. Stambuk : 10535539613  
Jurusan : Pendidikan Bahasa Inggris  
Pekerjaan : Mahasiswa FKIP Unismuh Makassar  
Judul Penelitian : "The effectiveness of using "hot seat game"and"W2 game" in improving vocabulary's student at SMP Negeri 19 Moncongloe ( A Comparative study)"  
Pada Siswa Kelas VIII SMP Negeri 19 Moncongloe Kabupaten Maros"

Benar telah mengadakan penelitian dari tanggal 03 s/d 31 Oktober 2017 di SMP Negeri 19 Moncongloe Kabupaten Maros.

Demikian Surat Keterangan kami berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Maros, 24 April 2018

**Kepala Sekolah,**

**BAHARUDDIN, S.Pd.I**

NIP: 19640402 198803 1 018





PEMERINTAH PROVINSI SULAWESI SELATAN  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 14504/S.01P/P2T/10/2017  
Lampiran :  
Perihal : **Izin Penelitian**

Kepada Yth.  
Bupati Maros

di-  
**Tempat**

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 2193/lzn-05/C.4-VIII/IX/37/2017 tanggal 28 September 2017 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **IRWANSYAH**  
Nomor Pokok : 10535539613  
Program Studi : Pend. Bahasa Inggris  
Pekerjaan/Lembaga : Mahasiswa(S1)  
Alamat : Jl. Sultan Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

**" THE EFFECTIVENESS OF USING HOT SEAT GAME AND W2 GAME IN IMPROVING STUDENTS VOCABULARY (A COMPARATIVE STUDY) "**

Yang akan dilaksanakan dari : Tgl. **03 s/d 31 Oktober 2017**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar  
Pada tanggal : 02 Oktober 2017

A.n. GUBERNUR SULAWESI SELATAN  
**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
PROVINSI SULAWESI SELATAN  
Selaku Administrator Pelayanan Perizinan Terpadu

  
**A. M. YAMIN, SE., MS.**  
Pangkat : Pembina Utama Madya  
Nip : 19610513 199002 1 002

Tembusan Yth  
1. Ketua LP3M UNISMUH Makassar di Makassar,  
2. Pertinggal.





**PEMERINTAH KABUPATEN MAROS**  
**BADAN KESATUAN BANGSA DAN POLITIK**

Jln. Jendral Sudirman Kompleks Kantor Bupati Kab. Maros Kode Pos 90516  
e-mail : bkppm@maroskab.go.id Web : kesbangpol.maroskab.go.id

Maros, 04 Oktober 2017

Nomor : 070/689/KesbangPol  
Lampiran : -  
Perihal : **Rekomendasi Penelitian**

Kepada  
Yth. Kepala Sekolah SMPN 19 Moncongloe  
Di-  
**Maros**

Berdasarkan Surat dari Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu (DPMPSTP) Nomor : 14504/S.01P/P2T/10/2017 Tanggal 02 Oktober 2017 perihal tersebut diatas, Mahasiswi/peneliti dibawah ini :

Nama : IRWANSYAH  
Tempat, tanggal lahir : Ujung Pandang, 06 Juni 1995  
Alamat / Hp : Jl. Sanrangan IX No. 9  
Jenis Kelamin : Laki - laki  
No.KTP / SIM : 7371110606950005  
Pekerjaan : Mahasiswa (S1)  
Program Studi : Pendidikan Bahasa Inggris  
No.Pokok : 10535539613

Bermaksud melakukan izin penelitian /Pengambilan Data di daerah / kantor Saudara dalam rangka *Penyusunan Skripsi* dengan judul :

**"The effectiveness of using "hot seat game" and "W2 game" in improving vocabulary student at SMP negeri 19 Moncongloe (A Comparative study)"**

Yang di Laksanakan : Tgl 03 s/d 31 Oktober 2017  
Pengikut : -

**Pada prinsipnya kami dapat menyetujui kegiatan tersebut di atas dengan ketentuan sebagai berikut:**

1. Sebelum melaksanakan kegiatan tersebut melaporkan diri kepada Bupati Maros Cq.Kepala Badan Kesbangpol Kab.Maros;
2. Penelitian /Pengambilan Data dimaksud tidak menyimpang dari ketentuan yang berlaku dan semata-mata untuk kepentingan ilmiah;
3. Mentaati semua ketentuan yang berlaku dan mengindahkan Adat Istiadat setempat;
4. Menyerahkan 1 (satu) rangkap Draft Proposal Penelitian /Pengambilan Data di maksud kepada Bupati Maros Cq.Kepala Badan Kesbangpol Kab.Maros;
5. Segala biaya yang berhubungan dengan kegiatan tersebut ditanggung oleh bersangkutan;
6. Peneliti wajib memberikan laporan hasil penelitian kepada Badan Kesbangpol selambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

Demikian Rekomendasi Penelitian/Pengambilan Data ini untuk dipergunakan sebagaimana Mestinya.



**Tembusan Kepada Yth**

1. Bupati Maros (sebagai laporan) ;
2. Kepala Inspektorat Kab.Maros di Maros ;
3. Kepala Badan Penelitian Dan Pengembangan Daerah Kab. Maros di Maros ;
4. Ka.Dinas Pendidikan Kab Maros di Maros ;
5. Ketua LP3M UNISMUH Makassar di Makassar ;
6. Arsip.





# UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT-

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 E-mail :lp3munismuh@plasa.com



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Nomor : 2193/Izn-5/C.4-VIII/IX/37/2017

Lamp : 1 (satu) Rangkap Proposal

Hal : Permohonan Izin Penelitian

08 Muharram 1439 H

28 September 2017 M

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala UPT PZI BKPMID Prov. Sul-Sel

di -

Makassar

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1584/I/KIP/A.1-II/IX/1439/2017 tanggal 27 September 2017, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **IRWANSYAH**

No. Stambuk : **10535 5396 13**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"The effectiveness of Using Hot Seat Game and W2 Game in Improving Students' Vocabulary (A Comparative Study)"**

Yang akan dilaksanakan dari tanggal 30 September 2017 s/d 30 Nopember 2017.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Ketua LP3M,

**Dr. Ir. Abubakar Idhan, MP.**

**NBM 101 7716**

## APPENDIX I

### DOCUMENTATION



**Picture 1**

The students were given a pre-test named vocabulary test. The students were answered the multiple choice with the topic of vocabulary. They were given fifty minutes to answer the question.



**Picture 2**

After the pre-test given, the researcher gave treatment toward the students. The researcher gave a brief explanation about vocabulary.





**Picture 3**

The students were do it for the first game it is Hot seat game.



**Picture 4**

The students were do it for the Second game it is W2 game.



**Picture 5**

The students were doing Post-test named vocabulary test.

## CURRICULUM VITAE



**IRWANSYAH** was born in Makassar, on June 6th, 1995. His father's name is Muh. Idris and his mother's name is Bau Ati. He is the last child of two siblings. He began his elementary school at SDN Pajjaiang and graduated in 2007, He continued his study at SMPN 25 Makassar and graduated in 2010. After finishing His study in junior high school, she continued his study at MAN 3 Makassar and graduated in 2013. In the same year of 2013, he was registered as a student of English Department of Makassar Muhammadiyah University on strata one program.

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