

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Pertinent Ideas

This part about the concept of vocabulary, and the concept of hot seat game in Lorong Belajar Pinrang

1. The Concept of Vocabulary

The concept of vocabulary includes definition of vocabulary, types of vocabulary, kinds of vocabulary, the importance of vocabulary, and teaching vocabulary.

a. Definition of Vocabulary

To understand language, vocabulary is the most important thing for students to master. There are some definitions found by researchers from several literatures about vocabulary according to several perceptions they are:

According to Esra Akdogan, vocabulary is more important than grammar because we can speak without a correct grammar structure but we cannot speak without vocabulary. Words are the root of communication and a strong vocabulary that enhances all areas of communication such as listening, speaking, writing and reading.¹ Vocabulary is the most important skill for learning any language. All languages involve words.

Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings.² Harmer says that if language is a body, grammar is the bones

¹ Esra Akdogan, "Developing Vocabulary in Game Activities and Game Materials", Bangladesh: Journal of Teaching and Education (2017), p. 34

² Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to be Taught", International Journal of Teaching and Education, Vol III No 3 (2015), p.26.

that make up the frame, while vocabulary is the flesh that makes the body take shape.³ Thus, a person will not be able to communicate well if the vocabulary is inadequate.

Hornby also has definitions of vocabulary in his book *Oxford Advance Learner's Dictionary*, vocabulary are: (1) all the word that a person knows or uses, (2) all the words in a particular language, (3) the words that people use when they are talking about a particular subjects, (4) a list of words with their meanings, especially in a book for learning a foreign language.⁴

Riska Afriyanti Hasman stated that vocabulary is the first way to communicate each other and express their opinion, statement, and expression. So, vocabulary items can and will constantly be add end to the overall knowledge of the learner.⁵ In addition Trisyuni Shabrina said that vocabulary is defined as a large numbers of words that students have to know, not only memorizing the form of the word but also can understands the meaning.⁶

Based on definition above, the researcher conclude that vocabulary is the key in learning English. Vocabulary is the main and most important component in English. Vocabulary also is the main asset for learning English and communicating fluently. The more vocabulary you have, the easier it will be to understand spoken English or written text and the easier it will be to communicate with other people. In addition,

³ Jeremy Harmer, *"The Practice of English Language Teaching"*, New York: Longman, (1991), p.91

⁴ A S, Hornby, *Oxford Advanced Learner's Dictionary*, New York: Oxford University Press, (1995), p.1331

⁵ Riska Afriyanti Hasman, *"Enhancing Students' Vocabulary through Participation Point System (PPS) Method at the Second Grade of SMPN 5 Pinrang"*, (Unpublish Script, English Department: Parepare, 2020), p.8

⁶ Trisyuni Shabrina, *"The Implementation of Hot Seat Strategy on the Students' Ability in Mastering English Vocabulary at Grade Eighth of SMP Swasta Al-Hidayah Medan Tembung"*, (Medan: UIN-SU MEDAN, 2018), p.17

with the large number of vocabulary that is mastered, it will increase self-confidence. Without vocabulary it is impossible for the students to master English.

b. Types of Vocabulary

Vocabulary refers to words that must be understood in order to communicate effectively. The first two are spoken vocabulary, and the last two are written vocabulary. Before starting to build vocabulary for reading and writing, children have learned listening and speaking vocabulary for many years. Spoken language forms the basis of written language. Each type has a different purpose. Fortunately, the development of one type of vocabulary promotes the growth of another type of vocabulary. There are four types of vocabulary, namely:

1) Listening Vocabulary

Listening vocabulary is the words that are heard and understood by listening to speech. This vocabulary size is aided by context and tone of voice. Since in the womb, the fetus can detect sounds from the age of 16 weeks. In addition, babies listen when they wake up - and we continue to learn new words this way throughout our lives. By the time we reach adulthood, most of us will recognize and understand nearly 50,000 words.

2) Speaking Vocabulary

Speaking vocabulary are the words we use when we speak. Due to the spontaneous nature of spoken vocabulary, words are often misused - although slight and unintentional, can be explained by facial expressions, tone of voice, or hand gestures. Most adults only use 5,000 to 10,000 words for all of their conversations and instructions. This number may be less than our listening vocabulary due to ease of use.

3) Reading Vocabulary

The reading vocabulary is the words that we understand when we read the text. We can read and understand many words that we don't use in our vocabulary. This is the 2nd largest vocabulary of if you are a reader. If you are not a reader, you cannot "expand" your vocabulary.

4) Writing Vocabulary

Written vocabulary are words that we can take when we write to express ourselves. We usually find it easier to explain ourselves verbally, use facial expressions and intonation to help convey our ideas, then find the right words to communicate the same ideas in writing. Our written vocabulary is heavily influenced by the words we can spell.⁷

c. Kinds of Vocabulary

Vocabulary has been classified by some writer in different ways. In the following some classification are given active and passive vocabulary. The first is active vocabulary refers to items which the learner can use appropriately in speaking and writing, and it also called as productive vocabulary. The second is passive vocabulary to language items that can be recognized and understood in the context of reading and listening.

There two kinds of vocabulary, namely:

1) Active Vocabulary

Active vocabulary is made up of the words readily used and clearly understood by an individual when speaking and writing. Active vocabulary refers to

⁷ Judy K, "Montgomery's Book : The Bridge of Vocabulary: Evidence Based Activities for Academic Success (NCS Pearson Inc, 2007)", p.1-2.

https://www.srsdeaf.org/Downloads/Bridge_of_Vocabulary.pdf (4 March 2021)

vocabulary that the students have been thought or learn which they are expected to be able to use by the student.

2) Passive Vocabulary

A learner's passive vocabulary is the words that they understand but don't use yet. This can be compared with active vocabulary, which are words that learners understand and use in speaking or writing. Passive vocabulary refers to the words which the students will recognize when they meet them but which they will probably not able to produce.⁸

d. The Importance of Vocabulary

Vocabulary is a very important reason in learning English. Without vocabulary, students will not be able to understand other people or express their own ideas. As definition of vocabulary it's the component of language with cover four English acquisition. Therefore, without vocabulary, people cannot speak, listen, speak and listen well. If people have a lot of vocabulary, then English will be easy to use, and the listener will also be easy to understand the speaker's speech.

There are five importance of vocabulary to use in English, for *the first* is an extensive vocabulary aids expression and communication. *The second* is vocabulary size has been directly linked to reading comprehension. *The third* is linguistic vocabulary is synonymous with thinking vocabulary. *The fourth* is a person may be judged by others based on his or her vocabulary. *The fifth* is Wilkins once said, without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed.⁹

⁸ Jeremy Harmer, “*The Practice of English Language Teaching*”, (London: Longman Group, 1991), p.159

⁹ Steven A. Stahl, “*Vocabulary Development*”, (Cambridge: Brookline Book, 1999), p.3

e. Teaching Vocabulary

Teaching vocabulary is a complex task because it includes the meaning of the words. A good teacher should use appropriate techniques and enough practice for certain words, so that the objectives was be achieved. Concerning the appropriate techniques, a teacher must choose suitable method to teach vocabulary. The teacher has to teach not only the meaning of the words but also has to use appropriate method for each other aspect of language. Therefore, as an excellent teacher, they must be prepared with the latest methods. Teachers must be able to master these materials so that students can understand them and make them interested and happy in the teaching and learning process. in the classroom.

Vocabulary is the most obvious part of language, and it is also the first thing that applied linguists pay attention to. In order to achieve the goal of language learning, special attention must be paid to language learning. Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the students cannot communicate to othsr clearly. With limited vocabulary anyone will also has a limited understanding in terms of speaking, reading, listening, and writing.¹⁰

Teaching English aims to develop four skills, namely: listening, reading, speaking, and writing. To support the development of the four language skills, English language components, vocabulary, grammar and pronunciation or spelling are also taught. In addition to constructing sentences, we not only need correct grammar and pronunciation, we also need to choose the appropriate vocabulary.

¹⁰ Abdul Haris Sunubi, *"Fishbone Model: Increasing your Basic Vocabulary"*, (STAIN PAREPARE, 2017) p.4

Teaching vocabulary is very significant for the students because in the increasing of vocabulary extension. More vocabularies the learners have, more chances they are master the language. Teaching techniques are very helpful for teacher. It is the teachers' task to use appropriate technique of vocabulary teaching, and it does not mean that the teacher uses a certain technique. Techniques in teaching are very important in learning and teaching. Teachers should use appropriate skills to teach vocabulary to motivate and help students learn.

According to Allen there are many techniques in teaching vocabulary for the beginner:

1) Commands are useful in vocabulary classes

When we ask students to respond physically to oral commands which use the new words, the activity is very much like what happens when one is learning one's mother tongue. Children have frequent experience in obeying commands during the early years of learning the mother tongue. Those experiences appear to play an important part in the learning of vocabulary.

2) Using real objects for vocabulary teaching

For helping students understand the meaning of a word, we often find that a picture is useful, if it is big enough to be seen by all members of the class but real object are better than pictures whenever we have them in the classroom.

3) Other communication experiences for the classroom

There are many other ways to create a communication situation in the classroom. Suppose we have used a picture that shows a head with its various parts, hair, eyes, ears, nose, mouth. Those parts have been named in English. The students have printed the names in their notebooks with their copies of the picture. Now the

stage is set for an experience in which students use those English words to communicate.

4) The value of the pictures that students draw

In several of the techniques which have been mentioned, pictures are made by students. Many teachers like to use pictures the students themselves have made such pictures have certain advantages, namely they cost little or nothing; they are available even in places where no other pictures can be found; they do not require space for storing and filing as pictures from other source do; when someone has drawn a picture of a scene he knows the meaning of the English words that the teacher will use while talking about parts of his scene.¹¹

Based on the above statement, in teaching vocabulary techniques are needed that make teaching vocabulary easier. Therefore, we must know vocabulary teaching techniques.

2. The Concept of Hot Seat Game in Lorong Belajar Pinrang

The concept of hot seat game in Lorong Belajar Pinrang includes history of Lorong Belajar Pinrang, definition of hot seat game, advantages and disadvantages of hot seat game, and procedures playing hot seat game.

a. History of Lorong belajar Pinrang

Lorong Belajar is one of the learning communities in Pinrang, precisely in Salo 2. Founded by 7 founders who were students at IAIN Parepare, namely Muh. Bambang, Jumriani, Karmila, St. Nurhalisa, Reski, Nabila, and Annisa Asha on

¹¹ Virginia Frenc Allen, “*Technique in Teaching Vocabulary*”, (England: Oxford University Press, 1983)

October 15, 2020. The seven founders came from different majors, some majoring in English Education, and Islamic Religious Education.

The formation of this community started from one of the founders' initiatives because at that time all the founders were doing *Praktik Pengalaman Lapangan* (PPL) at SMPN 4 Pinrang, to be precise in Salo 2. PPL is one of the levels or courses that must be taken by students IAIN Parepare. At that time, learning was carried out online due to Covid-19 which required students to study at home. They have difficulty teaching students online because only a few students are active during learning. So they tried to ask the principal for permission to do face-to-face learning (offline) because some of the founders were domiciled in the same place as the school, namely in Salo 2.

In the second week of PPL, they discussed how to make students active during online learning. Therefore, there was an idea from one of the founders to gather children who were only around his house with the aim of helping them learn during online learning. The other founders were intrigued by the idea, and another co-founder added the idea that “what if we create a learning community that's kind of like a course but it's free?” says one of the founders, the other founders also brought out their ideas and put their opinions together so that *Lorong Belajar* was formed which was originally only called an anonymous learning community.

Initially there were only 6 students who were around the house where we taught. Then in the next lesson, the number of students who came began to increase because the learning we were doing was already widespread, some even came from outside the village of Salo 2. Students always increased with each subsequent lesson, until the number of students was 35 students with different levels. Some are still in

elementary school, junior high school, and senior high school. The parents of students and even the local village head gave a positive response to the Lorong Belajar community.

The name Lorong Belajar comes from the location of the house that is occupied for learning which is located in a dead-end alley and is also very unique. So the founders agreed to make the name of the learning community they founded as Lorong Belajar, and students who study there are called *sahabat lorong belajar*. Learning activities take place 2 times a week, starting on weekends, namely Saturdays and Sundays while still following health protocols. The material taught about English starts from the basics, such as the alphabet, numbers, and others. Materials about Islamic religious education are also taught but in English, and also material about Lontara Bugis. The learning system in the Lorong Belajar is divided into two levels, namely beginner and elementary because they come from different levels of education so that the material that will be given is specifically according to their abilities. Students will be placed according to their level, based on the tests that have been given. The goal is to provide material according to their respective portions.

The students are given a token worth one million, the token is valid when the student violates the agreed rules. Before learning begins, students first deposit the vocabulary that has been given in the previous day. In each lesson, one of the founders takes turns being the class opener or moderator before the material begins. Then before entering the material, students do various things or rituals that are usually done, such as praying using agreed movements, then singing, dancing, praying together and reading short Surahs, and trying to repeat the previous lesson. Each founder has the opportunity to teach the agreed material. The material was taken randomly instead of

what they wanted, so the founders also had to study before bringing the material. The material presented must be accompanied by media and games in the learning.

b. Definition of Hot Seat Game in Lorong Belajar Pinrang

Hot seat is vocabulary team game in which students in a team try to communicate word which is written by the teacher on the blackboard or whiteboard using verbal clues, without saying the actual word as a clue to one of their team mates on the hot seat, whose job is to guess word. Hot seat here is an empty chair which is places in front of the room, facing the class with the blackboard or whiteboard behind it. Thus the students who sits on the hot seat cannot see the word which is written by the teacher on the blackboard or whiteboard. However the other team mates will stand up facing the blackboard, so, they can see it. They have to describe it or give examples, opposites, synonyms, or anything they can think of to help their team mate on the “hot seat” to guess it as quickly as possible.¹²

Lackman said that, hot seat is a game based on a popular game where someone gets to guess a word from clues but they are not allowed to say the actual words as a clue.¹³ According Sarah and Marcellin in Reka Anggraini’s Thesis, that hot seat is an incredibly easy game to set up and does not require a great deal of preparation for teacher.¹⁴ It means that by using this game, teachers do not need to prepare early for starting this game. Because in this game, they also use simple tools.

Furthermore, Maffione also said that hot seat is an example of a very nice game, useful both for practicing vocabulary and encouraging students to produce

¹² Trisyuni Shabrina, p.7

¹³ Ken Lackman, “*Universal Activities: Original and Adapted Recyclable Activities*”, (2011), <http://kenlackman.com/files/univactBook10.pdf>, (4 March 2021)

¹⁴ Reka Anggraini, “*The Influence of Using Hot Seat Game towards Students’ Speaking Ability at the First Semester of Eighth Grade of SMPN 20 Bandar Lampung*”, (Bandar Lampung: UIN Raden Intan Lampung, 2018), p.22

language.¹⁵ Therefore, the "hot seat" is easy to reach in English classes. There is no special preparation for this game. The teacher only needs to prepare a list of words that have been taught in the previous lesson, a stopwatch, an empty chair, a blackboard and markers. The game will be more challenging, because in this game each team has to finish guessing as many words as possible in a limited time.

Based on the explanation above, hot seat is an innovative way in the teaching process. As an activity, students can not only enjoy, but also get information more easily. During the game, the students were more active and interested in learning English in class.

c. Procedures Playing Hot Seat Game

According to Robertson in Trisyuni Shabrina's Thesis, here are the steps to play hot seat:

- 1) Teacher splits the students in the class into different teams (two is best, but if the number of the students in the class is large, any number could be used).
- 2) Teacher asks all of the students to face the blackboard or whiteboard.
- 3) Teacher takes an empty chair – one for each team – and put in front of the class, facing the team members. These chairs are the "hot seats".
- 4) Teacher asks one member from each team to come up and sit in that chair, so, they are facing their team – mates and have their back to the board.
- 5) Teacher takes a list of vocabulary which have been prepared before.
- 6) Teacher takes the first word from the list and writes it clearly on the board.

¹⁵ L. Maffione, "*Keeping Them Interest*" (2008).

<http://vocabmatters.pbworks.com/w/file/fetch/70713466/keeping%20interest%20interest.pdf> (4 March 2021)

- 7) The aim of the game is for the students in the teams to describe that word, using synonyms, antonyms, definitions, etc. to their team – mate who is on the hot seat, who cannot see the word.
- 8) The students in the hot seat listens to their team – mates and tries to guess the word.
- 9) The first hot seat students to say the word wins a point for their team.
- 10) Teacher asks the other student on each team to sit on the hot seat.
- 11) Then, teacher writes the next word.¹⁶

To play this hot seat, the teacher can also do some variations depending on the situation in the class without ignoring the main rule of hot seat. The variation of this hot seat is needed to make the students feel comfortable when playing this game, to ensure a slightly quieter and less chaotic game.

In this study, the researcher also created hot seat game steps with slightly different variations from the previous researchers' steps. Therefore, the steps for playing hot seat in this study are:

- 1) Students are divided into 3 or 4 groups (according to the number of students)
- 2) Place 4 or 5 chairs (according to the number of students in the group) at the front of the class and one chair back to the blackboard.
- 3) The chair that is located behind the blackboard is called the hot seat.
- 4) One group will compete against another group. The teacher determines the opponents of each group.

¹⁶ C. Robertson, “Hot Seat”, (Article: British Council, 2010).
<https://www.teachingenglish.org.uk/article/hot-seat-0> (4 March 2021)

- 5) The teacher assigns a number/letter to each group member which is used as a code for each student. For example, for group 1 the code letters a, b, c, d, e and group 2 are also given the same letter.
- 6) The teacher writes some vocabulary meanings on the blackboard, then mentions the vocabulary accompanied by the appropriate movement. The student's task is to remember the vocabulary and meanings that have been given.
- 7) The game starts with the teacher only giving instructions in the form of movements and mentioning one letter/number which is the code for each team member. And students with letter codes in each group mentioned by the teacher will compete to sit on the hot seat that has been provided and immediately say the vocabulary and its meaning according to the instructions or movements that have been given by the teacher.
- 8) The member of the group who is the fastest and succeeds in answering the question will get points. The group with the most points will be the winner.
- 9) After that, each student is asked to recall all the vocabulary that has been written on the blackboard earlier.
- 10) Hot seat game is played for 15 minutes.

d. Advantages and Disadvantages of Hot Seat Game

The use of hot seat game in teaching English vocabulary not only gave benefit both to the teacher and the students but also gave difficulty to them. From these reasons, the researcher discussed about the advantages and the disadvantages of using this game in teaching vocabulary.

1) Advantages of Hot Seat Game

There are advantages of hot seat game, namely to make the students can enjoy with their study, it is can motivating and challenging to study and to apply their vocabulary, it also can encouraging students to be both mentally and physically active, and then this game can make the students easy to remember vocabulary, and it can encourage students to interact and communicate.

2) Disadvantages of Hot Seat Game

Besides advantages, there are disadvantages of hot seat game also, namely for the first in teaching learning process is by attracting students interest to game, all of them are active and made noisy. Sometimes they too much move and speak. That condition made the teacher difficult to control them. Second, in teaching learning process is by doing games the teacher only has a little time to explain the material and give some new vocabularies. So there is no longer time for teacher to explain more and help them to memorize all the new vocabularies.¹⁷

3. Previous Research Findings

Some researcher have a conducted research by using a few technique methods in teaching vocabulary, a few of which are as follows:

- a. Trisyuni Shabrina “*The implementation of hot seat strategy on the students’ ability in mastering English vocabulary at grade eighth of SMP Swasta Al-Hidayah Medan Tembung*” concluded that the using hotseat strategy in mastering vocabulary can increase the students’ ability in mastering vocabulary of grade eight SMP Swasta Al-Hidayah Medan Tembung. The result of the data analysis showed that there was an interesting in the students’ ability in mastering

¹⁷ Rodhita, “*The Use Of Hot Seat Game in Enhancing Vocabulary Mastery to the Sixth-Grade Students of SDN 8 Mentibar In The Academic Year 2015/2016*”, (Unpublished Script, IKIP PGRI PONTIANAK, 2016), p.17

vocabulary. It is showed from the mean of pre-test was 38,4 with 6 students or 18,2% reach the Minimum Passing Grade or KKM (75). The result of post-test I in the first cycle, students' mean score was 64,8 with 14 students or 42,4% pass the KKM. The result of post-test II in the second cycle, students' mean score was 78,7 with 26 students or 78,8% pass the KKM.¹⁸

- b. Dewi Astia *“Improving the students vocabulary mastery through the hot seat games at junior high school Wahdah Islamiyah in Antang Makassar”*. The result of this research shows that the use of Hot Seat games can improve the students vocabulary of junior high school Wahdah Islamiyah in Antang Makassar. The result of the data indicated that there was a significant difference between students' post-test in experimental class and controlled class. The mean score of post-test (86.9444) in experimental class was greater than the mean score of post-test (60.2778) in controlled class and the standard deviation of post-test (13.61605) in experimental class was greater than the standard deviation of post-test in controlled class (37.97230). From Output in table test statistic (b) obtained the value of Mann Whitney U = 427 with a value of $p = 0.013$.¹⁹
- c. Nilasari *“Using hot seating strategy to increase the first year students' speaking ability at SMA Negeri 2 Takalar”*. The result of this research showed that using hot seating strategy increased the speaking ability of the First Year Students (X MIA 5) at SMA Negeri 2 Takalar. The result of this research showed the improvement of the students' speaking ability from the first cycle to the second

¹⁸ Trisyuni Shabrina, *“The Implementation of Hot Seat Strategy on the Students' Ability in Mastering English Vocabulary at Grade Eighth of SMP Swasta Al-Hidayah Medan Tembung”*, (Medan: UIN-SU MEDAN, 2018)

¹⁹ Dewi Astia, *“Improving The Students Vocabulary Mastery Through The Hot Seat Games at Junior High School Wahdah Islamiyah In Antang Makassar”*, (Makassar: UIN Makassar, 2015)

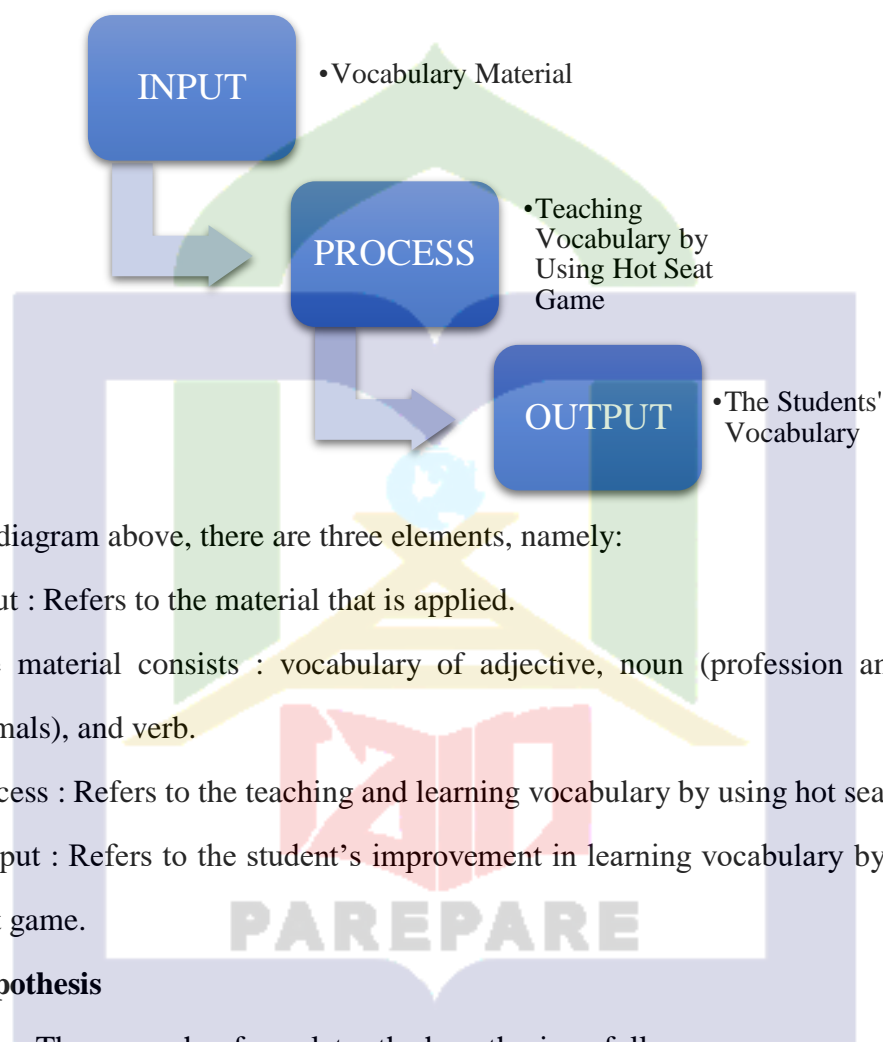
cycle has improved. The mean score of pronunciation terms was 3.3 in the first cycle test and became 3.93 in the second cycle test. Besides that, the mean score of grammar in the first cycle was 3.1 became 3.46 in the second cycle. Then, vocabulary terms, the students score from first cycle to the second cycle was 3.43 became 3.8. Furthermore for the students' speaking fluency, their score also increase from 3.5 became 3.6.²⁰



²⁰ Nilasari, *“Using Hot Seating Strategy to Increase The First Year Students’ Speaking Ability at SMA NEGERI 2 TAKALAR”*, (Makassar: UIN Makassar, 2017)

4. Conceptual Framework

The conceptual framework underlying this research given in the following diagram:



In the diagram above, there are three elements, namely:

- Input : Refers to the material that is applied.
The material consists : vocabulary of adjective, noun (profession and person, animals), and verb.
- Process : Refers to the teaching and learning vocabulary by using hot seat game.
- Output : Refers to the student's improvement in learning vocabulary by using hot seat game.

5. Hypothesis

The researcher formulates the hypothesis as follows:

- H_0 (Null hypothesis) : The use hot seat game is not effective to improve the students' vocabulary.
- H_a (Alternative hypothesis) : The use hot seat game effective to improve the students' vocabulary.

6. Variable and Operational Definition

a. Variable

There are two variables in this study, namely dependent variable and independent variable. The dependent variable is the students' vocabulary mastery, and the independent variable is hot seat game.

b. Operational Definition of Variable

- 1) The students' mastery in vocabulary is the result and successfulness as well as progress of students' vocabulary in English at Lorong Belajar.
- 2) Hot seat game is a method where student able to guess the word given by the teacher through his or her friend as a helper. This method can help students to improve their vocabulary and make them happy in doing hot seat game.

