CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections were the finding of the research and the discussion of the research. The findings of the research cover the description of the result of data collected through test that can be discussed in the section below.

A. Finding

The finding of this the research consists the result of the students' score in pre-test and post-test and the classification of the students' score in pre-test and post-test. It aimed to find out the answer of research question. The researcher gave two test which are pre-test and post-test. Pre-test was given before treatment to stimulate the students' vocabulary mastery, while the pos-test was given to stimulate students' vocabulary mastery after doing the treatment. From the result of the post-test can answer the question of this research, that aims to find out whether teaching vocabulary by using hot seat game was able to improvement student's vocabulary mastery Lorong Belajar Pinrang.

1. The result of the students' score in pre-test and post-test

The results of the study explained that students' scores on the pre-test and post-test were used to measure the students' knowledge obtained before and after treatment using the hot seat game in this study. In other words, two determine students' knowledge of vocabulary mastery before and after treatment or pre-test and post-test. The results of students' scores on the pre-test and post-test are as follows:

Table 4.1 The result of students' score in pre-test and post-test

No	Students	The Students' Score			
		Score (X_1)	Classification Score	Score (X_2)	Classification Score
1.	S1	65	Fair	100	Very good
2.	S2	45	Poor	90	Very good
3.	S3	65	Fair	100	Very good
4.	S4	50	Poor	95	Very good
5.	S5	25	Very Poor	75	Good
6.	S6	65	Fair	85	Good
7.	S7	45	Poor	85	Good
8.	S8	70	Fair	80	Good
9.	S9	30	Very Poor	85	Good
10.	S10	50	Poor	90	Very good
11.	S11	50	Poor	75	Good
12.	S12	55	Poor	80	Good
13.	S13	80	Good	95	Very good
14.	S14	50	Poor	70	Fair
15.	S15	85	Good	100	Very good
Total		830		1305	
Mean		55.33		87	
Max. Score		85		100	
Min. Score		25		70	
Median		50		85	

(Data source: The result of students' score in pre-test and post-test on the appendix page 2-4)

Based on the table above, showed the result of pre-test and post-test. In pre-test no one students in very good classification, two students in good classification, four students in fair classification, seven students in poor classification, and two students in very poor classification. Total score in pre-test was 830. It showed that the students' vocabulary mastery was poor, because most of them got poor score. There were some students who get poor score because the students were lazy to memorized and think English was difficult, and bored with the method using in their classroom *(to find out the value of the pre-test can be founded in the appendix page 2)*.

Meanwhile on post-test, showed the students' was an improvement of students' score after giving treatment that using Hot Seat Game. Seven students in very good and good classification, and also one student in fair classification, no one student in poor and very poor classification. It means that the students' vocabulary mastery has improved that using Hot Seat Game. The total score in post-test was 1305. It proved that there were improve of students' score in post-test. It shows that most of them got very good and good score, because after the implementation of hot seat game the students easy to memorize and understand the vocabulary, and easy to understand the material *(to find out the value of the post-test can be founded in the appendix page 4)*.

a) The Classification students' score, and percentage of the frequency in pre-test and post-test

The following table showed the classification students' score, and percentage of the frequency in pre-test and post-test:

Table 4.2 The Classification students' score, and percentage of the frequency in pre-test and post-test

NO	Classification	Score	Frequency		Percentage (%)	
			Pre-test	Post-test	Pre-test	Post-test
1.	Very Good	86-100	0	7	0%	46.67%
2.	Good	71-85	2	7	13,33%	46.67%
3.	Fair	56-70	4	1	26,67%	6.66%
4.	Poor	41-55	7	0	46,67%	0%
5.	Very Poor	≤ 40	2	0	13,33%	0%
	Total		15	15	100%	100%

(Data' source: the classification students' score, and percentage of the frequency in pre-test and post-test)

The data of the table above indicated that the classification students' score, and percentage of the frequency in pre-test no one student got very good, two (13,33%) students got good score, four (26,67%) students got fair score, seven (46,67%) students got poor score, and two (13,33%) students got very poor score. While the rate percentage of the post-test, seven (46,67%) students got very good score, seven (46,67%) students got good score, one (6,66%) student got fair score, and no one student got poor and very poor score. It means that the percentage in post-test that students got a very good score was higher than the percentage in the pre-test. It showed that students were able to improve students' vocabulary after treatment by using hot seat games.

b) The mean score and standard deviation of pre-test and post-test

Table 4.3 the mean score and standard deviation of pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	55,33	16,63
Post-test	87	9,78

(Data source: the mean score and standard deviation of pre-test and post-test on the appendix page 3-5)

The data in table 4.5 shows that the mean score of pre-test was 55.33 (X_1), while the mean score of the post-test increased 87 (X_2). The standard deviation of pre-test was 16.63, while the standard deviation of post-test was 9.78 *(to find out how to get the mean score and standard deviation of pre-test and post-test, founded in the appendix on page 3-5).*

As the result at this item, the mean score of the post-test was greater than the mean score in pre-test. It means that students' vocabulary mastery had improvement after doing the learning process by using hot seat games.

2. Test of Significant

In order to know whether the means score of the pre-test and the means score of the post-test while significantly different, the researcher used T-test. The result of T-test was 8,7 *(founded in the appendix page 7).* To find out the degree of freedom (df) the researcher used following formula:

$$df = N - 1$$
$$= 15 - 1$$
$$= 14$$

For the level, significant (α) 5% and df= 14, and the value of the table is 1,761 while the value of t-test 8,7. It means that the t-test value is greater than t-table (8,7 ≥ 1,761). So, it can be concluded that there was an improvement with the students' vocabulary mastery after being given treatment by using hot seat game. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Table 4.4 The test of significant

Variable	T-test	T-table value
Pre-test and Post-test	8,7	1,761

(Data' source: the test of significance in pre-test and post-test)

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significant difference between the results students' pre-test and post-test.

A. Discussion

1. The improvement of students vocabulary mastery and how to implementation of students' vocabulary mastery through the hot seat game

Based on the finding in the previous section showed that the students' vocabulary mastery has developed, students' score after giving treatment was higher than before giving treatment. As explained in the data collection a vocabulary test was administered twice in pre-test and post-test. The pre-test was given before treatment, which aim to know the students' vocabulary knowledge. The post-test was given after giving the treatment to check the student's achievement on English language learning especially in vocabulary mastery by use hot seat game.

To know the improvement of students' vocabulary mastery by using hot seat game, the researcher calculated the mean score students' vocabulary was indicated

from two tests namely pre-test and post-test. The mean score in pre-test before gave the student treatment was 55.33 and the mean score of the post-test was 87 after gave students treatment.

By looking at the test results, from the data provided in the classification table in the pre-test, it is clear that no one student got very good, two (13,33%) students got good score, four (26,67%) students got fair score, seven (46,67%) students got poor score, and two (13,33%) students got very poor score. While the rate percentage of the post-test, seven (46,67%) students got very good score, seven (46,67%) students got good score, one (6,66%) student got fair score, and no one student got poor and very poor score. From the result, the researcher concluded that the students' vocabulary mastery from very poor up to good and very good classification.

In addition, to know what was the hypothesis received between null hypothesis (H_0) and the alternative hypothesis (H_a), the researcher use t-test to calculating result showed that on the t-test value was greater than t-table value 1,761 table ($8.7 \geq 1.761$) with a degree of freedom (df)= 14 it means the alternative hypothesis (H_a) was concluded that by the hot seat game was able to improve the students' vocabulary mastery at Lorong Belajar Pinrang, while the null hypothesis (H_0) was rejected.

To find out how the implementation of hot seat game is able to improve the students' vocabulary mastery, the researcher got some pieces of information from the students' activities in the learning process, there were six meetings for doing the treatment of this research. Two meetings for doing test and four meetings for doing treatment to prove that was the implementation of hot seat game able to improve the

students' vocabulary mastery. In the treatment the students were given 20 vocabularies in every meeting, so the students have to mastery the vocabulary.

The first meeting was on July 10th, 2021 before the researcher gave the pre-test to the students, the researcher greeted for the students, introduced herself, and gave information about her aim with the students. After the researcher opened the meeting, she gave some tests to the students' as the pre-test. The type of test is multiple choices, fill the blank, and matching picture. It purposed to know the improvement students' vocabulary before getting the treatment. After that, the researcher gave an explanation about how to work the instrument and guide the students to understand to process of the media. After that, the researcher gave students a chance to ask the researcher if they did not understand about how to work the instrument. There were some students asked about instrument, and the researcher an explained once the test more and after the students understood, the researcher gave some minutes to read about the test before the researcher asked the students to answer the question. After the students finished working on the pre-test, the researcher began to guide the students to understand the process of concept the hot seat game.

The second meeting was on 11th, 2021 this meeting was a first treatment after gave the pre-test to the students. The first material was about "Vocabulary of Adjective". After opened the meeting the writer gave motivation to the students about English most of students in the class said that English was very difficult, so they felt bored to study English and the researcher said that *"Vocabulary is the main component in English, so we cannot speak English well if we lack of vocabularies"*. The researcher tries to make it easy for students to understand learning English with a new method. After that, the researcher showed an example of hot seat game for

students and explained what was mean it. The researcher also gave direction on how to implement hot seat game. The researcher gave vocabulary about adjectives as much as 20 vocabularies. Students are divided into 2 groups and each group member is given a code in the form of letters, for example for group 1 each group member is given a code a, b, c, d, e and so is group 2 each member is given the same letter code a, b ,c,d,e. These letters are in place of their names. There is one chair in the middle and facing the front of the two groups and its back to the whiteboard, that chair is called the hot seat. Then the researcher wrote down six vocabulary words about the adjectives that had been given on the whiteboard, the researchers mentioned the vocabulary together with the students and provided instructions in the form of body movements. After all students understood, the researcher started the game by giving body movement instructions and mentioning one letter code. Members of the group whose letter codes are mentioned compete to sit in the hot seat and answer the body movements shown by the researcher. The first member of the group to sit on the hot seat and answer correctly will earn points. The group that gets the most points is the winner.

The third meeting was on July 17th, 2021the researcher started the class by greeting. The researcher repeated the first material was given for students before continued the next material, the researcher shows body movements which are the vocabulary that has been learned at the first meeting to make sure whether the students still remember the vocabulary. Next, the researcher gave a new material about "Vocabulary of Profession" with the same method and rule. So, the students easy to understand. The researcher and the students together pronounce the list of vocabulary. After that, the researcher gave chance five minutes to the students

memorize the list of vocabularies. The researcher divided the students into 2 groups and gave a letter code for each group member as was done in the previous meeting. Then there is one seat in the middle and in front of them which is called the hot seat. After that, the researcher wrote six vocabularies on the whiteboard about the profession that had been studied previously. The researcher and the students together said the vocabulary and also practiced the body movements that agreed to be used in the vocabulary. The researcher started the game and said *"who am I?"* while showing gestures instructions to students and mentioning one student letter code. Students who get the letter code compete to sit in the hot seat and answer the instructions given by the researcher. Group members who answer correctly will get points, and the group that gets the most points will be the winner. After the game was over, the researcher asked the students *"What is your ambition?"* and students answered *"I want to be ..."* according to the professional material that has been taught.

The fourth meeting was on 18th, 2021, Researchers provide treatment by providing material in accordance with the design of the learning implementation that has been determined, namely "Vocabulary of Animals". The researcher gave an understanding of the material being taught and asked the students together to mention the list of vocabulary about animals. The methods and rules used are still the same as in the previous meeting, namely by using the hot seat game method. Then the researcher divided the groups, gave the letter codes to the students, and together said the vocabulary along with the appropriate body movements that would be used in the hot seat game. After that, the researcher started this game by first saying *"Who am I?"* along with giving instructions in the form of body movements to students and mentioning one student letter code. Then students compete to sit in the hot seat and

the one who sits in the hot seat first and answer correctly gets points. The group that gets the most points wins. After that the researcher asked the students to name the animals that were in their homes or those they kept. During the hot seat game, students are active in playing and they feel happy and easy to learn vocabulary when learning is done using the game method.

The fifth meeting was on 24th, 2021 the researcher started by greeting and repeated the material that had been previously studied. The researcher asked the students to name the five vocabularies they got previously. The goal is to make sure students still remember the vocabulary they have acquired. The students still enthusiasm to study with hot seat gam, the researcher gave material about "Vocabulary of Verb" so the student easy to memorized and understand the list of vocabulary because this material the students usually do. Before applying this hot seat game method, the researcher first provided a vocabulary list about verbs and asked students together to pronounce the vocabulary words and their meanings. Then give students the opportunity to memorize the vocabulary for five minutes. The researcher started the hot seat game method by explaining that the rules used were still the same as before. After all students understood and were ready, the researcher gave instructions in the clue of body movements and said "what do I do?" and mention one student letter code. Just like before, the group member who managed to sit first in the hot seat and answered correctly got points and the one who got the most points became the winner. Then the researcher asked the students to make short daily activities that they usually do in their homes using the vocabulary that had been given previously. The researcher asked the students to ask if there was anything they did not know or understand. After finished, they have to read it in front of their friends.

The sixth meeting or the last meeting was on 25th, 2021. After the researcher gave treatment to the students, the researcher gave post-test. The students were given the post-test to find out the achievement and their progress, it was used to know the result treatment, and it was also aimed to know whether there is an improvement or not for students. After the researcher opened the meeting, the researcher gave five minutes to re-learn about the material that had been studied before the post-test was conducted. Then the researcher gave some tests to the students, the type of test is multiple choices, fill in the blank, and matching picture. They have to answer it based on their knowledge after gave them treatment. After getting all the data, the researcher gave a gift to each student in the form of a pen as a form of appreciation for helping the researcher. Then the researcher closed the class by greeting the students.

The researcher has found that before using hot seat game in teaching vocabulary, the students vocabulary mastery still low. It was proven by the result of the pre-test. the students lack their vocabulary. One of the factors was the technique or strategy that the English teacher used in teaching and learning still monotonous. So the students got bored in learning process in the classroom.

Before applying the hot seat game method in teaching vocabulary the student faced some problem to memorize the vocabulary, they are:

a) The students were lazy to memorized, because they think that English was difficult.

b) The students lack motivation and awareness in learning English.

c) The students bored toward the method using in their class still monotonous.

d) The students rarely study using media or new method in class since in vocabulary learning so many vocabularies were not familiar to them.

After applying the hot seat game method in teaching vocabulary gave improvement to the students at Lorong Belajar Pinrang, they are:

a) The students easy to memorize and understand the vocabulary.

b) The students more enjoyable and fun to study English because the material taught uses media that are appropriate to the conditions of students and also because it uses the hot seat game method. Thus, making students active in the learning process. Because, the use of media prioritizes students' physical movements when looking for friends in the same category. These physical movements can help students to energize the brain that has been tired of thinking.[1]

c) The students can more enthusiastic in the class because they got point as a reward.

d) The students felt comfortable and easy to understand the material.

Based on the first meeting until the last meeting the implementation of the hot seat game changed classroom situation in class and in learning process was better than the previous meeting. Because by using this game, students feel challenged to guess the word correctly. In addition, by playing guessing words, students become more daring to speak in English. Because to guess the correct word you have to use a hint first and this clue must be in English.[2] It could be seen from the result of observation that students who were able to active and to focus on the researcher explanation. Students who has a low in content has been improved from 50 total score to 95 score. Students' behavior changed and more enthusiasm and they enjoy in

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[1] https://paxdhe-mboxdhe.blogspot.com/2014/02/media-card-sort.html?m=1%20 (Accessed on September 2021)

[2] https://minhermina170919.gurusiana.id/article/2020/2/belajar-asyik-dengan-hot-seat-264140?bima_access_status=not-logged (Accessed on September 2021)

class, able to use vocabulary that was given by the researcher, so the students were more active to ask about the lesson what they did not understood, the hot seat game could improve motivation of the students and make them interest to study English.

Using hot seat game gave contribution and useful for the students in the learning process. This game help the students to enhance their learning. It can make students can enjoy with their study, it is can motivating and challenging to study and to apply their vocabulary, and also this game can make the students easy to remember vocabulary and it can encourage students to interact and communicate. Because, according to Maffione said that hot seat game is an example of a very nice game, useful both for practicing vocabulary an encouraging student to produce language.[3]

Based on the explanation above, the researcher concluded that in teaching vocabulary through hot seat game was able to improve students' vocabulary mastery at Lorong Belajar Pinrang. This shows that by using the hot seat game can improve students' vocabulary, and it is the same as stated of Callum Robertson that hot seat is a good activity to get your students to go in the morning by using the hot seat games to improve students' vocabulary.[4]

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[3] L. Maffione, *"Keeping Them Interest"* (2008)
[4] Callum Robertson, *"Hot Seat"*, (British: Article, 2010)