

**UTILIZING “HOT SEAT GAME” TO IMPROVE STUDENTS’  
VOCABULARY**

**(A Quasi-Experimental Research on the Eighth-Grade Students of SMP  
Negeri 1 Sragi in the Academic Year of 2023/2024)**

**A THESIS**

**Presented as Partial Fulfillment of the Requirements to Obtain  
the *Sarjana Pendidikan* (S.Pd.) Degree in English Education**



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## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“So, surely with hardship comes ease.”

(Quran 94:5)

“The life of this world is made up of three days: yesterday, which has gone with all that was done; tomorrow, which you may never reach; and today, which is yours, so work on it.”

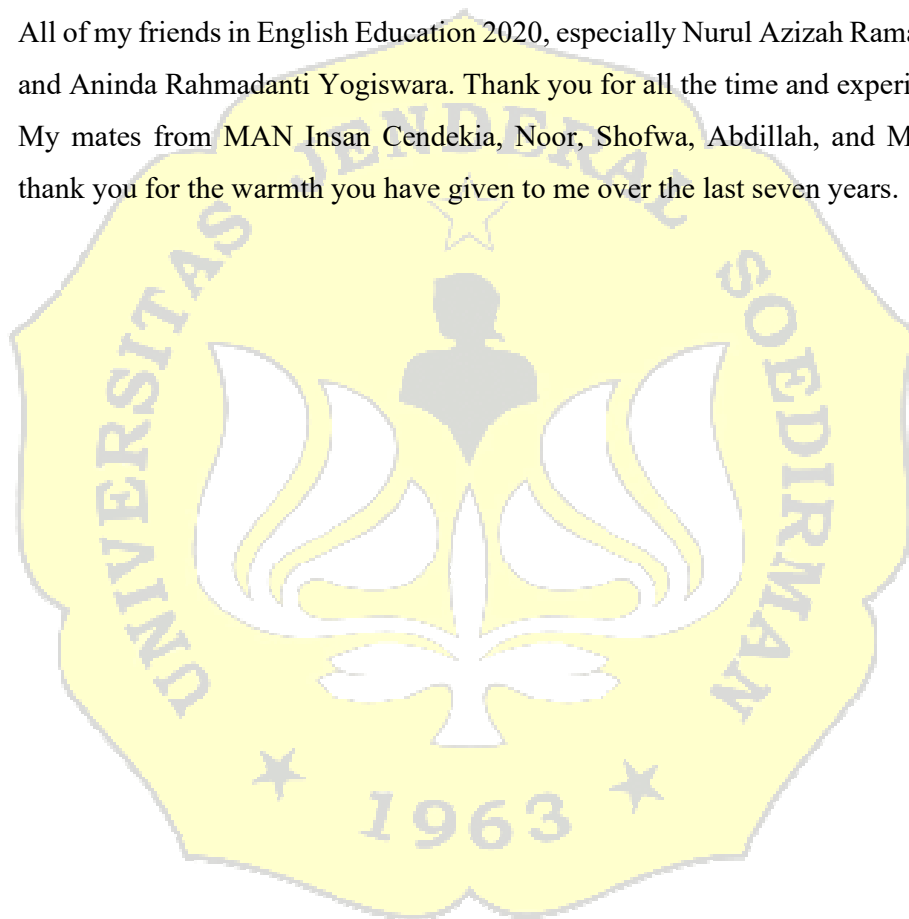
(Hasan Al-Bashri)



## DEDICATION

This thesis is dedicated with love and a sincere heart to:

1. My beloved mother, thank you for always supporting me with your unlimited prayers and motivation. You are the most wonderful gift that God has bestowed upon me.
2. My wise father, who does not only raise, care, and love me, but also sacrifice himself for the sake of my life.
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I realize that this thesis is far from being perfect due to my limited knowledge and experiences. Therefore, any constructive suggestions that can improve this thesis are welcomed. I do hope that this thesis will be beneficial for all parties, especially for the English Language Education Study Program, and can contribute to language learning development.

Purwokerto, August 2024

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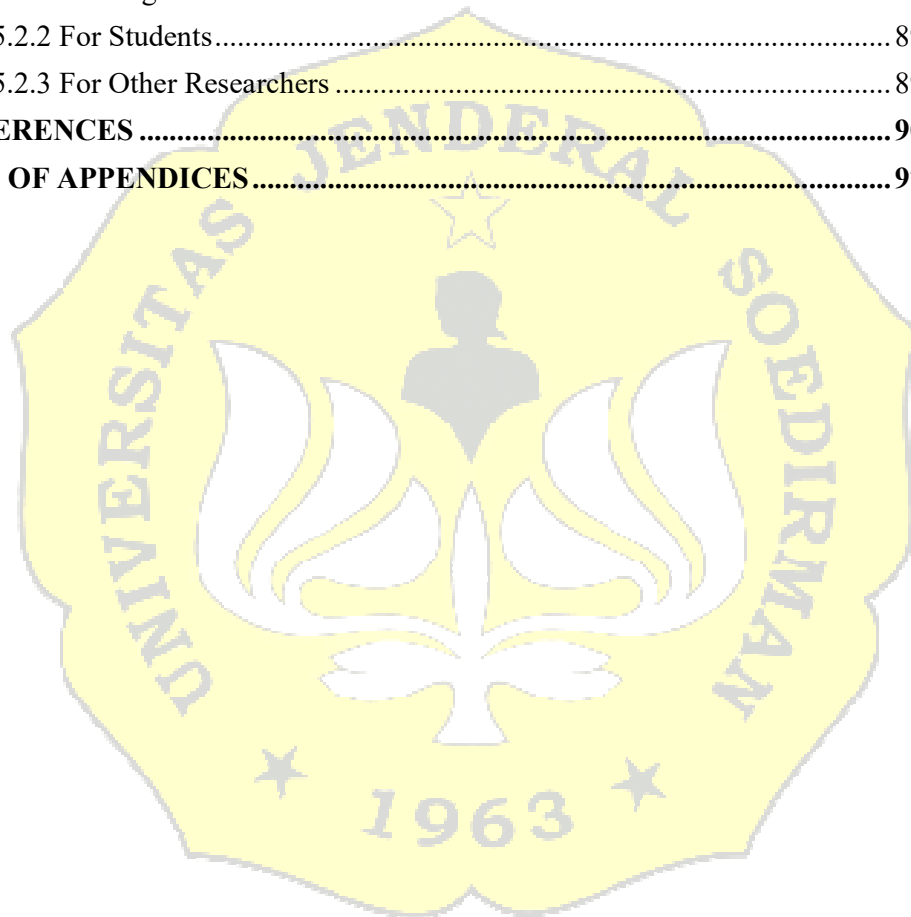
## TABLE OF CONTENTS

<b>THESIS APPROVAL .....</b>	<b>ii</b>
<b>STATEMENT OF AUTHORSHIP.....</b>	<b>iii</b>
<b>STATEMENT OF APPROVAL FOR THESIS PUBLICATION .....</b>	<b>iv</b>
<b>MOTTO.....</b>	<b>v</b>
<b>DEDICATION .....</b>	<b>vi</b>
<b>ACKNOWLEDGMENT .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS .....</b>	<b>viii</b>
<b>LIST OF TABLES.....</b>	<b>xi</b>
<b>LIST OF CHARTS.....</b>	<b>xii</b>
<b>LIST OF FIGURES.....</b>	<b>xiii</b>
<b>ABSTRACT .....</b>	<b>xiv</b>
<b>ABSTRAK.....</b>	<b>xv</b>
<b>CHAPTER I: INTRODUCTION.....</b>	<b>1</b>
1.1 Research Background.....	1
1.2 Research Questions .....	6
1.3 Research Objectives .....	6
1.4 Research Hypotheses.....	7
1.5 Research Limitations.....	7
1.6 Research Significances.....	7
<b>CHAPTER II: LITERATURE REVIEW .....</b>	<b>9</b>
2.1 Hot Seat Games .....	9
2.1.1 The History of Hot Seat Game .....	9
2.1.2 Benefits of Hot Seat Game .....	10
2.1.3 The Procedure of Hot Seat Game .....	11
2.2 Vocabulary .....	12
2.2.1 Importance of Vocabulary .....	12
2.2.2 Kinds of Vocabulary.....	13
2.2.3 Teaching Vocabulary.....	14
2.3 Language Testing .....	16
2.3.1 Designing a Vocabulary Testing .....	17
2.3.2 Determining the Format of the Test .....	19
2.4 Previous Studies .....	22



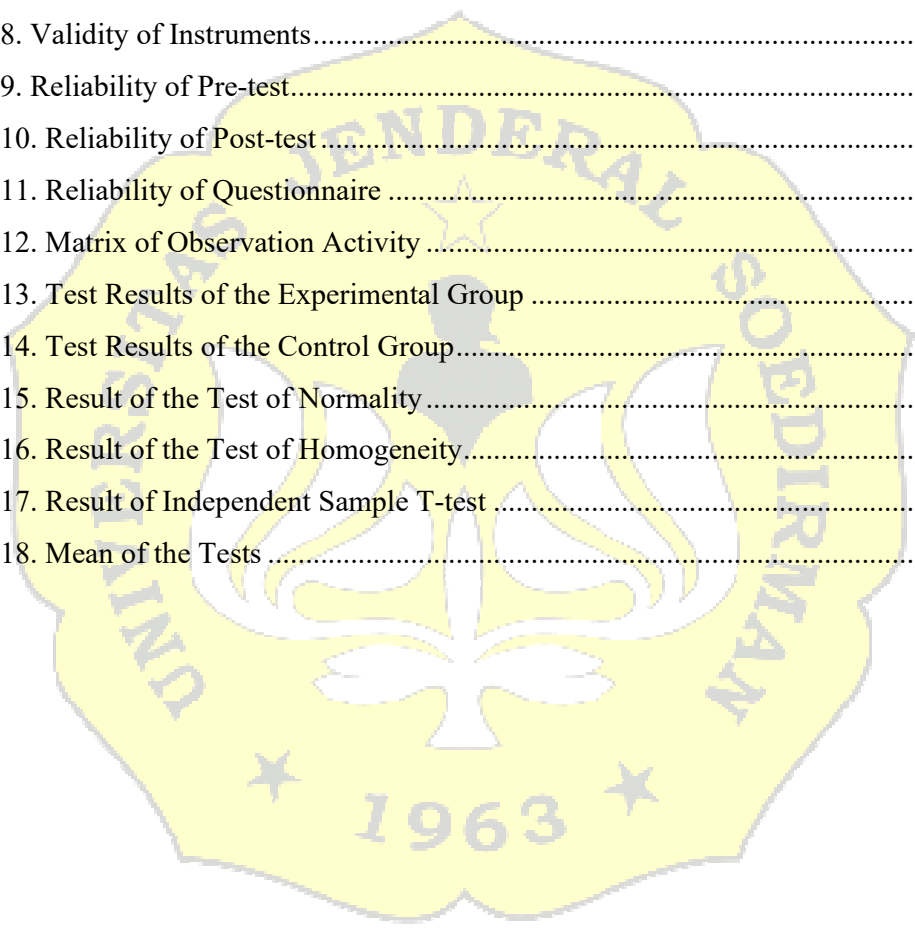
<b>CHAPTER III: RESEARCH METHOD .....</b>	<b>26</b>
3.1 Research Design .....	26
3.2 Research Setting .....	28
3.3 Research Population, Sample, and Sampling .....	28
3.3.1 Population.....	28
3.3.2 Sample .....	29
3.3.3 Sampling.....	30
3.4 Research Consent .....	31
3.5 Research Variables .....	31
3.6 Validity and Reliability Test .....	32
3.6.1 Validity Test .....	32
3.6.2 Reliability Test .....	33
3.7 Data Collection Techniques.....	34
3.7.1 Observation.....	34
3.7.2 Test .....	35
3.7.3 Questionnaire.....	38
3.8 Data Display .....	39
3.8.1 Display of Quantitative Data .....	39
3.8.2 Display of Qualitative Data .....	40
3.9 Data Analysis Technique.....	40
3.9.1 Quantitative Data Analysis.....	40
3.9.2 Qualitative Data Analysis.....	45
<b>CHAPTER IV: RESULTS AND DISCUSSIONS .....</b>	<b>47</b>
4.1 Results .....	47
4.1.1 Results of Instruments Validity .....	48
4.1.2 Results of Instrument Reliability.....	50
4.1.3 Result of Observation .....	52
4.1.4 Results of Tests.....	60
4.1.5 Results of Questionnaire.....	68
4.2 Discussions .....	69
4.2.1 The Implementation of The Hot Seat Game to Improve Students’ Vocabulary.....	70
4.2.2 Significant Effect of the Hot Seat Game to Improve Students’ Vocabulary.....	75
4.2.3 Students’ Responses to the Utilization of the Hot Seat Game to Improve Vocabulary .....	76

<b>CHAPTER V: CONCLUSIONS AND SUGGESTIONS.....</b>	<b>86</b>
5.1 Conclusions .....	86
5.1.1 The Implementation of The Hot Seat Game to Improve Students’ Vocabulary.....	86
5.1.2 Significant Effect of the Hot Seat Game to Improve Students’ Vocabulary.....	87
5.1.3 Students’ Responses to the Utilization of the Hot Seat Game to Improve Vocabulary .....	87
5.2 Suggestions.....	88
5.2.1 For English Teachers .....	88
5.2.2 For Students.....	89
5.2.3 For Other Researchers .....	89
<b>REFERENCES .....</b>	<b>90</b>
<b>LIST OF APPENDICES.....</b>	<b>97</b>



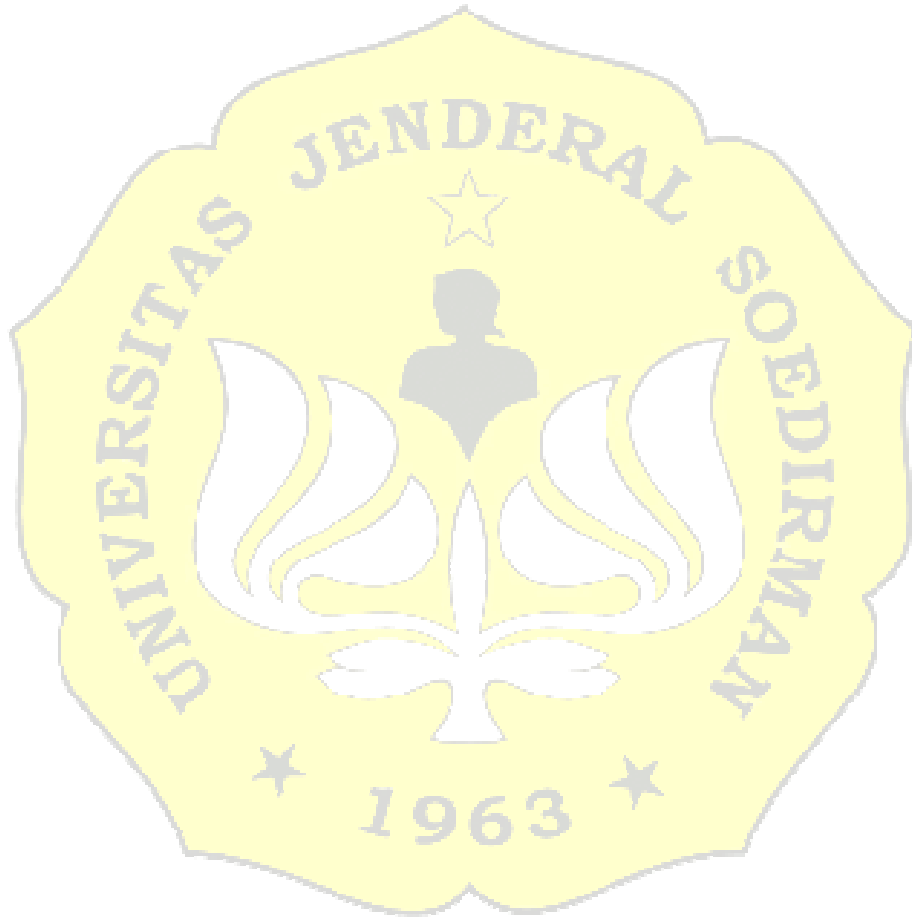
## LIST OF TABLES

Table 1. Population.....	29
Table 2. Sample .....	29
Table 3. Scoring Rubric of Translation Items .....	36
Table 4. Display of Test Results.....	39
Table 5. Display of Respondents' Answers to the Questionnaire .....	40
Table 6. Rate of Students' Responses .....	45
Table 7. The Schedule of Research .....	47
Table 8. Validity of Instruments.....	48
Table 9. Reliability of Pre-test.....	50
Table 10. Reliability of Post-test .....	51
Table 11. Reliability of Questionnaire .....	51
Table 12. Matrix of Observation Activity .....	55
Table 13. Test Results of the Experimental Group .....	60
Table 14. Test Results of the Control Group.....	61
Table 15. Result of the Test of Normality .....	63
Table 16. Result of the Test of Homogeneity.....	65
Table 17. Result of Independent Sample T-test .....	67
Table 18. Mean of the Tests .....	75



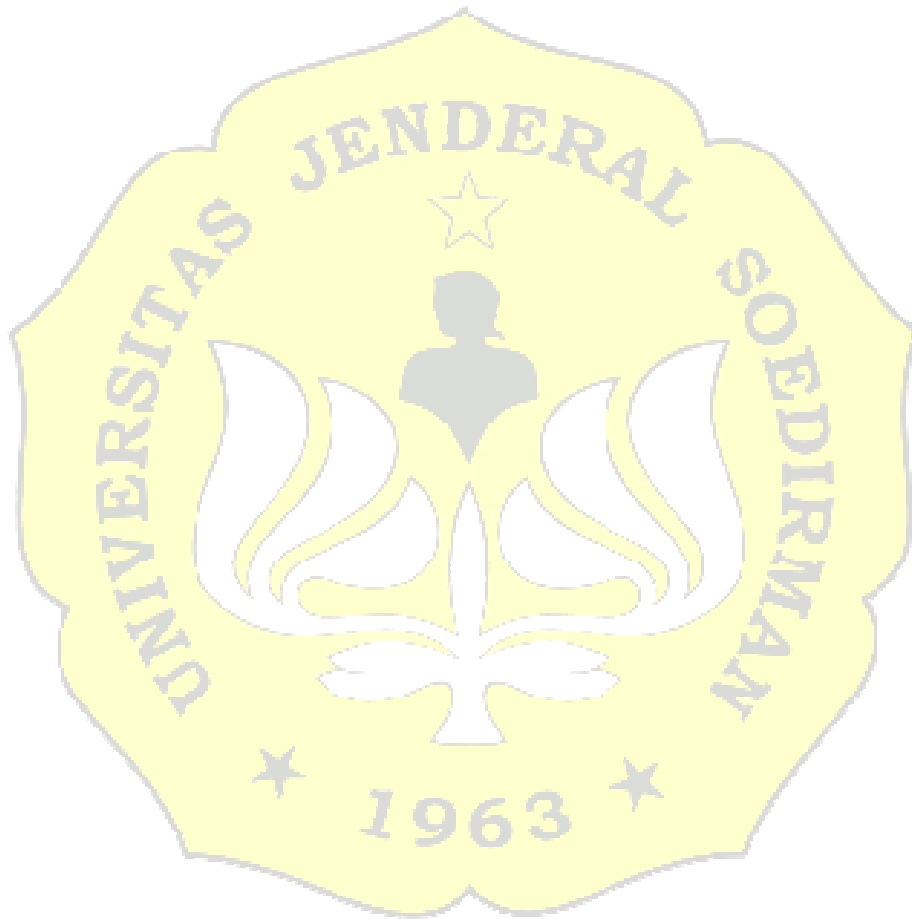
## LIST OF CHARTS

Chart 1. Suitability of Vocabulary.....	68
Chart 2. Hot Seat Game Motivated Students.....	69
Chart 3. Hot Seat Game Improved Students' Vocabulary.....	69
Chart 4. Teacher Support.....	79
Chart 5. Game Design .....	81
Chart 6. Students' Engagement with the Game .....	82
Chart 7. Peer Support .....	83



## LIST OF FIGURES

Figure 1. Histogram of Normal Curve Distribution .....	64
Figure 2. Normal Curve of Homogeneity Test Result.....	66



## ABSTRACT

**Asy-Syifa, Dhien Mutiara. 2024.** *Utilizing “Hot Seat Game” to Improve Students’ Vocabulary (A Quasi-Experimental Research for the Eighth-grade Students of SMP Negeri 1 Sragi in the Academic Year of 2023/2024).* Thesis Supervisor 1: Slamet Riyadi, S.S., M.Pd., Thesis Supervisor 2: Weksa Fradita Asriyama, S.Pd., M.Pd., Chief External Examiner: Muhamad Ahsanu, S.Pd., M.Sc., M.Hum., Ph.D., External Examiner: Laxmi Mustika Cakrawati, S.Pd., M.Pd. Ministry of Education, Culture, Research, and Technology, Jenderal Soedirman University, Faculty of Humanities, Department of Language Education, English Education Study Program, Purwokerto.

This study addresses about the use of the hot seat game as one of the learning media to improve students’ English vocabulary. The objectives of this study are: 1) to describe the implementation of the hot seat game to improve students’ vocabulary; 2) to find out if the hot seat game significantly improves students’ vocabulary; 3) to investigate students’ responses toward the hot seat game in improving their vocabulary. This study used a quantitative method with a quasi-experimental research design. Sixty-one Eighth-grade students of SMP Negeri 1 Sragi from classes VIII.3 and VIII.5 were selected as the research sample through purposive sampling. Observation, tests, and questionnaires were used as the research instruments to collect data. The result of the observation found that the hot seat game was successfully implemented to improve students’ vocabulary. Moreover, the game made students more active and responsive in describing and analyzing the vocabulary being played. The test result that had been analyzed through the independent sample t-test showed that the utilization of the hot seat game has a significant effect on improving students’ vocabulary. The mean score of the post-test in the experimental group reached 88.6 while the mean of the control group in the post-test was 77.2. The result of the significant value was 0.000 ( $< 0.05$ ). Therefore, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) stating that the hot seat game has a significant effect on students’ vocabulary mastery was accepted. Moreover, the effect size measurement showed a result of 2.02 ( $> 1.00$ ) indicating that this game has a strong effect on improving students’ vocabulary. The data gained from the questionnaire filled out by the experimental group showed that 97% of the students’ responses agreed that the utilization of the hot seat game helped them to learn English vocabulary. From the results of this study, the hot seat game was implemented well in vocabulary learning and has a strong effect on improving students’ vocabulary based on students’ vocabulary tests. In addition, the game received very good responses from the students indicating that they agreed with the use of this game to improve English vocabulary. Hence, it can be concluded that utilizing the hot seat game as a learning medium has a significant effect on improving students’ English vocabulary.

**Keywords:** *Hot seat game, vocabulary, quasi-experimental*

## ABSTRAK

**Asy-Syifa, Dhien Mutiara. 2024.** *Utilizing “Hot Seat Game” to Improve Students’ Vocabulary (A Quasi-Experimental Research for the Eighth-grade Students of SMP Negeri 1 Sragi in the Academic Year of 2023/2024).* Pembimbing Skripsi 1: Slamet Riyadi, S.S., M.Pd., Pembimbing Skripsi 2: Weksa Fadita Asriyama, S.Pd., M.Pd, Ketua Penguji Eksternal: Muhamad Ahsanu, S.Pd., M.Si., M.Hum., Ph.D., Penguji Eksternal: Laxmi Mustika Cakrawati, S.Pd., M.Pd. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, Universitas Jenderal Soedirman, Fakultas Ilmu Budaya, Jurusan Pendidikan Bahasa, Program Studi Pendidikan Bahasa Inggris, Purwokerto.

Penelitian ini membahas tentang penggunaan *hot seat game* sebagai salah satu media pembelajaran untuk meningkatkan kosakata bahasa Inggris siswa. Tujuan dari penelitian ini adalah: 1) untuk mendeskripsikan implementasi *hot seat game* untuk meningkatkan kosakata siswa; 2) untuk mengetahui apakah *hot seat game* secara signifikan meningkatkan kosakata siswa; 3) untuk mengetahui respons siswa terhadap *hot seat game* dalam meningkatkan kosakata mereka. Penelitian ini menggunakan metode kuantitatif dengan desain penelitian kuasi-eksperimen. Enam puluh satu siswa kelas VIII SMP Negeri 1 Sragi dari kelas VIII.3 dan VIII.5 dipilih sebagai sampel penelitian melalui purposive sampling. Observasi, tes, dan kuesioner digunakan sebagai instrumen penelitian untuk mengumpulkan data. Hasil observasi menunjukkan bahwa *hot seat game* berhasil diterapkan untuk meningkatkan kosakata siswa. Selain itu, permainan ini membuat siswa lebih aktif dan responsif dalam mendeskripsikan dan menganalisis kosakata yang dimainkan. Hasil tes yang telah dianalisis melalui independent sample t-test menunjukkan bahwa penggunaan *hot seat game* memiliki pengaruh yang signifikan terhadap peningkatan kosakata siswa. Nilai rata-rata post-test pada kelompok eksperimen mencapai 88.6 sedangkan nilai rata-rata kelompok kontrol pada post-test adalah 77.2. Hasil dari nilai signifikan adalah 0.000 ( $< 0.05$ ). Oleh karena itu, hipotesis nol ( $H_0$ ) ditolak dan hipotesis alternatif ( $H_a$ ) yang menyatakan bahwa *hot seat game* memiliki pengaruh yang signifikan terhadap penguasaan kosakata siswa diterima. Selain itu, pengukuran effect size dari hasil tes siswa menunjukkan hasil sebesar 2.02 ( $> 1.00$ ) yang menandakan bahwa permainan ini memiliki pengaruh yang kuat terhadap peningkatan kosakata siswa. Data yang diperoleh dari kuesioner yang diisi oleh kelompok eksperimen menunjukkan bahwa 97% dari respons siswa menyetujui bahwa penggunaan *hot seat game* membantu mereka dalam mempelajari kosakata bahasa Inggris. Dari hasil penelitian ini, *hot seat game* telah diimplementasikan dengan baik dalam pembelajaran kosakata dan memiliki efek yang kuat terhadap peningkatan kosakata siswa berdasarkan hasil tes mereka. Selain itu, permainan ini mendapat respons yang sangat baik dari para siswa yang menunjukkan bahwa mereka setuju dengan penggunaan permainan ini untuk meningkatkan kosakata bahasa Inggris. Oleh karena itu, dapat disimpulkan bahwa penggunaan *hot seat game* sebagai media pembelajaran memiliki pengaruh yang signifikan terhadap peningkatan kosakata bahasa Inggris siswa.

**Kata kunci:** *Hot seat game, kosakata, kuasi-eksperimen*

## **CHAPTER I**

### **INTRODUCTION**

The first chapter provides general explanations of this research, which include research background, research questions, research objectives, research hypotheses, research limitations, and research significances.

#### **1.1 Research Background**

Learning vocabulary is a primary aspect that cannot be separated from having English proficiency. As stated by Nagy and Townsend (2012), vocabulary plays an important role in successful language learning and the use of words as a tool to communicate. Wilkins (1972) as cited in Clouston (2021, p.2) wrote that “While without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It tells us that knowing vocabulary well is crucial to express our ideas. Therefore, vocabulary is a primary element in the language since communication becomes impossible without sufficient vocabulary. Hence, vocabulary learning is fundamental for achieving proficiency in English.

In learning activities, developing vocabulary is needed to achieve learning goals in each English element. As mentioned by Richard (2001) in Yudha and Mandasari (2021), vocabulary is an essential component of language learning and provides the foundation of students' listening, speaking, reading, and writing skills. To ensure that the learning activities were achieved in each phase, in 2022, the head of Badan Standar Kurikulum dan Asesmen Pendidikan (Curriculum Standards and Education Assessment Agency) issued a policy (Decree Number 008/H/KR/2022) on learning achievement in Merdeka Curriculum. Below is the learning achievement in English language learning for Phase D or junior high school: