

## THE IMPLEMENTATION OF HOT SEAT GAME TO TEACH ENGLISH VOCABULARY TO SEVENTH GRADERS OF JUNIOR HIGH SCHOOL

**Radewa Fibima Huda**

Universitas Negeri Surabaya  
[radewahuda@mhs.unesa.ac.id](mailto:radewahuda@mhs.unesa.ac.id)

### Abstrak

Tujuan dalam eksplorasi ini adalah untuk mengetahui kemampuan siswa dalam mendominasi kosakata setelah pembelajaran dengan menggunakan teknik kursi panas dan untuk menggambarkan pelaksanaan kursi panas siap untuk membangun kapasitas siswa terhadap kosakata bahasa Inggris. Subjek penelitian ini adalah siswa kelas VII SMP NEGERI 1 KOTA MOJOKERTO tahun ajaran 2018-2019. Anggota kelas ini terdiri dari 33 siswa. Ujian ini diarahkan dengan memanfaatkan Penelitian Tindakan Kelas. Metode pemeriksaan informasi yang diterapkan dalam eksplorasi ini bersifat subjektif dan kuantitatif. Informasi subjektif diambil dari lembar persepsi. Rapat, dan dokumentasi. Informasi kuantitatif diambil dari pre-test dan post-test. Data diambil dari hasil tes yang diselesaikan dalam satu siklus. Dalam siklus, empat pertemuan diarahkan. Siswa diberikan tes berupa pre-test dan post-test. Hasil penelusuran data menunjukkan bahwa rata rata nilai dari test tersebut ialah di bawah KKM ( Passing Grade) dengan nilai persentasi tidak sukses (81.8%) dan sukses dengan persentasi (18.2%). Kesimpulannya, peneliti menemukan bahwa pelaksanaan permainan kursi panas untuk mengajar siswa tidak efektif karena mereka sangat besar dan juga waktu yang diberikan oleh tutor atau guru cukup terbatas.

**Kata Kunci:** Kemampuan pelajar EFL, Kosakata, Permainan kursi panas

### Abstract

The objective in this study was to discover the learners capacity in dominating vocabularies subsequent to instructing by utilizing hot seat technique and to depict the execution of hot seat ready to build the learners capacity toward English vocabularies. The subjects of the research were the seventh graders of SMP NEGERI 1 KOTA MOJOKERTO in scholarly year 2018/2019. This number of students comprises 33 participants. This examination was directed by utilizing Classroom Action Research. The method of examining the information applied in this exploration was subjective and quantitative. The subjective information was taken from perception sheet, meeting, and documentation. The quantitative information was taken from the pre-test and post- test. The data were taken from the result of the tests, which were completed in a cycle. In the cycle, four groups were directed. The students were given a test in types of pre-test and post-test. The result of the information showed that the normal mark of the test is underneath the KKM (Passing Grade) with a level of not effective (81.8%) and effective with a rate (18.2%). In conclusion, the researcher found that the implementation of the hot seat game to teach students was not effective because the number of the students was very large and also the time given by the tutor or teacher was quite restricted.

**Keywords:** EFL learners capability, Vocabularies, Hot seat game

### INTRODUCTION

Languages are important aspect in our society. These are used for our communication in daily life. It is the fact that everyday, we use a language to communicate to each other. English is a foreign language which is taught by the lecturers or teachers in Indonesia either at schools or universities. Hence, it becomes a part of skill for EFL learners, especially for young learners who want to recognize the knowledge in learning the essence of language. Language is the part of an instrument to deliver

opinions, suggestions and information. In fact, a language has purpose to deal with the social relationship. The communications depend on the learners of language. Along side of that, the EFL learners must be able to grab the points of its meaning, the pupils must pay attention to the atmosphere whenever they want to use their language.

During learning a language, there are a lot of points that must be understood by EFL learners, those are pronunciation, grammar and vocabularies. Therefore, vocabularies always become the important thing where the

EFL learners have to master it before the other segment of language that upholds one ability of English skills. The job of jargon in language learning is not less significant than punctuation. According to Napa (1991), learning English vocabulary takes a significant position, it implies that who individuals need jargon in English, they could communicate in English well, compose a sentences well, grasp a book well, and totally could comprehend about what the others say. Subsequently, jargon is truly fundamental to be dominated in language adapting particularly English.

According to Shepherd (1973), vocabularies are quite possibly the main parts of language development. The goal of instructing vocabulary is that the EFL learners can utilize and comprehend the employments of it to have the option to utilize them in talking or composing. Comprehending the vocabulary implies that the learners are relied upon to have the option to spell, articulate, comprehend the importance and utilize their own vocabulary. The EFL learners likewise can be simple in understanding significance of the content, the applying vocabulary in their discussion. By comprehending the vocabulary, the EFL learners are not difficult to impart and communicate their sentiments, thoughts, feelings into a language. The utilization of the vocabulary is essence thing that should be dominated by all learners who need to have the option to communicate in English.

In any case, in the truth, the EFL learners need more vocabulary and they need more comprehending in utilizing them. The EFL learners cannot spell, articulate, comprehend the significance, and utilize the vocabulary. They are not additionally have the option to apply the vocabularies in a discussion, and it is extremely hard for them to communicate their sentiments, thoughts, suppositions into a language. There are numerous variables that can cause the low capacity in utilizing the vocabulary. Those come from interior and outer elements. Inside factors are, for example, level of intelligence, inspiration desire, interest, ability and so on, while outer variables are climate, educators, companions, guardians, materials, techniques, offices, media including systems.

Methodology is a word with numerous implications and every one of them are applicable and valuable to the individuals who are accused of setting for their partnerships, business, or associations.

In learning English vocabularies, it frequently happens that EFL learners generally have issue to recover words which have been examined when they need it. Along these lines, to make vocabulary remains longer in learners' memory, it must be reused. Reusing vocabulary here implies that the learners utilize the English vocabularies over and over. In this manner, the teacher ought to work with the learners to reuse their vocabulary. One of the

manners in which that can be utilized for reusing them is hot seat.

Mostly, the capacity to communicate in English spoken is synonymous with language information due to as indicated by learners it is an essential strategies for individuals association. For English language learners it is normal issue, they never again expect the conventional methodology of their teacher dependent on improvement particularly syntactic capability and utilizing procedures that were well known previously. At this moment, instructor or teacher are relied upon to help their learners with advantageous methodology information about English, hypotheses about English language as well as the substances of its language.

The communicative approach purposes to provide a balance among fluency and accuracy. These are suitable point for learners whose purpose is to achieve self-confidence in speaking skills. However, speaking in English is often considered the most demanding of the four skills. While listening and reading involve being able to receive messages properly and correctly. Therefore, it referred to as skills of receiving, speaking and writing, moreover, involving language production and pointed out to as productive skills.

Using spoken language which often get difficulties and obstacles for EFL learners. There may be a question "why". The answer is clear, in oral language learners are required to learn the characteristics of fluent speech, such as forms that are opposed, use of more various vocabularies, phrases, collocations and the most important is the speed of speech. This should be said when learners practice conversations with their partners or friends, without those it will sound bookish and not natural. Avoiding this issue, it is important to introduce and practice "real" communication with learners in the learning process. If it is rejected, it may be a problem for them that often surprised and disappointed when using English for the first time especially speaking English in new environment. They are unable to overcome and reduce all problems.

Feeling nervous or shy is the issue by learners' inability to adjust to partners in speaking. This is very reasonable and shows a sense of patience while learning and communicating in English. Reusing vocabularies are a great motivation and opportunity to interact with each other. Although it is sufficient for learners to keep interacting by reusing their own vocabulary in a classroom, they take a lot of benefits in their studies. Therefore, it will ease the learners adapt the habit in English environment.

Moreover, there are many methods which can be applied by learners. These methods can be arranged into a number of broad strategies. Using traditional strategies in

learning and teaching vocabulary can encourage it to be explicit in context or metaphorical methods. The traditional method of teaching vocabulary in context, Liontas (2003) claimed that contexts can indirectly facilitate understanding, learning and teaching of learners' vocabulary. The Liontas' study argued that "lack of context" is an obstacle to "neither learning nor understanding of vocabulary" (p. 288). From the teaching of vocabulary implicitly in context, there are two opinions namely; teach idioms with broad contexts and with small contexts. Kainulainen (2006) emphasized the role of the expanded context of limited contexts which makes it easier for learners to comprehend vocabularies in the correct context. Kainulainen concluded her study by stating that the more contexts that affect the basic vocabulary, the closer likely learners will understand their vocabulary at a high level.

There were a few of previous studies of using hot seat. The first study entitled "Ten Good Games for Recycling Vocabulary" comes from Kaprowski. Kaprowski told that there were ten good games for recycling vocabulary. Then, Kaprowski list Taboo (aka Hot Seat) becomes the first game from ten games that could be useful for recycling vocabulary.

The other study entitled "Keeping Them Interested" was conducted by Maffione. At this point, Maffione revealed simple clues to motivate the learners in learning vocabulary. According to her, to motivate the learners in learning vocabulary, the teacher must consider the importance of fun. The easiest way to provide fun vocabulary activities is to play in the classroom. In the case, she recommends hot seat as one of example of games that involve the elements of fun. Then, Maffione stated that hot seat is an example of a very nice game, useful either for practicing vocabulary or encouraging learners to produce language.

The next study entitled " Play Activities for Primary English Learners in Vietnam" comes from Huong. This study discussed the role-play activities which are use in primary English classes in a city in Vietnam. This study portrayed that various role-play activities were employed in these classes. Hot seat became one of play activities that were used in these classes. Huong also stated that the use of some simple games such a hot seat, dice game, shark attack, and Hangman make the class becomes fun and attractive.

Along the same vein, the teacher also needs to apply basic competence (KD 3.5 and 4.5) about asking and giving information about the characters of animal. So, the teacher gives a topic relevant to the information about an animal. Upon receiving the subject, learners are require to explain it while the other give the clue. Besides, this

method affects learners' speaking skills depend on teachers, and learners may or not be able to use it.

So, this research has the purpose of explaining more detail about: How "Hot Seat Game" is implemented to assist seventh graders' speaking ability in asking and giving information about the characters of animals.

Hot seat is vocabularies group game in which learners in a group attempt to impart word which is written by the teacher or tutor on the writing board or whiteboard utilizing verbal hints, without saying the genuine word as a sign to one of their colleagues in a tight spot a "Hot seat", whose work is to figure out the word. "Hot seat" here is a vacant seat which is put before the room, confronting the class with the writing board or whiteboard behind it. Along these lines the students who sits in a tight spot a "Hot seat" cannot see the word which is written by the teacher or tutor on the writing board or whiteboard. Moreover, the other partners will stand up confronting the chalkboard, thus, they can see it. They need to depict it or give models, alternate extremes, equivalents, or anything they can consider to help their colleague in a tight spot a "Hot seat" to get it as fast as possible.

Besides, Maffione (2008) additionally said that "Hot seat" is an illustration of a pleasant game, valuable both for rehearsing vocabulary and urging learners to deliver language. At the same thought, "Hot seat" is truly simple to be carried out in English study hall. There is no extraordinary groundwork for doing this game. The teacher or tutor simply needs to set up a rundown of words which have been shown either in a past exercise or prior in that exercise for each group and stopwatch like void seat, chalkboard or whiteboard are chalk or load up marker and a difficult game in light of the fact that in this game each group ought to finish to figure whatever number words as could be expected under the circumstances inside a restricted time.

### **The Meaning of Hot Seat**

Hot seat is one of the techniques in showing vocabulary and a procedure which can help students both to construct a character and to foster a more noteworthy comprehension of character in the content. Based on the National Professional Development Program (1996), hot seat is an action where the students can take on jobs and use inquiries in a meeting situation. It implies that learners should comprehend a part in a text that they comprehend.

Hot seat is vocabulary group game in which EFL learners in a group attempt to convey word which is written by the tutor or teacher on the writing board or whiteboard utilizing verbal hints, without saying the real word as a sign to one of their partners in a tight spot a "Hot seat", whose work is to figure out the word. The definition is a game which has focus on the learners in the groups to

depict the word, utilizing equivalents, antonyms, definition, and so forth, to their group – mate who is in a tight spot a "hot seat", who cannot see the sentence or a word.

According to Lackman (2011), hot seat is a game dependent on a famous game where somebody will figure out a word from pieces of information, however his partners are not permitted to say the genuine words as a clue.

Then, at that point, "Hot seat" is an unfilled seat which is set before the room confronting the class with the writing board or whiteboard behind it. In this way, the learner who sits in a tight spot a "Hot seat" will confront his/her schoolmates and has his/her backs to the board or whiteboard. The EFL learner who sits in a tight spot a "Hot seat" has something important to figure out a few words which are written by the instructor on the slate or whiteboard. Alternately, different learners on the team need to depict it or give models, contrary energies, equivalent words, or anything they can consider to help their partner in a tight spot a "Hot seat" to get it as fast as possible.

Moreover, this research, after the learners playing this game, the tutor or teacher requests that each group creates a sentence for each word which have been speculated by them on the game previously. This movement is purposed to make the EFL learners utilize the words well.

### **Grouping in Hot Seat**

To play this game, the tutor or teacher should divide the class into a few groups. According to Robertson in Utami's thesis (2015), the class should be divided into various groups, two is ideal, yet in the event that the quantity of learners in the class is huge, any number could be utilized. Along these lines, the quantity of groups is adaptable. It is relying upon the quantity of all students in the room.

Besides, when the teacher divides the class into a few groups, it is truly essential to make heterogeneous groups dependent on the learners' accomplishment level. By making heterogeneous groups, the capacity of each group will continue as before. Along these lines, this game will be more cutthroat and testing.

To create heterogeneous groups dependent on the learners' accomplishment level, the tutor or teacher can divide the class into a few groups dependent on their day by day execution the scores of learners' every day test for this situation, each group should comprise the equivalent number of students which has great, center, and low accomplishment.

### **The Purpose of Hot Seat**

In the process of learning, the students need to gain a satisfactory number of vocabulary to convey viably. The

absence of vocabulary will acquire numerous difficulties to the students learning language in light of the fact that without great word dominance, they will get challenges to convey their thoughts. Subsequently, the learners need to advance their own vocabulary. At the point when the learners improve their capability in vocabulary, they will experience numerous new words that ought to recall at the forefront of their thoughts. To cause them to recall the words which have been concentrated in longer time, they need to reuse their new vocabulary. For this situation, the goal of hot seat game is to reuse vocabulary many times. This assertion is additionally supported by Kaprowski in Utami's thesis (2015) who lists this game as one of the games, from ten games that can be utilized for reusing the vocabulary. Consequently, this game is truly proper to help the students in reusing their vocabulary.

### **The Benefits of Hot Seat**

The utilization of hot seat for instructing vocabularies enjoy a few benefits as follows:

1. Vocabularies hot seat is vivacious movement which gets learners to eagerly survey vocabulary that is as of now been educated, either in a past exercise or prior in that exercises. In this game, the teacher or tutor needs to set up certain words that ought to be speculated by each group. The words which are utilized in this hot seat are the words which have been instructed, either in a past exercise or prior in that exercise. Moreover, this game is truly proper for reusing learners' vocabularies.
2. Playing "hot seat" is absolutely testing and also fun for the learners. Hot game situation is serious. Consequently, each group ought to contend to be the champ of the game and it will be trying for the player. Besides, Hot games situation additionally can cause the learners to feel fun in learning vocabulary since this game is an energetic movement that can give the students new involvement with learning vocabularies.
3. It makes the learners more eager in learning English vocabulary. By utilizing this hot seat, the learners will have better inspiration in learning vocabulary.

### **The Importance of Vocabulary**

Vocabulary has significant part in English learning. It is one component that connects the four abilities of talking, tuning in, perusing, and composing all together. In request to dominate that load of abilities, the learners need to have great jargon authority. Satisfactory quantities of words which is gained by the students will empower them to dominate English abilities without any problem. It will be simple for students to convey their thoughts both in composed or spoken frame and fathom what individuals

say on the off chance that they have great vocabulary authority.

Also, Dellar and Hocking D stated that when somebody burns through a large portion of his/her opportunity to learn language structure, there is no huge improvement can be checked whether somebody learns more words and articulation. Somebody can say next to no with sentence structure, yet without words somebody cannot utter a word by any stretch of the imagination. Those assertions show that English vocabulary is a significant component in language learning. For this situation, the job of vocabulary will get numerous difficulties to the learners learning English on the grounds that without sny vocabularies dominance they will get challenges to convey their thoughts.

### **The Types of Vocabulary**

For teaching vocabularies, there are two kinds of vocabulary that learners ought to be comfortable with. According to Thornburry Scott (2002) "The vocabulary can be divided into two kinds, both responsive and useful vocabulary.

1. The vocabulary can be seen uniquely through tuning in and perusing. A bigger number of things in open are words that are low recurrence, somebody does not have to think a lot about the responsive vocabulary since somebody once in a while utilizes the open vocabulary and it is unimaginable for somebody to retain every one of the vocabularies of a specific language yet somebody can comprehend the thoughts of the expression relevantly not word by word. In view of the restrictive, somebody should know and see more open vocabulary than useful one.
2. Useful Vocabularies include of realizing how to articulate the word, how to compose and to spell it, how to utilize it in right syntactic examples alongside the words that normally gather with. Useful vocabularies in English is likewise utilized in suitable circumstance. For example, when we were conversing with our companions in the class will be unique in relation to talking individuals in inn. In this way, we can foster our vocabulary through our lives. Useful vocabulary is typically utilized when somebody shares his/her thoughts when he/she talks or composes. At the point when somebody talks or composes something, he/she generally utilizes the words which are recognizable to him/her. Such a word has a place with useful vocabulary. According to Hiebert and Kamil (2005), useful English vocabularies are the arrangement of words that an individual can utilize when composing or talking. They are words that re-notable, recognizable, and utilized habitually.

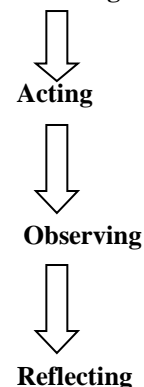
### **METHOD**

For answering the research questions, the research was directed by applying Classroom Action Research. This is an activity research directed by tutor or teacher in a classroom. The Classroom Action Research is intended to improve the natural of learning practice, that emphasis on the way toward instructing and learning in the class. Besides, this is one of the methods for taking care of issue which utilize genuine activity and investigate each impact from the situation. Classroom Action Research is a strategy for discovering what the most ideal route in the classroom, Therefore, we can build learners' capacity in learning measure. This point of CAR is to upgrade the tutor or teacher's teaching their own classroom. While there is no prerequisite that the discoveries be sum up to other circumstance, the outcome can add to information based. It comprise of three words, they are. **A. Class B. Activity. C. Exploration.** By combining three words above, Classroom Activity Research Reflection to movement which is universally showed up and occurred in class.

### **RESULTS AND DISCUSSION**

Here, the researcher utilizes a Classroom Activity Research planned by Kemmis and Mc Taggart model that comprises of four stages specifically, planning, acting, observing, and reflecting. Improvement the issue in this exploration is achieved by the arrangement of cycle. The figure is beneath.

#### **Cycle 1. Planning**



The method of research is performed by administrating a cycling. The cycle contains four stages which are planning, acting, observing, and reflecting. Before the cycle started, direction test is administrated to distinguish the essential information on the learners about the vocabulary authority.

The method of collecting data in this research utilizing quantitative. The quantitative data use pre-test and post-test during teaching learning process, and also before and after class action research.

The subjects of this research were the seventh graders of SMP NEGERI 1 KOTA MOJOKERTO in scholarly year 2018 - 2019. The number of the students is 33 participants.

### Perception

For this situation, the researcher utilizes the unstructured or opened perception to know the occurrences inside learning measure. It could be about the teachers' exhibition during Class Action Research, class circumstance in the homeroom action, and learners' reaction concerning the utilization of vocabulary by hot seat technique.

### Meeting

The researcher requests that the tutor or teacher know the learners troubles in their vocabulary of English, learners condition including in English class action, and a Hot seat technique utilized by the instructor in showing English vocabulary.

### Test

The test utilized in this examination is pre-test and post-test. The pre-test was done prior to executing hot seat system learners' vocabulary. It is to quantify learners' vocabulary cognizance from the outset. In the mean time, the post-test is carried out subsequent to utilizing hot seat methodology. In this study, the test was done in type of different decisions. The test is hung on the end each week.

### Documentation

The photos were caught when the researcher was leading the research. The researcher snapped the photo when they were examining. It could show them were not kidding or not when learning and showing cycle and record in this exploration.

### The Quantitative Data

The quantitative information were taken from the test which was given to the students. The given test was as yet applicable to the theme instructed and talked about in the class in each cycle. The cycle comprises of four stages in this research and the test would be given in the last cycle.

The teacher started the first class meeting by calling the learners' names one by one and asking them to stand up. Next, teachers continue to inquire about their first greeting. Next, the teacher ask the all learners to make a piece of group that contains eleven to each group. After that, the teacher asked the learners to guess what would we do next? And let the learners guess and answer the question.

Teacher: Good morning , Students. How are you?

Students: Fine, sir, what about you?

Teacher: I am good , thank you ! Anyway, do you ready to start the lesson ?

Students: Yes, we are ready, sir.

Teacher: Alright, then let's start the lesson !

Well, students, could you make a group? It will be divided 3 groups where it contains 11 students in each group.

Students: Okay, sir (choosing a partner and make a group)

Teacher: Can anyone guess? What we do next?

Students: (Guessing and thinking) is it a game sir?

Teacher: Yes, Exactly, We are going have a game which is "Hot seat game"

Students: What is it about sir?? (feeling curious)

Teacher: Well, the rule is, everyone must be able to answer the clue such as an animal "For example" "A cat" it has a fang, cute, and tail it is a pet, so the person who sits in the hot seat must guess and the team must give a clue and help him or her, what kind of animal is that? And each person has five minutes to describe and answer the animals which will be written in a board, if the time passes the hot seat will be replaced by others, if everyone done answer the animals, we are going to count how much mark or point which you get, Do you understand ?

Students: Understand sir, Can we open the dictionary ??

Teacher: The students are not allowed open the dictionary.

The teacher's strategy in explaining the content is attractive. As a result, learners seemed happy and active in the learning process. They are also active in describing, telling and helping their partners during the lesson.

### The learners' mark in the test

The pre-test had given by the teacher. The number of the students who received test was 33. Here, the result of the students' pre-test:

Table 1: The Learners' Mark in Pre-Test

No	The Student's Name	Pre-Test	
		Mark	Standarts Success (>75)
1.	Alin	40	Unseccessful
2.	Adi	25	Unseccessful
3.	Robert	40	Unseccessful
5.	Herman	30	Unseccessful
6.	Ratih	40	Unseccessful
7.	Ambar	50	Unseccessful

8.	Rico	85	Successful
9.	Tamim	80	Successful
10.	Rafi	30	Unseccessful
11.	Atika	85	Successful
12.	Riyanti	25	Unseccessful
13.	Sadewa	25	Unseccessful
14.	Fillah	35	Unseccessful
15.	Fitria	15	Unseccessful
16.	Indah	15	Unseccessful
17.	Putri	35	Unseccessful
18.	Toni	80	Unseccessful
19.	Andika	40	Unseccessful
20.	Marwah	15	Unseccessful
21.	Tegar	20	Unseccessful
22.	Marfuah	40	Unseccessful
23.	Sakinah	30	Unseccessful
24.	Nabila	35	Unseccessful
25.	Fiki	75	Successful
26.	Aziz	40	Unseccessful
27.	Hakim	10	Unseccessful
28.	Raka	25	Unseccessful
29.	Kamila	15	Unseccessful
30.	Sofia	25	Unseccessful
31.	Azizah	75	Successful
32.	Dewi	30	Unseccessful
33.	Laras	30	Unseccessful
Total		$\Sigma = 1270$ $X = 38.4$	

From the table of pre-test, the absolute mark of the participants were 1270 and the complete number of participants in pre-test were 33, to see the mean of the learners in this section the researcher administered the accompanying equation:

$$X = \frac{\Sigma}{N}$$

Where:

X : The mean of the students

$\Sigma x$  : The total Score

N : The number of students

Therefore, the mean of learners were:  $X = \Sigma x : N = 1270 : 33 = 38.48$ .

From the investigation above realized that learners' capacity in dominating vocabularies were under average. The mean of the learners was 38.4 and the incorporate reasonable level. Also, the quantity of the students who were capable in vocabularies was determined by applying the following formula:

$$P = R : T \times 100\%$$

Where:

P: The percentage of learners who reached 75

R: the member of learners who reach up to 75

T: The total number of learners who done the test

$$P1 = 6 : 33 \times 100\% = (18.2\%)$$

$$P2 = 27 : 33 \times 100\% = (81.8\%)$$

Table 2: The Result of the Students' Mark in Pre-Test

	Types	Total Understudies	Percentage
P1	Successful	6	(18,2%)
P2	Unseccessful	27	(81.8%)
Total		33	(100%)

From the accumulation above informed that the learners who capable toward English vocabularies were very under-level.

## CONCLUSION

In conclusion, the researcher found that the implementation of hot seat game to teach the students was not effective due to they were very large and also the time which was given by tutor or teacher was quite limited. On the other side, the tutor or the teacher must be able to divide the students into two groups, where each group requires at minimum an hour.

Related to the conclusion, it is suggested that the tutor or teacher may apply the hot seat game in a small class where the class has 15 learners. It will be effective for learners due to the classroom has only a small group.

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