THE EFFECT OF HOT-SEATING TECHNIQUE ON VOCABULARY SIZE
AT THE ELEVENTH GRADE STUDENTS OF MA MUSLIMAT NU
PALANGKA RAYA

THESIS

Presented to the Department of Language Education of the State Islamic
Institute of Palangka Raya in Partial Fulfillment of the Requirements for the
Degree of Sarjana Pendidikan Islam

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THE EFFECT OF HOT SEATING TECHNIQUE ON VOCABULARY SIZE
AT THE ELEVENTH GRADE STUDENTS OF MA MUSLIMAT NU
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ABSTRACT

The purpose of this study was to measure the effect of using hot seating technique on vocabulary size at the eleventh grade students at MA Muslimat NU Palangka Raya.

In this study, the writer used pre-experimental design. Where the writer used one class, The writer used Pre-experimental by One-Group Pre test–Post test Design. The population of the study was all of the eleventh grade students of MA Muslimat NU Palangka Raya which consist of 52 students. In this study, there was not control group; the writer chose XI-IPA as sample which consists of 32 students. In this study, the writer used t-test formula to examine the hypothesis.

The result of t test using manual calculation, it found that $t_{observed}$ was higher than $t_{table}$ at 5% and 1% significance level (2.04 < 10.816 > 2.76) and the result of t-test using SPSS 20 calculation found the calculated value of $t_{observed}$ was higher than $t_{table}$ at 1% and 5% significance level or (2.04 < -6.522 > 2.76). It meant $H_{a}$ was accepted and $H_{o}$ was rejected. This finding indicated that the alternative hypothesis ($H_{a}$) stating that using hot seating technique gave effect to students’ vocabulary size at the eleventh grade students at MA Muslimat NU Palangka Raya was accepted. In other words, the null hypothesis ($H_{o}$) stating that using hot seating technique did not gave effect to students’ vocabulary size at the eleventh grade students at MA Muslimat NU Palangka Raya was rejected. Hot seating technique is one of technique used to develop the students' vocabulary. It could help the students more motivated to remember words, than they have received from the teacher or a textbook (the students could learn it easily). Therefore, the writer recommended to the students to use hot seating technique as a technique to increase their ability in English vocabulary

Key words: Effect, hot seating technique, technique, vocabulary size.
PENGARUH TEKNIK KURSI PANAS PADA UKURAN KOSAKATA SISWA KELAS SEBELAS MA MUSLIMAT NU PALANGKA RAYA

ABSTRAK

Penelitian ini bertujuan untuk mengukur keefektifan penggunaan teknik kursi panas pada penguasaan kosakata pada siswa kelas XI MA Muslimat NU Palangka Raya.

Dalam penelitian ini, penulis menggunakan desain pre-eksperimental, dimana penulis menggunakan satu kelas, Penulis menggunakan Pre-eksperimental dengan One-Group Pre tes-Post Desain tes. Populasi dalam penelitian ini adalah siswa kelas sebelas MA Muslimat NU Palangka Raya yang berjumlah 52 siswa. Dalam penelitian ini, tidak ada kelompok kontrol. penulis memilih XI-IPA sebagai sampel yang terdiri dari 32 siswa. Dalam penelitian ini, penulis menggunakan rumus t-test untuk menguji hipotesis.

Hasil uji t dengan menggunakan perhitungan manual, ditemukan bahwa t diamati lebih tinggi dari t tabel sebesar 5% dan tingkat 1% signifikansi (2,04 < 10,816 > 2,76) dan hasil t-test menggunakan SPSS 20 perhitungan menemukan nilai yang dihitung t diamati lebih tinggi dari t tabel pada 1% dan tingkat signifikansi 5% atau (2,04 < -6,522 > 2,76). Itu berarti Ha diterima dan Ho ditolak. Temuan ini menunjukkan bahwa hipotesis alternatif (Ha) yang menyatakan bahwa menggunakan teknik kursi panas memberi efek ukuran kosakata siswa pada siswa kelas XI di MA Muslimat NU Palangka Raya diterima. Dengan kata lain, hipotesis nol (Ho) yang menyatakan bahwa menggunakan teknik kursi panas tidak memberi efek ukuran kosakata siswa pada siswa kelas XI di MA Muslimat NU Palangka Raya ditolak. Teknik kursi panas adalah salah satu teknik yang digunakan untuk mengembangkan kosakata siswa. Ini bisa membantu siswa lebih termotivasi untuk mengingat kata-kata, daripada mereka terima dari guru atau buku teks (siswa bisa belajar dengan mudah). Oleh karena itu, penulis merekomendasikan kepada siswa untuk menggunakan teknik duduk panas sebagai teknik untuk meningkatkan kemampuan mereka dalam kosakata bahasa Inggris.

Kata kunci: Pengaruh, teknik kursi panas, teknik, ukuran kosakata.
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Praise is to Allah, the merciful, and the compassionate that the writer can finish this the final project completely. Shalawat and Salam for the Prophet Muhammad who brings us from darkness to the brightness.

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The writer realizes that this thesis is still far from the perfect, therefore some constructive critical and suggestion are warmly welcome. Hopefully, may Allah keep us on the straight path and rewards us for what we have done and this can be useful for all of us.
DECLARATION OF AUTHENTICATION

In the name of God

My self make declaration that this thesis entitles THE EFFECT OF HOT-SEATING TECHNIQUE ON VOCABULARY SIZE AT THE ELEVENTH GRADE STUDENTS OF MA MUSLIMAT NU PALANGKA RAYA is truly my own writing. If it is not my own writing, so it is given a citation and shown in the list of references.

If my own declaration is not right in this thesis one day, so I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, May 23th 2016

My Own Declaration

[Signature]

AGUS SUBEKTI
SRN 1101120636
DEDICATION

From the deepest of my heart, this Final Project is dedicated to:

1. Firstly and most important giving thanks to ALLAH SWT in all of thing;

2. My big family, brother, and my sisters

3. My father (Karta) and my mother (Sari), thanks for love and your motivation.

4. My brother (Hendro Andani), Thanks for the sincere pray and supports.


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MOTTO

PIKIRKAN, KERJAKAN, KERJAKAN, DAN PERTAHANKAN

BY. AGUS SUBEKTI.
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Agus Subekti was born on August 08, 1992 in Plingkau. Kecamatan Danau Sembuluh, Kabupaten Seruyan, Provinsi Kalimantan Tengah. He is the second child from five children of Karta and Sari. He has one brother and three sisters. They were Hendro Andani, Ayuan Cici Trisnawati, Selfia Ira Suari, Raini Iswari. He graduated from SDN-1 of Palingkau, in 2005. Then, he continued her study at SMP-2 of Telaga Pulang and he graduated in 2008. Then, he continued his study at SMA-1 of Danau Sembuluh and he graduated in 2011. He continued her study at the State Islamic Institute of Palangka Raya in 2011.