

## **CHAPTER I**

### **INTRODUCTION**

In this chapter the writer explains about background of the study, the problem of the study, the objective of the study, hypothesis of the study, variables of the study, assumption of the study, significant of the study, scope and limitation of the study, definition of key terms, and framework of the discussion.

#### **A. Background of the study**

Language is a primary instrument of the communication among human beings in community. In others words, Language is a tool of communication. Language used by people in daily activities, such as to communicate with other people. According to Setiyadi, Language teaching is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners to acquire the language (learning theories). Moreover, he stated that English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected.<sup>1</sup> By using a language people are able to introduce themselves, convey their messages and express their ideas and written. Therefore language is very important in our life. All common people in a community understand and speak their language well enough to carry out every activity. Some people in that community cannot read and write, however, by using the language orally, they are still able to cooperate with others. Every social group has different language, for example, a group of people who were born and live in England,

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<sup>1</sup> Bambang Setiyadi, *Teaching English As A Foreign language*, Yogyakarta: Penerbit Graha ilmu, 2006, p. 22

speak English as their native language, and the group of people who were born and live in Indonesia, speak Indonesian.

In Indonesia, English is the first foreign language that consider important to be introduced to students in elementary school, junior high school, and senior high school. Considering the importance of English as one of the international language, the Indonesian Government has decided to include English subject in school curriculum as compulsory subject taught in every school. Indonesian government gives the autonomy to every school to arrange and control it in teaching learning activity. There are four skills that should be mastered by the students, they are listening, speaking, reading, and writing.

Students who want to be able to communicate in English well must have wide range of vocabulary. Vocabulary is one of the important aspects in learning English, without vocabulary nothing can be conveyed.<sup>2</sup> Only with sufficient vocabulary the students can express their ideas effectively, can understand the language task and foreign language conversation. The students have lack vocabulary; they will have the difficulties in learning and understanding the foreign language. When the students do not know the ways to increase their vocabulary they will lose their interest in learning foreign language, because they cannot understand the foreign language words. So, vocabulary is very important in learning foreign language.

Vocabulary as one of language components is a very important thing besides other language components. Without vocabulary, people will not be able

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<sup>2</sup>Scott Thornbury, *How to Teach Vocabulary*, London: Longman, 2002, p. 13

to speak anything. People with large vocabulary are more proficient in language skills than people with little vocabulary. Large vocabulary makes a significance contribution to almost all of the aspects of language.

David Wilkins summed up the importance of vocabulary learning. According to David Wilkins, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.<sup>3</sup> In Aqidatul Husna thesis, Jeremy Harmer states that “If language structures make up skeleton of language, then it is vocabulary than provides the vital organs and the flesh”. It shows that vocabulary is very important, even though people have good ability in structures, but they do not have enough vocabulary to express their idea, the structures are useless.<sup>4</sup> It means that, people have large amount of vocabulary, people can be express their idea precisely, and of course, it is very helpful for them, whether in listening, speaking, reading or writing skills.

Teaching vocabulary is not easy for teachers, but the students usually get bored of learning vocabulary. The teacher should device a good exercise or a way of teaching vocabulary, so that students will enjoy and understand the learning process well.

Appropriate teaching technique and media are necessary to make the teaching and learning process effective. Various techniques and media create good atmosphere in classroom so that the students are motivated to learn more new words in fun and enjoyable situation. In Sana Mahmoud Afana thesis, According to Maxwell state tha hot seating technique gave motivate students to be interested

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<sup>3</sup>Jeremy Harmer, *How to Teach Vocabulary*, England: Bluestone Press, 2002, p.13

<sup>4</sup>Aqidatul Husna, *Enriching Students' Vocabulary by using Word Cards*, Jakarta: The Faculty of Tarbiyah and Teachers' Training, 2011, p. 1

and involved in learning.<sup>5</sup> The writer used hot seating as a technique to taught vocabulary.

Hot seating technique is a technique for teaching subject or somethink, when someone used this technique they can be fun, interested, and motiveted. According to Neeland state that Hot Seating technique is explore the character and their motivation or unknown parts of the story one of the students sits in front of the class pretending to be the character and the others (either in roles or not) ask him questions. Questions can be prepared in advance or asked on the spot. This convention helps to reveal the character's motivation and encourages reflection on people's behavior.<sup>6</sup> Use Hot seating provide students with opportunities for practicing in class the language they need for interacting outside the classroom, can be made relevant to students' needs, Give students the chance to carry out a task or solve a problem together; As roles and situations are equivalent to real life, students will be motivated to produce real-life language.<sup>7</sup> Hot-seating is good for practicing asking and answering questions. It places the discussion in the hands of the students, with one student as the leader. It can be used at almost all levels of instruction, because the students will create questions at the proficiency level of the students. It can be used for both factual information and for sharing opinions.<sup>8</sup> One of ways in teaching vocabulary is by using hot-seating.

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<sup>5</sup>Sana Mahmoud Afana, *The Impact of Educational Drama Intervention on Palestinian Ninth Graders' English language Speaking Skills at Gaza UNRWA Schools*, Faculty of Education, Gaza: 2012, p. 74

<sup>6</sup>*Ibid*, p. 15

<sup>7</sup>Sana Mahmoud Afana, *The Impact of Educational Drama Intervention on Palestinian Ninth Graders' English language Speaking Skills at Gaza UNRWA Schools*, Faculty of Education, Gaza: 2012, p. 74

<sup>8</sup>Young, S, *Interactive Student Generated Questioning Techniques*, the Center for Advanced Research on Language Acquisition at the University, Minnesota: 2007, p. 1.

The writer conducted the study of MA Muslimat NU Palangka Raya especially at the Eleventh grade students. The writer chose the eleventh grade students of MA Muslimat NU Palangka Raya, because based on pre-observation; the teacher stated that the students have lack vocabulary, so the students are not able to fulfill achievement of competency into syllabus. The teacher still uses conventional method when she teaches to the students. It is make the students very bored in learning of English because they only hear what the teacher said.<sup>9</sup> The writer hopes by using Hot-Seating technique the students can learn English more enjoyable during the English learning process especially in vocabulary.

Based on the explanation above, the writer conducted the study entitled: THE EFFECT OF HOT-SEATING TECHNIQUE ON VOCABULARY SIZE AT ELEVENTH GRADE STUDENTS OF MA MUSLIMAT NU PALANGKA RAYA.

### **B. Problem of the Study**

Based on the background of the study above, the problem of the study is as follow:

Does Hot-Seating technique give effect on vocabulary size at the eleventh grade students of MA Muslimat NU Palangka Raya?

### **C. Objective of the Study**

The objective of the study based on the background of the study is to measure the effect of Hot-Seating technique on vocabulary size at the eleventh grade students of MA Muslimat NU Palangka Raya.

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<sup>9</sup>The writer did pre-observation, on Maret 04<sup>th</sup> 2015, at 11:00 pm.

#### **D. Hypothesis of the Study**

The hypothesis of this study are divided into two categories; they are Alternative Hypothesis and Null Hypothesis.

1. Alternative Hypothesis (Ha)

Ha: Using Hot-Seating technique on vocabulary size gives effect to ward studens' vocabulary score at the eleventh grade students of MA Muslimat NU Palangka Raya.

2. Null Hypothesis (Ho)

Ho: Using Hot-Seating technique on vocabulary size does not give effect toward studens' vocabulary score at the eleventh grade students of MA Muslimat NU Palangka Raya.

#### **E. Variable of the Study**

According to Donald Ary variable is a construct or a characteristic that can take on different values or scores.<sup>10</sup>

In this study there are two variables, they are independent variable (X) and dependent variable (Y).

1. In this study the independent variable (X) is the usage of hot-seating technique.
2. In this study the dependent variable (Y) is of the students' vocabulary score.

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<sup>10</sup> Donald Ary, *Introduction to Research in Education*, USA: Wadsworth, 2006, p. 38.

## **F. Assumption of the Study**

The assumption of this study is hot-seating technique can make students get better vocabulary score.

## **G. Significance of the study**

This study about the use of hot-seating technique on vocabulary size hopefully gave contribution to English teaching and learning, they are:

### **1. Theoretically**

This study can enrich the technique of teaching and learning English and also to contribute the development of knowledge in teaching and learning English.

### **2. Practically**

The significances of the study hopefully are used for:

#### **a. The Writer**

The result of the study can answer the questions which are the basic of conducting this study.

#### **b. The Teacher**

The teacher can use the result of the study as a feedback on teaching activities and she can increase her performance in teaching program well. This study also gives contribution to the English teacher in the using of hot-seating as a vocabulary teaching to improve student's vocabulary size, and also to improve the result of teaching vocabulary.

c. The Students

The students must be active in learning English. The student should not depend on their people in learning English. They should also learn English intensively and continuously.

d. The Reader

The reader got information about the students' achievement in learning vocabulary through hot-seating technique and also improves their knowledge.

e. For the school

It gives contribution to the Sonior High School especially of MA Muslimat NU of Palangka Raya that they can use hot-seating as a new technique in teaching vocabulary to the students.

## **H. Scope and Limitation of the Study**

The subject of the study was limited to eleventh grade students of MA Muslimat NU of Palangka Raya. The object of the study was limited on using hot seating technique in teaching vocabulary, Kinds of vocabulary that taught based on syllabus and English book are noun, verb, adverb, and adjective. Examples: book, walk, yesterday, smart, etc.



## I. Definition of the Key Term

1. The effect size is a measure of the strength of the relationship between two variables shown by the difference between two means calculated that has been gotten after treatment.<sup>11</sup>
2. Hot-seating is a way of developing (or deepening) character.<sup>12</sup>
3. Hot-seating technique applied to create background knowledge of drama components, such as situations, types of characters, or dramatic themes.<sup>13</sup>
4. Vocabulary is all the words, which are used by people in order to express their ideas or feelings.<sup>14</sup>
5. Vocabulary size refers to the number of words that a person knows.<sup>15</sup>
6. MA Muslimat NU Palangka Raya is a Sonior high school, where the present study is conducted. It located at Jl. Lawu Palangka Raya.

## J. Frame of Discussion

The frameworks of the discussion of this study are:

Chapter I : In this chapter, the writer presented background of the study, problem of the study, objective of the study, hypothesis of the study, variables of the study, assumption of the study, significant of the

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<sup>11</sup> Donald Ary and friends, *Introduction to Research in Education*, USA: Wadsworth Cengage Learning, 2010, p. 640

<sup>12</sup> Sana Mahmoud Afana, *The Impact of Educational Drama Intervention on Palestinian Ninth Graders' English language Speaking Skills at Gaza UNRWA Schools*, The Islamic University of Gaza, Gaza: 2012, p. 59

<sup>13</sup> Sana Mahmoud Afana, *The Impact of Educational Drama Intervention on Palestinian Ninth Graders' English language Speaking Skills at Gaza UNRWA Schools*, The Islamic University of Gaza, Gaza: 2012, p. 74

<sup>14</sup> Yusep Padillah, *Teaching Vocabulary Through Context Clues and Pictures at the Grade of Frimary School*, Jakarta: the School of Tarbiah and Teachers' Training, 2004, p. 8.

<sup>15</sup> John Read, *Assessing Vocabulary*, Cambrige university press, New York: 2000, p. 31

study, scope and limitation of the study, operational definition, frame of the discussion.

Chapter II : In this chapter, the writer presented previos of study, Teaching Vocabulary, Definition of Vocabulary , Importance of Vocabulary, Kinds of vocabulary, Vocabulary Size, Drama technique, Kinds of Drama Technique, Definition of Hot-Seating, The Purpose of Hot Seating , Hot-seating technique, Description of Hot Seating Technique, Procedures of Teachings Vocabulary Using Hot-Seating Technique.

Chapter III : In this chapter, the writer presented research design that consist of research design, time and place of the study, population and sample, research instruments, research instrument try out, research instrument validity, research instrument reliability, data collection procedure and data analysis procedure.

Chapter IV: In this chapter, the writer presented the results of pre-test score of experimental class, the result of post test score of the experimental class, the result of data analysis, and discussion.

Chapter V: In this chapter, the writer presented conclusion and suggestion to the result of the study. The conclusion of the study was answer the problem of the study that found based on the result of data analysis. The suggestions were expected to make better improvement and motivation for students, teachers and researchers related to the teaching vocabulary by using hot seating technique.