

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer explains about Previous 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.

A. Previous Study

The writer reviews some related studies before conducting the study. These previous studies give a view about the issues that are discussed in the study.

The first, related to this study, the writer took a thesis written by Anwar Harif Styawan, the title is “The Use of Hot Seat Game to Improve Students’ Vocabulary Mastery of The First Grade of Sekolah Menengah Pertama Negeri (SMP N) 2 Suruh 2010/2011” The result of this research shows that the use of hot seat game can improve students’ vocabulary mastery. It could be alternative game to motivate the students to be more interesting in English lesson. The hot seat game besides improve their vocabulary mastery also improves their skill especially in speaking and listening. It can be seen from the rule of the hot seat game where the students must speak more active and the improvement from using this game can be seen at the result of the score of pre test and post test. That is the *mean* score of pre test in cycle I is 55, 7, the *mean* score of pre test in cycle II is

57, 18, the *mean* score of pos test in cycle I is 80, 7, and the *mean* score of pos test in cycle II is 7, 1..¹

The second, related to this study, the writer took a thesis written by Aprilia Nurul Utami, the title is “The Effectiveness of Hot Seat Game for Teaching Vocabulary eighth grade students of SMP Negeri 3 Powekerto ” the result of t-test computation was 2.958, and the value of t-table at the level significance 0.05 with degree the freedom 66 was 1.668. Thus, the result of t-test computation was higher than the value of t-table ($2.958 > 1.668$), and it means that the hypothesis was accepted. It could be concluded that hot seat game was effective for teaching vocabulary.²

The third, Related to the study, the writer took a thesis written by Bundith Punsiri, the title is “The effectiveness of drama technique on foreign language classroom anxiety reduction of Thai EFL students”. The results of the study indicated that, before the experiment, all 44 participants had overall FLCA at the moderate level. When classifying into three types of FLCA, the participants had communication apprehension at the high level, but fear of negative evaluation and test anxiety at the moderate levels. In addition, after learning through drama technique, the students FLICA reduced significantly at the 05 level.³

Based on the previous studies above, the writer did different study. In this study, the writer has different subject and object of the study. The subject was the

¹ Anwar Harif Styawan, *The Use of Hot Seat Game to Improve Students' Vocabulary Mastery of The First Grade of Sekolah Menengah Pertama Negeri (SMP N) 2 Suruh*, State Islamic Studies Institute (STAIN) of Salatiga, Salatiga, 2011, p. 9

² Aprilia Nurul Utami, *The Effectiveness of Hot Seat Game for Teaching Vocabulary*, Muhammadiyah University of Powekerto, Powekerto: 2015, p. 10

³ Bundit Punsiri, *The effectiveness of drama technique on foreign language classroom anxiety reduction of Thai EFL students*, Bangkok: srinakharinwirot, 2011, p. 4

students of MA Muslimat NU Palangka Raya. The writer took eleventh grade students. The object of this study was teaching vocabulary especially are noun, verb, adverb, and adjective using hot-seating technique.

B. Teaching Vocabulary

According to Fauziati in Anwar Harif Setiawan Graduating Paper explains that vocabulary is central to language and of critical importance to typical language learners. Mastery English vocabulary is very important because, it will support the student's ability to master four language skills that are reading, speaking, listening, and writing.⁴

In Noor Rahmawati Thesis, Wallace explains that teaching vocabulary should consider these following factors:⁵

1) Aims

The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which taught to the students.

2) Quantity

The teacher has to decide the number of vocabulary items to be learned. The learners got confuse or discouraged if they get many new words.

Therefore, the teacher should select new words, which can easy to understand by the learners.

⁴ Anwar Harif Setiawwan, *The Use of Hot Seat Game to Improve Students Vocabulary Mastery of the First Grade of Sekolah Menengah Pertama Negeri (SMP N) 2 Suruh*, English and Educational Department State Islamic Studies Institute (STAIN) of Salatiga: 2011. p. 22

⁵ Noor Rahmawati, *The Effect of Realia Media in Teaching Vocabulary at Seventh Grade Students of SMP Islam Nurul Ihsan Palangka Raya*, State Islamic Institute of Palangka Raya, Palangka Raya: 2015, p. 16

3) Need

In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

4) Frequent exposure and repetition

Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also gave opportunity to the students to use words in writing or speaking.

5) Meaningful presentation

In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

6) Situation and presentation

The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

C. Definition of Vocabulary

Vocabulary is central to language and of critical important to typical language learner. Without a sufficient vocabulary, someone cannot communicate effectively or express his idea in both oral and written form. Having a limited vocabulary is also a barrier that precludes learners from learning a foreign

language. When they do not know how to enrich their vocabulary, for example, they often gradually lose interesting learning.⁶

According to Djiwandono, vocabulary is a part of language components. Vocabulary consists of the words that are used in language communication either spoken or written. In addition, in communication, vocabulary is very important element. The meaning of an expression mostly is determined by the vocabulary which is used. From the vocabulary, the meaning of the expression is gained, besides from other elements such as intonation and stressing.⁷

Furthermore, related to the definition of vocabulary, Stump and Douglas define if vocabulary is the completed collection of the words in a language. They argue that the true mark of an educated person is a well organized vocabulary. That statement gave a view of how important is the vocabulary.⁸

According to Wallace learning a foreign language is basically a matter of learning the vocabulary of that language.⁹

Based on the explanation above, the writer concluded that vocabulary is a part of language component. Vocabulary is a complex function in human being's life. Vocabulary is the form of all words that human being use to communicate each other. Trough vocabulary, people convey what they one to say and receive what they want to hear.

⁶Endang Fauziati, *Teaching of English as a Foreign Language*, Surakarta, pabelan, 2002, p.155

⁷M. Soenardi Djiwandono, *Tes Bahasa dalam Pengajaran*. P.42-43

⁸Michael Strumpf and Auriel Douglas, *the completed grammar*, p.431

⁹Handi, Sutrisno. *Methodology Research*, Yogyakarta: Yayasan Penerbit Fakultas Psikologi UGM

D. Importance of Vocabulary

Vocabulary is very important to learn. Vocabulary is one of language components which has important role in learning English. Vocabulary is a basic and a foundation to learn English. In David Nunan's book, Hocket argued that vocabulary was the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom. Rivers has also argued, vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.¹⁰ According David Wilkins in Norbert's book, he summed up the important of vocabulary learning, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".¹¹

Based on explanations above the writer's opinions, someone is little grammar, someone still can convey something, but if someone isn't vocabulary, someone can't convey anything. It shows that how vocabulary important for the students in mastering English.

E. Kinds of vocabulary

According to Thorn bury, there are two kinds of vocabulary, such as:¹²

- a. Grammatical Words or Function Words

¹⁰ David Nunan, *Language Teaching Methodology*, Prentice Hall International, 1998, p. 117

¹¹ Norbert Schmitt. *Researching Vocabulary: A Vocabulary Research Manual*, University of Nottingham: Palgrave Macmillan, 2010, p. 3

¹² Scott Thorn bury, *How To Teach Vocabulary*, England: Pearson Education Limited, 2002, p. 4

Grammatical Words or Function Words are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker.

1) Prepositions

Prepositions are a word that connects one thing with another, showing how they are related. Some prepositions tell you about position or place.¹³ Examples of prepositions: in, of, on, under, into, behind, near, beside, between, at, from, etc.¹⁴

2) Conjunctions

Conjunctions are words or phrases which join parts of a sentence together.¹⁵ Examples of conjunctions: and, but and or.¹⁶

3) Determiners

Determiners are definite article, indefinite article, possessives, demonstrate, and quantifiers. Example of determiners: this, those, my, their, which, a, an, the.¹⁷

4) Pronouns

Personal pronouns refer to people, places, things, and ideas. Example: *I, me, you, your, they, us, and it* are all personal pronouns, Reflexive pronouns

¹³ Anne Seaton. *Basic English Grammar for English Language Learners Book 1*, United State: Saddleback Educational Publishing, 2007, p. 132

¹⁴ Ann Hogue. *First Steps in Academic Writing*, New York: Longman, 1996, p. 81

¹⁵ Stephen Bailey. *Academic Writing Handbook for International Students Third Edition*, London: Routledge, Taylor and Francis Group, 2011, P. 192

¹⁶ Howard Sargeant, *Basic English Grammar for English Language Learners Book 2*, United State: Saddleback Educational Publishing, 2007, p. 109

¹⁷ Anne Seaton. *Basic English Grammar for English Language Learners Book 1*, United State: Saddleback Educational Publishing, 2007, p. 71

are formed by adding “-self” or “-selves” to certain personal pronouns. They “reflect” back to the person or thing mentioned in the sentence. Example: *myself, himself, herself, itself, yourself, yourselves, and themselves* are reflexive pronouns. There is no such word as *their selves*. Demonstrative pronouns can be singular or plural. They point out a specific person, place, or thing. *This, that, these, and those* are demonstrative pronouns. Interrogative pronouns, like their name suggests, are used when asking a question. *Who, whom, which, and whose* are interrogative pronouns; Indefinite pronouns do not refer to a specific person, place, or thing. Some indefinite pronouns are *another, both, everyone, most, no one, and several*).¹⁸

b. Content Words or Lexical Words

Content words or lexical words, are words that carry the content or the meaning of a sentence and are open-class words.

1) Nouns

A *noun* is the name of a person, place, thing, or idea. There are *singular* nouns that name ONE person (*player*), place (*room*), thing (*towel*), or idea (*love*), and there are *plural* nouns that are the names for MORE THAN ONE person (*players*), place (*rooms*), thing (*towels*), or idea (*loves*).¹⁹

2) Verbs

¹⁸Jack Umstatter, *The Grammar Teacher's Activity-a-Day*, San Francisco: Jossey-Bass, 2010, p. 9

¹⁹*Ibid*, p.3

A Verb is a word that shows action Example *runs, hits, and slide* or state of being *is, are, was, were, and am*.²⁰

3) Adjectives

Adjectives describe nouns and pronouns.²¹ Adjectives tell what things or people look like, what kind they are. Examples of adjectives: size (*large*), colour (*yellow*), shape (*round*), appearance (*pretty*), etc.²²

4) Adverbs

Adverbs are words that modify verbs, adjectives, and other adverb.

Example of adverb: Adjective Adverb

Beautiful Beautifully

Quick Quickly²³

Based on the explanation above, the writer concludes that vocabulary has two kinds; they are function (grammatical) and content (lexical) words. The writer only focuses on noun, are noun, verb, adverb, and adjective, because it based on the material and the syllabus of school.

F. Vocabulary Assessment

Based on Macmilan in Abdul Mehdi, assessment means thinking about something carefully and making a judgment about it.²⁴ From the writer's view point, assessment is giving a judgment of the pupils' ability while they are

²⁰Jane Straus. *The Blue Book of Grammar and Punctuation, An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes Tenth Edition*, United States: Jossey-Bass A Wiley Imprint, 2008, p. 1

²¹Phyllis Dutwin, *English Grammar Demystified*, United State: McGraw-Hill, 2010, p. 36

²²Howard Jackson. *Good Grammar for Students*, London: Sage Publications, 2005, p. 18

²³Eugene Ehrlich, *Schaum's Outline of English Grammar Second Edition*, United State: McGraw-Hill, 1991, p. 107

²⁴ Abdul Mehdi, *an Assesment of Testing Vocabulary in (RECI) Book-I for the Fifth Grade of the Primary Stage*, published thesis: collage of education / Al-asmae Department of education and psychology science, 2011, p. 5

exposed to English language pointing out their weakness and strength of that language.

Based on Johan Read, vocabulary assessment seems straight forward in the sense that word list are readily available to provide a basis for selecting a set of words to be tested. In addition, there is a range of well known item types that are convention use for vocabulary testing. These test items are easy to write and to score and they make efficient use of testing time. Multiple choice items in particular have been commonly used in standardized test.²⁵

Assessment of vocabulary is critical for identifying children at risk for reading problems and for designing appropriate instruction. Receptive vocabulary involves understanding of spoken words, for instance, asking a child to point to a picture that represents a word spoken by the examiner. Expressive vocabulary involves using or naming a word, as when the examiner shows a picture to a child and asks the child to name it.

G. Vocabulary Size

According to Robert Michael Easterbrook Thesis, assumed vocabulary size is calculated by multiplying the score, for each individual score.²⁶ Vocabulary size refers to the number of words that a person knows.²⁷

²⁵ Johan Road, *Assessing Vocabulary*, Cambridge, Unitet Kingdom: Cambridge University, 2000, p. 8

²⁶ Robert Michael Easterbrook Thesis, *The process of vocabulary learning: Vocabulary learning strategies and beliefs about language and language learning*, The University of Canberra: 2013, p. 323

²⁷ John Read, *Assessing Vocabulary*, Cambrige university press, New York: 2000, p. 31

1. Definitions of Vocabulary Size

Vocabulary size is the worst researched area in applied linguistics.²⁸ A test of vocabulary size measures how many words a learner knows.²⁹ It typically measures a learner's knowledge of the form of the word and the ability to link that form to a meaning. A receptive vocabulary size measure looks at the kind of knowledge needed for listening and reading. A receptive test measures whether learners can provide or choose a meaning when they see the form of the word. A productive measure looks at the kind of knowledge needed for speaking and writing, so it measures whether learners can provide a word form to express a meaning.³⁰

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A vocabulary size test is, first and foremost, a test of vocabulary. But vocabulary is a cornerstone in foreign language and consequently a measure of vocabulary knowledge can often tell as a lot about other aspects a learner's foreign language knowledge and performance. Vocabulary size is

²⁸ P Nation, *Measuring vocabulary size in an uncommonly taught language*, URL: <http://www.sti.chula.ac.th/files/conference%20file/doc/paul%20nation.pdf>, (Acces On Juni 12th 2016, At 13.10 Pm)

²⁹ A Coxhead, *Measuring the Vocabulary Size of Native Speakers of English in New Zealand Secondary Schools*, URL :<https://www.google.com/search?q=doktor+zakir+naik&ie=utf-8&oe=utf-8#q=what+is+vocabulary+size+filetype:pdf>, (Acces On Juni 13th 2016, At 12.00 Pm)

³⁰ *Ibid*, p. 2

³¹ Robert Michael Easterbrook Thesis, *The process of vocabulary learning: Vocabulary learning strategies and beliefs about language and language learning*, The University of Canberra: 2013, p. 323

³² John Read, *Assessing Vocabulary*, Cambrige university press, New York: 2000, p. 31

usually acknowledged to be a good indicator of general proficiency.³³

Vocabulary is also a good general indicator of language level.³⁴

According to Paul Nation and Batia Laufer state that, have both utilized versions of the Vocabulary Levels Tests to estimate vocabulary this way: if learner A scores 9 out of 12 (75%) on the 2,000 word level, s/he probably knows approximately 75% (1,500) of the first 2,000 words of English. If you continue to apply this logic to the results of the rest of the test (i.e., the 3,000, 5,000, University Word Level, and the 10,000 word level), you can arrive at an approximate estimate of vocabulary size.³⁵

2. Tests of Vocabulary Size

Since most teachers are probably aware of several kinds of vocabulary achievement tests, the next two sections will give brief introductions to tests teachers are not likely to be familiar with. This section presents three tests which measure vocabulary size, while the next section introduces three experimental tests which attempt to measure the depth of a student's vocabulary knowledge.³⁶

A frequently used method of determining the total size of a person's vocabulary in LI research studies has been dictionary method tests. They involve systematically choosing words from a large dictionary, i.e. the fifth

³³J Milton, *Testing Your Students' vocabulary Size And What This Can Tell You*, URL: <https://www.google.com/search?q=Doktor+Zakir+Naik&ie=utf-8&oe=utf-8#q=What+Is+Vocabulary+Size+Filetype:Pdf>, (Accessed On Juni 11th 2016, At 12.00 Pm)

³⁴ Ibid, p. 6

³⁵ Shiken, *Estimat ing vocabulary size*, URL: jalt.org/test/PDF/Beglar1.pdf, (Accessed On Juni 11th 2016, At 12.10 Pm)

³⁶ Schmitt, *Vocabulary Testing: Questions for Test Development with Six Examples of Tests of Vocabulary Size and Depth*, Suranaree University of Technology, Thailand: p. 12

word from every tenth page. These words are then fixed on a test. The percent-age of correct answers is then multiplied by the number of words in the dictionary to arrive at an estimate of vocabulary size. Unfortunately, this method has many problems, highlighted by widely varying estimates of native-speaker vocabulary size. A serious problem is that dictionaries of different sizes have been used, leading to in-consistent results. Also, the number of test items compared to the total number of possible words (sample rate) is very low. This method cannot really be recommended for determining the total vocabulary size of L2 learners, especially since better methods are available.³⁷

3. The importance of measuring vocabulary size

Vocabulary size measurement is important for planning, diagnosis and research. It is not easy to plan a sensible vocabulary development program without knowing where learners are now in their vocabulary growth.³⁸

H. Nature of Drama

According to Wassels state that Drama is doing. Drama is being. Drama is such a normal thing. It is something that we all engage in daily when faced with difficult situations. Drama in education uses the same tools employed by actors in the theatre. In particular, it uses improvisation and mime. But while in the theatre

³⁷ *Ibid*, p. 13

³⁸ P Nation, *Measuring vocabulary size in an uncommonly taught language*, URL: <http://www.sti.chula.ac.th/files/conference%20file/doc/paul%20nation.pdf>, (Acces On Juni 12th 2016, At 13.10 Pm)

everything is contrived for the benefit of the audience, in classroom drama everything is contrived for the benefit of the learners.³⁹

1. Definition of drama

According to Sternberg state that drama offers participants the opportunity to practice constructive behavior and provides a medium through which students learn to cooperate and collaborate and it develops self-confidence and self-esteem as well as providing learning and socialization. It emphasizes social potential energy that is thanks to being a member of a group, and it develops problem solving skills and communication skills. Drama also provides active participation rather than being passive, being independent rather than dependency and making independent decisions, becoming democratic, and noticing one's own skills.⁴⁰

Based on the explanation above, the writer concluded Drama is the most significant model of learning and is a basic activity for learning. it is the way of helping children to think about their individual or social problems. Children can learn to explore issues, events and connections, by means of drama. In drama, children draw on their knowledge and experience of the real world in order to create a make believe world, Thus, drama is one of the few areas of the curriculum which is built on dreams and voices. They can

³⁹ Kateřina Trachtulcová, *Effective Learning of English through Drama*, Masaryk University BRNO, 2007, p. 7

⁴⁰ International journal of instruction, *the effect of drama education on prospective teachers' creativity*, ISSN: 1694-609X www.e-iji.net, Vol.1, No.1, January, 2008, p. 14

respond in natural way during their play activities. It also provides emotional content in their socialization.

2. The Importance of Drama

Moreover, drama encourages children to learn how to influence others and how to put themselves in other people's shoes. This activity is thought to have educational value. Some people aim that trying to be in same one else's shoes and to imagine in certain situations gives a physical, visual and immediate experience or discussing the same things.⁴¹

Based on explanation above, the writer concluded that drama can improve students confidence, and enjoyable for learning.

3. Drama in Education

Education, which is the process of helping people to find essential meanings in life, involves both teaching and learning.

Traditional education may be summed up the center as curriculum centre outside the child. However, the new movement in education, which has introduced the concept of child centered education, is combined with children's play. It is a fact that the meaning of child centered education is deemed close to children's play rather than subject centered education. Moreover, drama is seen as the "play way" to education. Both imagination and play are inherent parts of effective education. Thus, drama is a vital part of education in schools.⁴²

⁴¹ *Ibid*, p. 89

⁴² Tülay Üstündağ, *the advantages of using drama as a method of education in Elementary schools*, Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 1997, p.90

According to S. Holden states that: “It provides an opportunity for a person to express himself through verbal expressions and gestures using his imagination and memory. Drama techniques have been used in various fields of our lives — religious ceremonies, arts, psychotherapy, sociology in confidence-building-courses etc. In all those above mentioned situations the aim was to prepare people for various situations, to give them language and help them to show or hide feelings and at the same time to read them. It is closely connected with the communication.”⁴³

Jana Stated Using drama techniques in language lessons students develop acting skills, mainly to:

1. Portray characters in monologues , improvisations and scripted scenes — what helps learner in real life situation to read the speaker, the partner;
2. Express them selves confidently through movement and gesture — very important for non-verbal communication;
3. Communicate character through movement and gesture;
4. Participate in blocking (adding movement) to improvised or scripted scenes;
5. Understand and execute stage movement effectively;
6. Understand and execute stage business effectively;
7. Develop a poised, controlled posture.⁴⁴

⁴³Jana Burgerová, *Young Learners and Drama Techniques In English Language Education*, University of Presov, Presov, 2013: p. 48

⁴⁴*Ibid*, p. 48

a) Drama in Schools

The school is a form of community in which everything concentrates on helping a child to share in the inherited resources of the race. When children first enter school, most are faced with an environment where learning is more cognitively and emotionally demanding than that experienced in the home. At the moment the teacher, who is knowledgeable about children's difficulties, should find drama models to relieve them. While using drama for relaxing meaning, students can interpret their own feelings; learn to work together in a conducive environment which permits them to solve problems creatively. These activities, which are the most important aspect of natural learning in education, have different views concerning their use in schools.⁴⁵

b) Drama in schools as a way to teach

According to Maley state that set out a list with various points defending, in general, the use of drama in schools and its benefits:⁴⁶

1. It integrates language skills in a natural way, careful listening and spontaneous verbal expression.
2. It integrates verbal and non verbal aspects of communication (physical and intellectual aspects of learning)
3. It integrates both cognitive and affective domains (importance of feeling as well as thinking).

⁴⁵ *Ibid*, p.90

⁴⁶ Carla ulldemolins, *use of drama techniques as a methodology to teach english in infant education by teachers in catalonia*, universitat de vic, 2014, p. 8

4. It brings the classroom interaction to life through an intensive focus on meaning.
5. It offers unequalled opportunities for catering to learner differences.
6. It fosters self-awareness, awareness of others, self-esteem and confidence.
7. It provides motivation through the variety of expectancy generated by the activities.
8. It offers transfer of responsibility for learning from teacher to learners.
9. It encourages an open, exploratory style of learning, where creativity and the imagination are given scope to develop. Risk-taking is an essential element in effective language learning
10. It has a positive effect on classroom dynamics and atmosphere.
11. It is an enjoyable experience.
12. It is low-resource. All you need is a roomful of human beings.⁴⁷

I. Drama technique

In other words, using drama helps students feel the language and gain the proper confidence to number of advantages as a foreign language teaching technique. It facilitates learners' communicative and intercultural competence; stimulates and challenges learners to take part in speaking and discussions; gives opportunities to experiment with non-verbal communicative aspects of language (body language, gestures, etc.), as well as verbal aspects (rhythm, intonation, etc.);

⁴⁷ Carla ulldemolins, *use of drama techniques as a methodology to teach english in infant education by teachers in catalonia*, universitat de vic, 2014, p. 8

helps master grammar and vocabulary; fosters them to read foreign literature and raises intercultural awareness.⁴⁸

1. Kinds of Drama Technique

According to Shand, conveyed delineates Educational Drama to using creative drama techniques to teach other subjects. These techniques include, but are not limited to pantomime, storytelling, story dramatization, role-playing, simulation, hot seating, improvisation, theatre games, process drama, and play production.⁴⁹

Based on the explanation above, the writer focus of drama technique at hot-seating because it is new technique from that school and the writer hopes by using hot-seating the students can learn English more enjoyable during the English learning process especially in vocabulary.

2. Definition of Hot seating

Hot seating is where people take on the role of characters from a story and other people ask them questions. The characters have to answer the questions in as much detail as possible.

Ashton-Hay conveyed that hot seat is the use of the press conference format or something similar, students play the role of a character who sits in

⁴⁸ Kuimova M.V and Gaberling I.P , Life Science Journal, *Drama in extracurricular activities for technical university students studying English as a foreign language*, Russia: National Research Tomsk Polytechnic University, 2014, p. 2

⁴⁹ 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

a seat in the center of the improvisation and answers questions that others have who are participating.⁵⁰

According to K Shaffer state the hot seat is a case-based teaching method. Case-based methods are much in vogue in business schools, law schools, and medical schools. The hot seat is interactive. This is considered essential to optimal learning. It is also stressful. This is a two-edged sword. A mild degree of stress undoubtedly aids in memory and retention. Too much stress can interfere with performance. The hot seat encourages engagement by other audience members, sometimes requiring them to answer questions that the hot seat holder cannot. This fosters active listening or “vicarious learning,” which is another positive attribute.⁵¹

Hot-seating is a way of developing (or deepening) character. This means when being in the hot-seat, you answer questions from others in the group while you are 'in role'. When other people ask the hot seated questions, the characters have to answer them in as much detail as possible. The characters will seem more realistic if you feel you really 'know' them. It is easier to be spontaneous and believable if you have carefully explored the target character during the hot-seating process⁵²

According to Neeland that Hot-seating is explore the character and their motivation or unknown parts of the story One of the students sits in front of

⁵⁰ 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

⁵¹ K Shaffer, Radiology Education in the Digital Era, (online), URL: <http://pubs.rsna.org/doi/pdf/10.1148/radiol.2352041497>(access on April 02th 2016, at 12.00 pm)

⁵² *Ibid*, p. 74

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.⁵³

According to Robertson that hot seat game is a game which has aim for the students in the terms to describe the word, using synonym, antonyms, definitions etc. To their team-mate who is on the "hot seat", who cannot see the word. Moreover.⁵⁴

According to Lacman, Hot Seat Game is a Game based on popular game where someone gets to guess a word from clues but they are not allowed to say the actual word as clue.⁵⁵

Then. Hot seat in this game itself is an empty chair which is placed in front of the room facing the class with the backboard or whiteboard behind it. Thus, the students who sit on the "hot seat" will face his/her classmates and has his/her to the blackboard or whiteboard. The student who sits on the "hot seat" has a job to guess several words which are written by the teacher on the blackboard or whiteboard. Conversely, the others students on the teams have to describe it or give example, opposites, synonyms, or anything they can think of to help their team mate on the "hot seat" to guess it as quickly as possible Robertson. In this game, each team will have the turn to

⁵³ *Ibid*, p. 15

⁵⁴ Aprilia Nurul Utami, *The effectiveness of Hot Seat Game for Teaching Vocabulary*, University of Puwekerto, Puwekerto: 2015, p. 17

⁵⁵ *Ibid*. p. 17

play this game, each team has 5 minutes to get as many words as possible. The team which can guess the most words will be the winner of the game.⁵⁶

Futhermore, in this research, after students playing this technique or game, the writer asks each team to make a sentence for each word which have been gussed by them on the technique or game before. This activity is purposed to make the students use the words well.

a. The Purpose of Hot seating

In language learning, the students need to acquire an adequate number of vocabulary to communicate effectively. The lack of vocabulary will bring many troubles to the students in learning language becouse without good vocabulary mastery they will get difficulties to communicate their ideas. Thus, the students need to enrich thier vocabulary. When the students enrich their vocabulary, they will encounter many new words that should be remembered on their mind. To make them remember the words which have been studied in longer time, they need to recycle their vocabulary.

According to Koprowski that who list this game as one of the games from ten games that can be used for recycling vocabulary. Thus, this game is really appropriate to help the students in recycling their vocabulary.⁵⁷

According to Hyman state Hot seating techniques can be employed to serve various purposes, subsequently; mention some purposes including:⁵⁸

- 1) It helps let other people know more about the character.

⁵⁶ *Ibid.* p. 17

⁵⁷ Aprilia Nurul Utami, *The effectiveness of Hot Seat Game for Teaching Vocabulary*, University of Puwekerto, Puwekerto: 2015, p. 20

⁵⁸ *Ibid.* p. 73

- 2) It creates interest and motivate participation in a class,
- 3) It encourages students to express their thoughts or ideas as well as to help them clarify their thoughts or ideas, and
- 4) It helps evaluate, diagnose, and check students' preparation and understanding of the material as well as the knowledge students bring into the class.

Moore conveyed proposes that hot seating is a valuable tool that will aid delivery of the learning goals. This is most immediately apparent in communication, language and literacy:⁵⁹

3. Hot-seating technique

Additionally, questioning techniques is one component of hot seating technique. It can be applied to create background knowledge of drama components, such as situations, types of characters, or dramatic themes. The understanding of these components will make learner's engagement and interaction in drama activities more meaningful.⁶⁰

4. Description of the Hot Seat Activity

According to Sarah, to begin, the teacher and/or students decide on a specific conversation topic to frame the activity. This topic may be related to the current textbook or life skills unit (i.e., shopping, health care, holidays) or focused on a particular language structure being studied (i.e., the past tense, conditionals, or descriptive vocabulary). One student volunteers to sit in the "Hot Seat" chair in the front of the room. While in

⁵⁹ *Ibid*, p. 73

⁶⁰ *Ibid*, p. 74

the Hot Seat, the student has control of the class. She is responsible for calling on students who have a question and addressing them directly by name, rather than looking at the teacher to facilitate the communication. The audience is responsible for listening to one other's questions and helping one another to ask culturally appropriate questions, to incorporate pre-determined themes, vocabulary, or grammar structures as much as possible, and to avoid repetition of questions.⁶¹

Hot Seat becomes a communication session by and for the students – the teacher disappears into the audience and jots down each question as it is asked and the name of the student who asked the question. Although there are bound to be mistakes, the teacher's job is to observe and write down the students' questions in the correct form; the students' job is to use various clarification techniques if the questions or answers have not been understood. All students should be taught how to refuse to answer a question if they find it inappropriate or uncomfortable.⁶²

The Hot Seat activity can last as long as the class would like; in general, 10 minutes might be a good goal to begin. It is important that students have enough time to generate a list of questions that the teacher can write down for later practice.⁶³

⁶¹Sarah, *Hot Seat: Student-Generated Interactive Questions and Conversation Activities*, URL: <http://www.cal.org/adultspeak/pdfs/InstructionalActivityPacketDHotSeat.pdf>, (Accessed on April 03rd 2016, at 11.00 pm)

⁶² *Ibid.* p.1

⁶³ *Ibid.* p.1

Session 1: A content topic and/or grammar focus for Hot Seat is proposed and selected by the teacher

<i>Hot Seat</i>	Sits in a chair at the front of the class; establishes how the Q&A
<i>student</i>	will be conducted ; facilitates the Q&A
<i>volunteer</i>	
<i>Other</i>	Ask targeted questions, one by one, to the Hot Seat Volunteer;
<i>Students</i>	listen to others' questions so as not to repeat; monitor for appropriate questions; help others
<i>Teacher</i>	Sits in back of room and writes down student names and questions they ask. Conducts quick listening comprehension check at end of activity, using questions just asked, modeling 3rd person singular .Types up student questions in correct forms before next class.

Session 2: Students recycle questions through conversations

<i>Teacher</i>	Distributes typed Hot Seat questions; reviews questions, question types, vocabulary, etc.; has students number off or otherwise divide into two lines; monitors and/or participates in line dialogue
<i>All students</i>	Divide into two lines for line dialogue; practice asking and answering questions twice; practice asking follow-up questions; update question collections and note progress /goals

At the end of the session, the teacher has the list of questions that students generated and communicated among themselves, and does a quick listening

comprehension check to see what information the audience understood and retained about the Hot Seat student. Before the next class session, the teacher types up the questions, noting who asked which question, and gives each student a copy of the question list at the next class. After reviewing the questions, the students practice asking and answering them in a rotating line dialogue.⁶⁴

5. Procedures of teachings vocabulary using hot-seating

This activity 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.

Adapted to Rebertson⁶⁵, Sarah⁶⁶ and Young, S⁶⁷ State that the following are the procedures of teaching vocabulary by using hot-seating:

- 1) Teacher splits the students in the class into different teams (two is best, but if the number of the students in the class is large, any number could be used).
- 2) Select a student for the Hot Seat. This person will be the leader for the class.

⁶⁴ *Ibid.* p.1

⁶⁵ Aprilia Nurul Utami, *The effectiveness of Hot Seat Game for Teaching Vocabulary*, University of Puwekerto, Puwekerto: 2015, p. 20

⁶⁶ Sarah, *Hot Seat: Student-Generated Interactive Questions and Conversation Activities*, URL: <http://www.cal.org/adultspeak/pdfs/InstructionalActivityPacketDHotSeat.pdf>, (Acces on April 03th 2016, at 11.00 pm)

⁶⁷ Regents , hot seat, URL: <http://carla.umn.edu/assessment/VIB/documents/HotSeat.pdf> , (Acces on April 02th 2016, at 12.00 pm)

- 3) Chairs should be arranged so that the hot seat. Student is seated in front of the others, in a position where all other students are visible.
- 4) Teacher asks all of the students to face the blackboard or whiteboard.
- 5) Remind students of the rules:
 - a) All questions are addressed to the hot seat. Student, not to the class at large.
 - b) Only the H.S. student may answer questions.
 - c) For each question, the student in the hot seat. can answer, ask for clarification, or refuse to answer (particularly important if the topic is personal).
 - d) Questions must be related to the chosen topic. Students may be penalized for asking inappropriate/unrelated questions.
 - e) The aim of the game is for the students in the teams to describe that word, using synonyms, antonyms, definitions etc. to their team-mate who is on the hot seat, who cannot see the word.
 - f) As the leader, the hot seat. Student is responsible for calling on his/her classmates. When called on, the student asks a question of the hot seat. Student. Through out the activity, the teacher can monitor student questions and answers for both content understanding and language use.
- 6) Teacher asks one member from each team to come up and sit in that chair, so they are facing their team-mates and have their back to the board.

- 7) Teacher takes a list of vocabulary which have been prepared before.
- 8) Teacher takes the first word from the list and writes it clearly on the board.
- 9) Ask targeted questions, one by one, to the Hot Seat Volunteer; listen to others' questions so as not to repeat; monitor for appropriate questions; help others.
- 10) Teacher asks the other student on each team to sit on the hot seat.
- 11) The student in the hot seat listens to their team-mates and tries to guess the word.
- 12) The first hot seat student to say the word wins a point for their team.
- 13) Then, teacher writes the next word.
- 14) At the end of the class, the teacher may want to address persistent grammar problems heard during the activity or any important questions that were not answered by the hot seat. Student.

Tips:

1. Before doing this activity for the first time, students and teacher should discuss appropriate and inappropriate questions.
2. This can serve as either an end of unit review or a speaking assessment.
3. If you find that students not in the hot seat. are having trouble paying attention, ask them to take notes on the information provided by the student on the hot seat. This can help improve both listening and paraphrasing skills.

Variations:

1. Ask the Hot Seat student to represent a particular figure from a text being read in class. The students
2. Will then pose questions to the character, which the hot seat. student will answer as the character.

6. The Advantages of Hot seating:

According to Littlewood conveyed this techniques can be attributed to numerous reasons:⁶⁸

- a. Hot seating provide students with opportunities for practicing in class the language they need for interacting outside the classroom.
- b. Hot seating can be made relevant to students' needs.
- c. Give students the chance to carry out a task or solve a problem together;
- d. As roles and situations are equivalent to real life, students will be motivated to produce real-life language.
- e. Hot seating have the effect of psychological inoculation; asserts their role in reducing anxiety and inhibitions when the learner has the opportunity to use language outside the classroom.
- f. Increase students' and teachers' motivation, especially for those in EFL situations that might see English as a deferred need at best.

⁶⁸ 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

- g. Helping the learner to confront and identify with the target culture as well as learning about cultural differences between the target language and the mother tongue.
- h. Stresses not only the importance of the functions of a language but also their constraints. Through hot seating, learners are able to vary language according to the social context and situation and explore different registers and functions.
- i. Hot seating can develop and/or elicit communicative competence in the individual as they trigger certain psychological factors that promote communication. In a simulation, language use is an aspect of the communication necessary to perform tasks and not a test of correctness.
- j. Students do not have to take responsibility for their own actions and words – in other words, it's the character they are playing who speaks, not themselves. This explains why students are likely to lose their inhibition and shyness through the three techniques.
- k. Hot seating help in promoting proficiency especially on the oral test. These students also became more confident and less inhibited in speaking English, as well as more willing to take part in interactions in English. They encourage the production of utterances that are unpredictable and generated by context
- l. Students explore situations that would otherwise never come up in the classroom. They encourage freer use of language.

7. The Advantages Hot Seating in Language Education:

According to Maxwell and Sato state that; hot seating in language education:⁶⁹

1. They enable students to learn and practice English language in a meaningful context.
2. They improve students' different skills for the language acquisition process.
3. They motivate students to be interested and involved in learning.
4. They will engage in the class activity instead of sitting or standing still.
5. They offer students a variety of experiences and improve their four language skills.
6. They help to improve students' cultural and nonverbal behavior.
7. They allow teachers to monitor the students' progress unobtrusively.
8. They exclude error correction from the equation during the exercise.
9. They allow students to experiment with new vocabulary and structures.
10. They can be used as an assessment technique.

8. Disadvantages of Hot seating

According to Sato stated that; addresses more practical problems with incorporating the techniques:⁷⁰

- a. The lack of classroom space;

⁶⁹ *Ibid*, p. 76

⁷⁰ *Ibid*, p.78

- b. Cost of a lot of classroom time, students' play acting, chaos in the classroom;
- c. The lack of grammar work; and 4) lack of enough opportunities to participate.
- d. Operational problems of preparation, implementation and assessment.
 - 1) The noise level.
 - 2) The difficulty some students have in carrying out certain roles.
 - 3) Advanced students monopolize most speaking opportunities.
 - 4) Students' faulty pronunciation is reinforced as immediate feedback is not given directly.
 - 5) They require preparation which detracts from target language contact time. Some criteria will have to be set before selecting the appropriate task.
 - 6) The lack of reality in roles which is due to the artificiality inherent to the task.
 - 7) A negative role of the audience as it is difficult to involve the rest of the class while a small group of learners act out their roles.
 - 8) Hot seating may lead to embarrassment concerning grammar mistakes.
 - 9) They allow students to misunderstand and misuse new vocabulary and structures
 - 10) They leave teachers feeling ineffective or excluded.

- 11) They work best with already effective speakers of the target language

9. Solutions

According to Ramos state that teachers may take the following measures to overcome such withdraws:⁷¹

- a. Conduct the presentation stage via English language.
- b. Ensure that the Role-plays, Simulations and Hot seating are of relevance and interest to the students.
- c. Form pairs and groups with mixed or differentiated levels of ability depending on the students' needs.
- d. Monitor the groups' language and participation levels during the role-play, simulation and hot seating.
- e. Deliver ongoing feedback and remedial work on observations taken during monitoring.

⁷¹ *Ibid*, p. 80