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

Graduating Paper

Submitted to the Board of Examiners in Partial Fulfillment of the Requirement for
the Degree of “Sarjana Pendidikan Islam” (S.Pdi) in the English and
Education Department

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2011
DECLARATION

In the name of ALLAH, the Most Gracious the Most Merciful.

Hereby the writer fully declares the thesis is made by the writer himself. And it is not containing materials written or has been published by other "people" ideas except the information from the reference.

The writer capable accounts this for thesis if in the future this thesis can be proved of containing others idea or in fact the writer imitates the other thesis.

This declaration is made by the writer to be understood

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ATTENTIVE COUNSELOR’S NOTE

Case: Anwar Harif Styawan’s Graduating Paper

Salatiga, August 3rd, 2011

Dear

The Head of State Islamic
Studies Institute of Salatiga

Assalamu’alaikum, Wb.

After reading and correcting Anwar Harif Styawan’s Graduating Paper entitled “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”. I have decided and would like to propose that if it could be accepted by educational faculty. I hope it would be examined as soon as possible.

Wassalamu’alaikum, Wb.

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GRADUATING PAPER

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

By:

ANWAR HARIF STYAWAN
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Has been brought to the board of examiners in August 15th, 2011 and hereby considered to completely fulfillment of the requirement for the degree of Sarjana Kependidikan Islam (S. PdI) In the English and Educational Faculty

Salatiga, August 15th, 2011
Ramadhan 15th, 1432 H

Rector of STAIN Salatiga
MOTTO

"حاسبوا أنفسكم قبل أن تحاسبوا"

Judge Yourself before Being Judged

"Umar Ibn Khattab"
DEDICATION

This graduating paper is whole heartedly dedicated to;

1. My beloved father (Hamsah) and my beloved mother (Rifana Dwi Astuti),
you are everything, thanks for your support, trust, finance, encouragement
and everlasting prayer.

2. My beloved young sister and brother, Tria Hikma Novita and Afwan Harif
Setiawan, thanks for your kindness, togetherness and your prayer.

3. My friends in TBI 07, especially TBI-E.

4. Special thanks to my dear, the deceased Nana Silvia, you are my hope.

5. My partner Lina Kurniawati and Trimanto, thanks for your support, and
everything which you gave for me to finish my thesis.

6. My best friends; Affandi, Cupil, Mamed, Kembar and friends, Dayah, Vina,
Mukaromah. I hope our friendship will never end.

7. All STAIN Salatiga lecturers, especially for Mr. Hammam, Mr. Ruwandi,
Mrs Woro Retmaningsih, and for those who have taught in my class.

8. The big family of SMP N 2 Suruh.
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In the name of Allah, the most gracious, the most merciful, the lord of universe, because Allah, the writer could finish this graduating paper as one of the requirement for Sarjana Kependidikan Islam (S. PdI) in English Department of Educational faculty of the State Islamic Studies Institute (STAIN) Salatiga in 2011.

Secondly, peace and salutation always be given to our Prophet Muhammad SAW who has guided us from the darkness to the lightness.

However, this success would not be achieved without those supports, guidance, advice, help, and encouragement from individual and institution, and I somehow realize that an appropriate moment for me to deepest gratitude for;

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Salatiga, 3rd August, 2011

The Writer
ABSTRACT

Styawan, Anwar Harif (2011), The Use of Hot Seat Game to Improve Students’ Vocabulary Mastery of The First Grade of SMP N 2 SURUH 2010/2011 (A Classroom Action Research)

Keyword: Hot Seat Game, Vocabulary, Action Research

This Study analyzed the improvement of students’ vocabulary mastery by using hot seat game. The objectives of the study are to know the effectiveness use of hot seat game to improve the students’ interest to study English, to find out whether the use of hot seat game can improve the vocabulary mastery, and to describe strength and weakness of hot seat game. The methodology of the study is collaborative classroom action research; where the writer as a teacher in the teaching and learning process, and writer has a partner as observer has notes all of the process in learning activities. To find out the improvements of students’ vocabulary mastery he used pre-test and post-test. Pre-test given before the method (hot seat game) applied. And post-test given after the method applied. Writer used two cycles. Each cycle consist of planning, action, observation and reflection. 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 post test in cycle I is 80, 7, and the mean score of post test in cycle II is 7, 1.
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CHAPTER I

INTRODUCTION

A. Background of the Study

Mastery English as international language is important for every people who want challenge with globalization era. Now, in Indonesia English becomes one of the important subject matters in junior high school, senior high school, and university. It is taught as compulsory subject in all junior high school in Indonesia. Vocabulary is one of the language aspects that are very important to communicate in English. We will not understand what people say especially in English if we have less vocabulary. Vocabulary is the most important language aspect to improve the four languages skills that consist of listening, speaking, reading and writing. According to Fauziati: Vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form. Having a limited vocabulary is also a barrier that precludes learners from learning a foreign language (Fauziati, 2002:155).

Most of the students in junior high school get much problem to learn English, especially to vocabulary mastery. Usually they are difficult to remember the English words. Aschurotun Nadziroh (2010:2) says in her research paper that the difficulties of students to remember of English words are caused by many reasons. First, the students do not have interest in the
teaching learning process. Djamal says in his book "Potensi Dasar Manusia"; "Interest is an awareness of someone that an object or case (matter) or situation always deals with him." (Djamal, 2004:63).

Interest will appear when the students are aware toward education or information for their need. At school, the teachers often find that the students are not interested in learning subject matters. It also happens in learning English, because the students do not have knowledge about the correlation between the subject matter and themselves. In this case, teachers have responsibility to give motivation, it can be realized by giving support and explanation to the students that learning English is very important to their life in this globalization era. So, the students are aware that there is correlation between the subject matter with their life.

Secondly, the teachers are still having less creativity when teaching English. Usually teachers just explain the material without any game, so it makes the students feel bored. As teachers, they must build interesting situation to learning English by using various methods. In this situation, teachers can use game in teaching learning process because the students like to play. Finally, the uses of media and method are not appropriate with the situations of students. Media and method are important in English learning process. It helps to understand the teacher explanation easily. Usually methods of the teachers are not appropriate with students’ need. So, the use of methods and media must be adjusted with students’ interest.
From the explanation above, we know that the students just acquire a few vocabularies. This situation is also found in Sekolah Menengah Pertama Negeri (SMP N) 2 Suruh in which its English teaching and learning process does not use media or method that able to increase the interest and achievement of students. So, the researcher needs to implement a method that can improve the students’ interest in learning English.

Based on the problem above, the researcher tries to use hot seat game in teaching English at Sekolah Menengah Pertama (SMP N) 2 Suruh. Hot seat game is one of the methods which can improve vocabulary mastery. By using this method, the researcher hopes that the students of Sekolah Menengah Pertama (SMP N) 2 Suruh can improve their vocabulary.

All of above explanations create inspiration to the researcher to make classroom action research, because the writer wants to know how far hot seat game can improve vocabulary mastery. So the researcher makes a classroom action research entitled “The Use of Hot Seat Game to Improve Students’ Vocabulary Mastery of The First Grade of SMP N 2 SURUH 2010/2011”

B. Statement of The Problem

Based on the above phenomena, the problems of this research are:

1. How effective is the implementation of hot seat game to improve the students’ interest in studying English for the First Grade Students of SMP N 2 Suruh Year 2010 / 2011?

2. Can the use of hot seat game improve the vocabulary mastery for the First Grade Students of SMP N 2 Suruh Year 2010 / 2011?
3. What are strength and weakness use hot seat game to improve the vocabulary mastery for the First Grade Students of SMP N 2 Suruh Year 2010 / 2011?

C. The Objective of the Study

The objectives of the research are:

1. To know the effectiveness use of hot seat game to improve the students’ interest in studying English for the First Grade Students of SMP N 2 Suruh Year 2010 / 2011.

2. To find out whether the use of hot seat game can improve the vocabulary mastery for the First Grade Students of SMP N 2 Suruh Year 2010 / 2011.

3. To describe strength and weakness use hot seat game to improve the vocabulary mastery for the First Grade Students of SMP N 2 Suruh Year 2010 / 2011.

D. Limitation of the Study

In order to avoid misinterpretation of problem, the researcher would like to limit the scope of the study. The researcher wants to know whether the use of hot seat game method can improve the students’ vocabulary mastery. The material is limited to be taught at first grade of junior high school. The subject of the study is the students of First grade in SMP N 2 Suruh.
E. Benefit of the Study

This study expected to give practical and theoretical benefit.

1. Practically

a. For The Researcher

1) The finding of the research can be used as a starting point to improve the writer's teaching ability.

2) The finding of the research can give a description on how to teach English vocabulary by using hot seat game as the method.

b. For English Teacher

1) The finding of the research can be used as a consideration in selecting the appropriate method or technique implemented in English class especially in SMP N 2 Suruh.

2) To help the teacher in reaching knowledge about the technique for teaching vocabulary

c. For Students

1) The finding of the research can improve the students' interest and student achievement in the vocabulary mastery.

2) The game can encourage students to learn English and they will not forget the vocabulary easily

d. For the other researches

1) The finding of this research can be used as one of the references in conducting a research on English language teaching, especially in
the implementation of hot seat game which used to improve students vocabulary mastery.

e. For SMP N 2 Suruh

1) The result of this research will improve quality of the institution especially in English learning process.

2) The result of this research can measure student's ability especially in vocabulary mastery students of SMP N 2 Suruh.

2. Theoretically

a. The result of research paper can be used as input in English vocabulary learning process by using Hot seat game.

b. The result of this study hopefully strengthens the knowledge of the use of hot seat game in vocabulary mastery.

c. The result of the research can be used as the reference for those who want.

3. Methodologically

The benefit of this research can give contribution and inspiration for the teachers to use method which are appropriate in English learning process.

F. Definition of the Term

1. Use

According to Roget's; the definition of 'use' is to put into action or use, to control or direct the functioning of, informal, to take advantage of unfairly, and to deplete (Roget's II, 1980:1020).
2. Hot seat Game

Hot seat game is a good game to enable students to speak English. Teacher makes slight modification which has worked very well. Teacher puts one student in the hot seat. The word is written on the blackboard. Other students are supposed to give clues in full sentences. This made each one of them to speak and they also spoke the complicated sentences (http://www.teflgames.com/hotseat.html, Monday, February 21, 2011: 10:21PM).

3. Improve

Improve is to make better in quality / to make more productive. (Webster, 1972: 487). In the other words we can find the meaning of improve, some theories give the definitions about improve as the activities to rise on the productivity or value of land or property. (http://encyclopedia.thefreedictionary.com/improve, Monday, February 21, 2011: 10:33PM).

4. Vocabulary

Vocabulary is one of the most obvious components of language and one of first things applied linguistic turned their attention to (Richard, 2001: 4). Grolier says that vocabulary is a list of words and often phrases, usually arranged alphabetically and defined or translated a lexicon or glossary. All the words of language, the sums of word used by, understood by, or at the command of a particular person, social group, profession, trade or the like (Grolier, 1981:112).
G. The Review of Related Literature

In this graduating paper, the writer takes review of related literature from other thesis as comparison. The first was conducted by Siti Muawanah (2010:65) entitled The Use of Direct Method to Improve the Students' Vocabulary Mastery. She concluded that direct method could improve the students’ vocabulary mastery (Muawanah, 2010:65).

The second research was concluded by Azis Dwi Saputra (2010:44) with his classroom action research paper “The Use of Picture To Vocabulary Mastery”. He concludes that if the teacher uses picture as a media to teach vocabulary, there would have better influence and the significant contribution in teaching learning process (Saputra, 2010:44).

The third was added by Azchurotun Nadziroh (2010:60) with her research paper “The Use of Flashcards to Improve Vocabulary Mastery (CAR in MI Duren Bandungan 2009/2010)”. She summarized that using flashcards is effective to improve the students’ interest to study English. (Nadziroh, 2010:60). The reasons why the writer reviews it is because it gives clear example, so that the writer can explain with more details.

H. Research Method

1. The Setting of Research

This classroom action research will be carried at SMP N 2 Suruh.

Junior high school of Suruh is located in Cukilan village, Sub-district of Suruh.
2. The Subject of The Study

The subject of the study is the first grade students of SMP N 2 Suruh year 2010/2011. The students are from various areas with various level economic families. Most of the students have the difficulties in vocabulary score and they have under average ability.

3. Research Type

a. Classroom Action Research (CAR)

In this research, the writer applies classroom action research method. CAR begins with a question about classroom experience, issues, or challenges. According to Ebbut, Action research is about the systematic study of attempts to improve educational practical actions and by means of their own reflection upon the effects of those actions (in Hopkins, 1993: 45).

1) General Concept of Classroom Action Research

According to Elliot (in Hopkins, 1993:45) action research might be defined as the study of a social situation with a view to improve the quality of action within it. In action research theories are not validated independently and then applied to practice.

Arikunto (2006: 3) divided three components in classroom action research, there are: (a) research; research is an activity to observe the object by use of ways and methodologies to get the useful data or information to improve the quality of thing and that
necessary for researcher; (b) action; a motion of activity deliberated to action with certain purpose, in the form of activity are cycle network for the student; (c) classroom; a group of students, they get a lesson from teacher in the same time. He was conclude that classroom action research means monitoring toward teaching learning process in the form of an action, which deliberated on action and occur in the class. In recent year, action research has been applied to problem involving curriculum development, and in service education, particularly within the field of self-evaluation (Arikunto, 2006:57).

2) The characteristic of Classroom Action Research

Syamsyudin and Damaianti (2007:197) outline the following characteristics of classroom action research:

a) It examines problem which are deemed problematic by researcher in teaching learning process.

b) The researcher can give treatment which planned action to solve the problems and improve the quality, so the subject can get the implication.

c) The steps of research in the form of cycle.

d) Such reflective thinking from researcher both after and before research.

e) Contextual situational, which related to diagnosing and solving the problem.
f) Classroom action research used collaborative approach.

g) Participatory, which each team member accompany in the research.

h) Self-evaluative, which the researcher evaluate by self continually to improve the performance.

i) The procedure of research is on-the spot which designed to handle the real problem in that area.

j) The result applied immediately, long-range in perspective, measuring up to supple and adaptive.

3) The Objective of Classroom Research

   The objective of classroom action research is active of thing and can be activity (Aqib, 2006: 27-29). That objects as follows:

a) Student

   Observable when the student was study in classroom, laboratory, field, workshop, or in extracurricular.

b) Teacher

   Observable when the teacher was teaching in the classroom, guiding his students when they tour, or when he visited to his student’s home.
c) Lesson items

Observable when the teacher was teaching or as materials which assigned to the student.

d) Medium

Observable when the teacher is teaching, that purpose is to improve the quality of learning, which can perceived by teacher, student, or both of them.

e) Element result of learning

Taken as target which must reach through learning, both achievement level and formation.

f) Environmental

The student’s environmental in class, school, or in the home.

g) Management element

The move of activity which easy to arranged, engineered in the form of action.

b. Population

Population is the whole subject investigated (Suharsimi, 1998:115). In this study, the population is 160 students from the data collected. The researcher takes population is 160 students of the first years of SMP N 2 Suruh, in the academic year of 2010/2011.
c. Sampling and Sample

Sampling is technique that is used to take sample (Suharsimi, 1998:115). In this research, writer uses random sampling, in which every member has the same opportunity to be the sample and takes 32 students of junior high school of Suruh 2 as the sample. It is taken from C class as a class with have medium quality of students among other class of first grade in SMP N 2 Suruh.

d. Research Procedure

The writer will do the research in two cycles; those are cycle I, and cycle II. The steps in every cycle are same. The steps in every cycle are as follows:

1) Planning

   The researcher needs to prepare instrument which is support in teaching learning process, they are:

   a) Preparing material, making lesson plan, and designing the steps in doing action.

   b) Preparing sheet for classroom observation.

   c) Preparing test (including pre-test and post test)

2) Action

   The activities are:

   a) Giving vocabulary pre test.
b) Studying English lesson especially in vocabulary by using hot seat game.

c) Asking students the problem in learning vocabulary by applying hot seat game.

d) Giving vocabulary post test.

3) Observation

Observation is one of the instruments in collecting data. As a scientific method, observation can be systematically used to observe and note the phenomena investigated like the students’ feeling, thinking, and something they do in teaching learning process. The researcher will analyze the result of pre test and post test to know whether the students’ vocabulary improves or not.

4) Reflection

The research finding is analyzed. It is to remember what happened in observation. Reflection seeks to make sense of processes, problems, and real issues in action. Reflection has an evaluative aspect, to judge whether the method can be problem solving to improve student’s vocabulary mastery.
The procedures are briefly described in the following scheme;

**Figure 1.1**

Action Research Spiral Based on Kemmis and Mc. Taggart cited from Arikunto (2006:93)
e. The Technique of Collecting Data

1) Test

To get the data, the writer will proceed the test that consist of pre test and post test. The function of pre test is to know how far the vocabularies mastery of the students before applying hot seat game. And the function of post test is to know the increasing of vocabularies mastery of the students after applying hot seat game.

To get accurate data, the researcher qualified instrument. In this research, researcher gives two tests, they are:

a) Pre-Test

Pre-test is used to know how far the students' ability to vocabulary mastery before using hot seat game.

b) Post-test

Pre-test is used to know how far the students' ability to vocabulary mastery after using hot seat game.

2) Documentation

The researcher needs documentation and data to know about the situation the school for this research. Documentation includes not only the official organizational papers, report, brochures but also the more work-a-day, work plans, and materials which gotten from head master, so this research can produce good finding.
3) Observation

In addition the writer also will do observation with classroom action research so the writer will join in the class. In this case, the writer is as a teacher. The writer will use field note which is used to observe and to know the situation and activities during teaching-learning process. By using field note the writer would like to know class situation and participation of students. The observation will be in the form of interpretation and values of theory.

f. Technique of Data Analysis

There are two ways to analyze the data. They are:

1) Descriptive technique

A descriptive technique is used to know the students’ behavior during the teaching learning process. In this case the writer will use field note in which record all of activities in the classroom.

2) Statistical technique

To analyze the data of the research, the writer uses Mean formula.

\[ M = \frac{\sum x}{N} \]

Explanation:

\[ M \quad = \quad \text{Mean} \]
\[ x = \text{the sum of student's value} \]

\[ N = \text{the number of subject} \]

I. Outline of the Graduating Paper

As guidance for either writer in writing the thesis or reader on whole content of the thesis, the writer needs to set up thesis outlines. This research paper consists of five chapters. Those are following;

Chapter one presents the background of the study, statement of the problems, the objective of the study, the limitation of the study, the benefit of the research, theoretical review, research methodology, and the outline of the research.

Chapter two is review of related theory. It is the general concept of classroom action research, the definition of vocabulary, kinds of vocabulary, teaching vocabulary, problem in teaching and learning vocabulary, and the general concept how to play hot seat game.

Chapter three is data presentation and method of research which consists of research setting, population and sample, type of research, research procedure, and technique of data analysis.

Chapter four is the implementation of the studies which consists of field note; cycle I and cycle II, and scores of students’ achievement.

Chapter five is closure that consists of conclusion, Implication and suggestion.

Bibliography

Appendixes
CHAPTER II

REVIEW OF RELATED THEORY

A. The Definition of Vocabulary

Vocabulary is a list of words and often phrases, usually arranged alphabetically and defined or translated a lexicon or glossary. All the words of language, the sum of words used by, understood by, or the command of a particular person, social group, profession, trade or the like (Grolier, 1981:112). Based on Oxford Learner’s Pocket Dictionary (2003:428), vocabulary is all the words that a person knows or uses, all the words in a language, list of words with their meanings. While Webster defined that vocabulary is the stock of words used by people, or a particular uses or person, or a list of collection of the word of language, book, author, and branch of science or the like, in alphabetical order and defined (Webster, 1981:2560).

However a new vocabulary item may be more than a single word, for example: post-office, father-in-law, and etc, which are constructed of more than one word but expressing one single meaning unit. The beginners often manage to communicate in English by using the accumulative effect of individual words. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of large number of words. But getting to be on familiar terms with vocabulary is quite difficult. In learning vocabulary, it is important for the students to understand
the meaning of the new language that they are learning and the teacher also
need to know whether the students have understood the new language, so that
they can organize their teaching accordingly.

An important consideration for teachers planning vocabulary work is
the distinction between productive and receptive vocabulary. We all
understand many more words than we actually use in everyday situation. The
receptive vocabulary is the set of words that recognize and understand, but
tend not to use ourselves (Scrivener, 1994:74).

B. Kinds of Vocabulary

Surely, there are some words in a sentence and those collections of
words include to the vocabulary because vocabulary is a list or collections of
words arranged in alphabetical order and explained. Those words could be
Noun which is usually used as subject or object, Verb or it is usually used as
predicate in a sentence, Adverbs etc. The sentence may be further divided
according to the functions of each word has in the subject – predicate
relationship – each of these functions is classified as a different part of speech.
According to Frank (1972:1) they are:

1. Noun

It is one of most important part of speech. It is arrangement with
the verb helps to form the sentence core which is essential to every
complete sentence. It could be the name of person, place, thing or idea.
Example:

a. It is a magazine
b. There is an umbrella

2. Verb

It is the word which expresses an action or a help to make a statement.

Example:

a. Mr. Budi is teaching mathematic.
b. The students are playing football

3. Adjective

It is the word used to qualify noun or pronoun.

Example:

a. Mr. Herman is clever
b. This magazine is expensive

4. Adverb

It is a word used for qualifying the meaning of verb, adjective, or another adverb.

Example:

a. Mrs. Nurul is teaching in the classroom.
b. I go to campus at nine o'clock

5. Conjunction

It is a word used to relate one word to another one, or one sentence to another one.
Example:

a. I have to call him **before** I go.

b. Irma **and** I am student at untirta.

6. Pronoun

   It is the word which can take the place of a noun.

Example:

a. **They** are my lecture.

b. **He** goes to office.

7. Interjection

   It is a word put into a sentence to express a sudden feeling of mind or emotion.

Example:

a. **Hurrah!** I am the winner.

b. **Oh my god,** I can’t believe it’s real.

C. Teaching Vocabulary

According to Fauziati (2002:155) 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 (Fauziati, 2002:115).

Teaching is very personal activity, and it is not surprising that individual teacher being to teaching very different beliefs and assumption about what constitutes the effective teaching (Richard, 1994:36).
Teachers should ask the students to always keep their memorization and ask the students to always replay and practice the new words when they teaching vocabulary. The basic elements in the teaching vocabulary are memorization and seriousness. The teacher can activate these notions, provide the essential vocabulary for them, and discover gaps in the learner’s knowledge. This is a typical form of pre-teaching of vocabulary before saying, reading a text, or listening to tape o a new subject.

The presentation of vocabulary in the classroom is very much from the teacher’s point of view, but success in the vocabulary lesson crucially depends on the interaction between teachers and learners and on the work the learners themselves put in the assimilation and practicing of new words. The process of teaching and learning vocabulary is consider the mechanism of teacher-learners interaction in the transmission of new words and new meanings, the strategies adopted by learners to achieve their goals in vocabulary learning, and the ways in which they put their limited lexical resources to use (McCharty, 1990:121).

There are some problems in learning foreign language especially English language. In Indonesia English language used as foreign language in their activity. This is giving some effect in the process of teaching and learning English language that is some students feel difficulties in learning English language.

According to Thornburry (2002:23), the once problem in teaching vocabulary is the students feel easily forget the new word have just learned,
because English is a foreign language in our country, and learning process, so students have the same problems to remembering the new words. In facts, learning vocabulary needs remember every word. Unlike learning of grammar, which is essentially a rule-based system, vocabulary knowledge is largely a question of accumulating individual item.

In the process of learning vocabulary not only the teachers that must be active, but also students must be more active in the learning process. According to McCharty (1990:121) active learners seem to make similar contribution to those of the teachers in classroom interaction, they accept to organize new words in relation to words already known, they define and paraphrase words and try using words in example.

According to Scrivener; a simple vocabulary lesson at beginner level might involve the teacher using techniques such as to introduce the learners to a short list of new words if the words are related to each other in some way. The teaching of new vocabulary would probably be followed by a practice activity in which the learners could find ways to use the words that they had just met or revised (Scrivener, 1994:80).

D. Problems in teaching and learning vocabulary

Teaching vocabulary is not easy to do. It is clearly more than just presenting new words. Vocabulary itself will make the students be confused. English vocabulary given to the students is exactly something new, it leads the students have difficulties in remembering and grasping them.
Roger (1995: 43) states that how easy or difficult a vocabulary item depends on a number of factors. They are:

1. Similarity to L1

The difficulty of vocabulary items often depends on how similar the item is in form and meaning to the students’ first language. For example, someone described as sensible in English will be understood to be sensitive by many European and if you say are embarrassed to a Spanish speaker, they may well think you are expecting a baby. However, words, which are similar in the first language and English, may be misleading rather than helpful.

2. Similarity to English words already known

Once the students have some English words then a word that is related to an English word they are already familiar with is easier than one, which is not. For example, if students have already met the word *friendly* they should be able to guess the meaning of *unfriendly*.

3. Connotation

Connotation of the word is another difficult aspect that the learners have to get to grips. For example, either *skinny* or *slim* could be used to describe someone who is thin. But these two words have very different in their connotation and by choosing one of them however; the speaker
actually conveys a particular attitude. Skinny is negative connotation, while slim is positive connotation.

4. Spelling and pronunciation

The spelling of English word can cause problems for students who speak languages with very regular spelling systems. Particular spelling patterns can also cause confusion where the pronunciation is concerned. For example, there are many students who confuse the meaning, spelling, and pronunciation of these words: through, though, thought, tough, thorough.

5. Multi-word items

A lexical item may consist of more than one word, as in a compound noun like tennis shoes or sport car or a phrasal verb such as to put someone up. Phrasal verb is notoriously difficult for learners of English because they are made up of simple words often prepositions or adverbs that are easily confused.

6. Collocation

How a lexical item collocates can also cause difficulty. For example, we say that people are injured or wounded but things are damaged. When we say, “that is a wounded cat”, it looks strange.
7. Appropriate use

Using vocabulary appropriately is also problematical. As we know that some words and expressions are restricted to use in particular contexts. For example, *he is pushing fifty, pushing* here means *almost*. But pushing is only used this way with older people. We cannot say "*He is pushing there*".

From the explanation above, we know that there are some factors making the students have difficulty in learning vocabulary. So, it is important for the teachers to consider some aspects of a vocabulary item itself. Roger (1995:43) points out knowing part of speech of a word is important whether it is noun, verb, adjective, etc. Besides, the form here includes how the word is spelled. If the word has more than one syllable, the teacher should know where the stresses are. They are: (a) the meaning; many English words have more than one meaning. What exact meaning in which context the teacher wants to focus on is extremely important; (b) the use; knowing how the vocabulary item is used cannot be neglected. Some words and expressions have a restricted use. Using vocabulary appropriately is important.

E. Why use games in language teaching

Everyone that has studied a foreign language knows that it can be a very difficult and demanding endeavor at times. The expression "No pain, no gain" is a point of view commonly held by language teachers. Teachers often only credit games for their fun factor and, therefore, tend to use them merely as
time-filling activities with no teaching value. Some teachers even refuse to use games since they consider them a waste of time. This subchapter aims to show that games are not an alternative to work in class but that they are in fact an effective pedagogical device that helps students on their way to becoming proficient language users. As the game manufacturer Parker Brothers puts it, “Playing games is fun, and many games instruct and uplift while entertaining” (Palmer, 1983: 5).

The word “game-playing” provokes many positive associations in our head. We immediately think of fun, leisure time, and get-togethers with friends, etc. When we hear the word “studying,” however, a lot of powerful negative images and associations are activated in our brain (i.e. sitting still, feeling bored, getting bad grades, etc.). Normally, when a student is told to study new vocabulary words, he will not be very happy. However, when he is told to play a game with new words, he will have a much more positive attitude towards the learning material and the task and consequently memorize the new words faster and better. The reason for this is the so-called “affective filter” which can either promote or prevent comprehensible input from being used for language acquisition and which will be discussed in further detail in a following subchapter (Macedonia, 2005: 135). Thus, playing games can make the sometimes difficult language learning process a fun and enjoyable experience.

Considering that language learning requires a great deal of hard work, it is obvious that teachers have to be constantly motivating the students in order
to keep their interest and effort levels high. Games offer competition as a logical motive for using the target language. Moreover, games can add elements of innovation and diversity to a sometimes monotonous and mostly very formal process of language instruction.

F. General Concept of Hot Seat Game

Hot seat game is a very exciting game that involves physical movement and concentration. This is a good game to enable students to speak English. Teacher made slight modification which has worked very well. Teacher put one Student in the hot seat. The word was written on the blackboard. Other students were supposed to give clues in full sentences. This made each one of them to speak and they also spoke the complicated sentences (http://www.teflgames.com/hotseat.html, Monday, February 21, 2011: 10:21PM).

G. How to Play Hot Seat Game

1. Preparation
   a. Prepare a list of five to nine words your class has recently learned.
   b. Draw a scoring table on the black board.

2. How it works
   a. Ask your students to form two teams and have them move their chairs forward to form two groups facing the board. After explaining the game and modeling the roles if necessary, ask for one player from each team to move his or her chair forward again and turn it to face his or
her group. These players then sit in their chairs (now “hot seat”) with their backs to the board.

b. Write the first word on the board, making sure the players in the “hot seat” can’t see it. After you say ‘Go’!, the members of each team try to elicit this word from their team-member in the “hot seat” without saying the word or giving any clues as to its spelling (such as the first letter). For example, if the word is “vitamins”, players could make statements such as ‘we need lots of these in our food’ or ask leading questions such as ‘what does fruit have a lot of?’. The team whose ‘hot seat’ player first says target word wins a point.

c. The two players in the 'hot seats' then swap seats with another member of their respective teams. After writing the second word on the board, say 'Go!' again, and so on. The game continues until all the words have been used, with the team having the most points at the end of the game winning.

Notes:

❖ If neither of the players in the 'hot seats' has stated the word within a reasonable length of time, move on to the next word without having the players swap seats.

❖ It’s a good idea to tell the players the total number of words you intend to write on the board before play begins. This allows players to gauge their team's chances of winning as the game progresses.
3. Variations in Play Hot Seat Game

There are many possible variations on this game or you can add and change the rule of this game. For example, in an article of teach-English-in-Asia, written how to play 'hot seat game';

a. Break class into 4 or less teams

b. Place a 'hot seat' in front of the class and facing away from the board

c. Each team selects a leader

d. One team is up at a time and their leader sits in the hot seat

e. Write ten words on the board so the leader can't see them

f. Number the words 1-10

g. Each team member is assigned a word or words on the board

h. Some team members may have more than one word

i. Team members take turns communicating their word to the leader without saying the word with no spelling, writing, or drawing allowed

j. Team members can say 'pass' if their word is too difficult

k. Each team has 1 minute to get as many words as possible

l. The team with the most points at the end wins

(Eflgames/classroom-games-for-teaching-English/hot-seat/:

Wednesday July 14, 2011; 8.17 am).
CHAPTER III

RESEARCH METHOD

A. Research Setting

1. The General Situation of SMP N 2 Suruh

   The name of this school is SMP N 2 Suruh that was opened in 1992. The location is at Jl. Salatiga-Dadapayam Km.11, Village of Cukilan, Sub district of Suruh, Regency of Semarang. The wide of this institution location is about ± 15. 475 m², with the details of building 1660, 8 m², yard is 476 m², and sport field is 288 m².

   Viewed from location perspective, SMP N Suruh is accessible from all directions. The situation that far from noise of highway supports SMP N 2 Suruh to have conducive situation to teaching and learning process that makes students feel more comfort in the teaching learning process.

   SMP N 2 Suruh is permanently subsidized by the government. The facilities are text books, teachers, and officials. The students of SMP N 2 Suruh in the academic year of 2010/2011 are 472 students. They consist of 168 students of the first year, 169 students of second year and 135 students of the third year. SMP N 2 Suruh has 15 classrooms, which cover every grade, has 5 classrooms.

   The teaching learning process in SMP 2 Suruh begins at 07.00 a.m until 13.30 p.m everyday. Each lesson takes along 45 minutes.
Besides intra curricular activities, the students also have extracurricular activities recommended in order to improve their skill achievements.

The extracurricular activities are; volley ball, football, dance, farming, English morning, computer, extra lesson before last exam, and etc.

Each of extra activities is held once a week and for extra lesson is held three times a week. Besides improving students’ skill and achievements, the activities are also aimed to train the students’ discipline, growing up their talent ability, strengthening, confirming and developing their positive attitude and behavior.

2. The Identity of School

a. Name of School : Sekolah Menengah Pertama Negeri (SMPN) 2 Suruh

b. Address : Jl. Salatiga-Dadapayam Km.11

Villange of Cukilan, Sub district of Suruh, Semarang Regency

c. Phone Number : 08282806084, 08882425001

d. Head Master : Rokhim, S. Pd


f. School Status : State School

g. Wide of Field : 15,475 m²

h. Wide of Building : 1,660,8 m²
i. Rek. Number : 0081-01-011797-50-5, BRITAMA Cabang Salatiga

3. The Vision of SMP N 2 Suruh
   a. School perspective optimum in achievement, content in culture and work which is based on faith and piety (IMTAQ)

4. The Mission of SMP N 2 Suruh
   a. Effective lesson and guidance to optimize the students' academic potential
   b. Motivation to explore student's potential, in order to create kind interaction.
   c. Keep and develop the nation's culture and art.
   d. Develop competitive culture in order to improve student's competence.
   e. Develop religious proficiency.
   f. Develop good attitude and behavior to become worthy.
   g. Create environment of school that order, clean, and beauty.
5. The Situation of Educational Facilities

Table 3.1

EDUCATIONAL FACILITIES AND TOOLS IN SMP N 2 SURUH
IN ACADEMIC YEAR OF 2010/2011

<table>
<thead>
<tr>
<th>No.</th>
<th>Facilities</th>
<th>Total Number</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom</td>
<td>15</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Head Master Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Teacher Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Administration Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>Laboratory of Science</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>6</td>
<td>Library</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>7</td>
<td>Lab. of Computer</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>8</td>
<td>Skill Space</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>9</td>
<td>Lab. Of Language</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>10</td>
<td>Consultation Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>11</td>
<td>Hall of Meetings</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>12</td>
<td>OSIS Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>13</td>
<td>MUSHOLA</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>14</td>
<td>Media Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>15</td>
<td>Toilet</td>
<td>12</td>
<td>Good</td>
</tr>
<tr>
<td>16</td>
<td>Parking Area</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>17</td>
<td>Security Post</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>18</td>
<td>Cooperation</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>19</td>
<td>Sport Field</td>
<td>2</td>
<td>Good</td>
</tr>
</tbody>
</table>

Source: SMP N 2 Suruh 2010/2011
6. The Situation of The Teacher And Staff

Table 3.2

THE SITUATION OF THE TEACHER AND STAFF OF SMP N 2

SURUH IN ACADEMIC YEAR OF 2010/2011

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rokhim, S. Pd.</td>
<td>Head Master</td>
</tr>
<tr>
<td>2</td>
<td>M. Salimi, S. Pd.</td>
<td>English Teacher</td>
</tr>
<tr>
<td>3</td>
<td>Drs. Bahroni</td>
<td>Islamic Teacher</td>
</tr>
<tr>
<td>4</td>
<td>Drs. Miftahul Munir</td>
<td>Art Teacher</td>
</tr>
<tr>
<td>5</td>
<td>Suharto, S. Pd.</td>
<td>Mathematics Teacher</td>
</tr>
<tr>
<td>6</td>
<td>Suparni, S. Pd.</td>
<td>Education Teacher</td>
</tr>
<tr>
<td>7</td>
<td>Sardjimah, BA</td>
<td>History Teacher</td>
</tr>
<tr>
<td>8</td>
<td>Darji, S. Pd Ekop</td>
<td>Economic Teacher</td>
</tr>
<tr>
<td>9</td>
<td>Sri Marjoko, S. Pd.</td>
<td>Biology Teacher</td>
</tr>
<tr>
<td>10</td>
<td>Agus Setiawan, S. Pd Fis</td>
<td>Physic Teacher</td>
</tr>
<tr>
<td>11</td>
<td>Urip Priyosusanto</td>
<td>Art Teacher</td>
</tr>
<tr>
<td>12</td>
<td>Siti Mutamimah, S. Pd</td>
<td>Biology Teacher</td>
</tr>
<tr>
<td>13</td>
<td>Rofik Anis, S. Pd.</td>
<td>Sports Teacher</td>
</tr>
<tr>
<td>14</td>
<td>Fitri Umiyati, S Psi</td>
<td>Psychology</td>
</tr>
<tr>
<td>15</td>
<td>Joko Agung Pamuji</td>
<td>Technology of Farming</td>
</tr>
<tr>
<td>16</td>
<td>Moh. Suwarsana, S. Pd</td>
<td>Mathematics Teacher</td>
</tr>
<tr>
<td>17</td>
<td>Sukimin, S.Pd</td>
<td>Javanese Language Teacher</td>
</tr>
<tr>
<td>18</td>
<td>Eny Sudarti, S. Pd</td>
<td>Language And Art</td>
</tr>
<tr>
<td>19</td>
<td>Windi Hastuti, S. Pd</td>
<td>PDU/Kop</td>
</tr>
<tr>
<td>20</td>
<td>Mulhidayah, S. Pd</td>
<td>Indonesian Language Teacher</td>
</tr>
<tr>
<td>21</td>
<td>Miftah Ariyadi Dwi H., S. Pd</td>
<td>Mathematics Teacher</td>
</tr>
<tr>
<td>22</td>
<td>Antonius Hariadi Sulistyono, S. Pd</td>
<td>English Teacher</td>
</tr>
<tr>
<td>23</td>
<td>Ulya Ismail Liana, S. Pd</td>
<td>Indonesian Language Teacher</td>
</tr>
</tbody>
</table>
7. The Organization Structure of SMP N 2 Suruh

Considering that the duties of head master of SMP (Junior High School) 2 Suruh are concerning so many activities, he should determine the organization structure to manage educational activities. The organization structure consists of some sections with different duties. The organization of SMP N 2 Suruh is as follow:

Figure 3.1

THE ORGANIZATION CHART OF SMP N 2 SURUH
B. Population and Sample

1. Population

According to Margono (2009:118) population is all of data which is as our consideration in certain place and time chosen. Population has the correlation with the data not the human itself. Population of this research is the students of the first grade of SMP N 2 Suruh. They consist of

2. Sample

In this research the writer chooses students of C class of the first grade of junior high school 2 of Suruh as the sample. The reason is students in C class of first grade of SMP N 2 Suruh need more attention because they will face many difficulties in learning English in the next level.

C. Data of Students Vocabulary Mastery

Table 3.3

PERCENTAGE OF SCORE OF STUDENTS' ABILITY IN MASTERY
OF ENGLISH VOCABULARY (CYCLE I)

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Students</th>
<th>Score Pre-test</th>
<th>Percentage (%)</th>
<th>Score Post-test</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ahmad Suharto</td>
<td>70</td>
<td>70%</td>
<td>55</td>
<td>55%</td>
</tr>
<tr>
<td>2.</td>
<td>Latifah</td>
<td>65</td>
<td>65%</td>
<td>95</td>
<td>95%</td>
</tr>
<tr>
<td>3.</td>
<td>Anni Sri Rahayu</td>
<td>55</td>
<td>55%</td>
<td>95</td>
<td>95%</td>
</tr>
<tr>
<td>4.</td>
<td>Ari Setiawan</td>
<td>50</td>
<td>50%</td>
<td>90</td>
<td>90%</td>
</tr>
<tr>
<td>5.</td>
<td>Dwi Prasetyo</td>
<td>50</td>
<td>50%</td>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------</td>
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<td>-----</td>
<td>---</td>
<td>-----</td>
</tr>
<tr>
<td>6.</td>
<td>Eko Sutomo</td>
<td>65</td>
<td>65%</td>
<td>60</td>
<td>60%</td>
</tr>
<tr>
<td>7.</td>
<td>Endang Prihati</td>
<td>95</td>
<td>95%</td>
<td>100</td>
<td>100%</td>
</tr>
<tr>
<td>8.</td>
<td>Eva Dwi Maya Sari</td>
<td>25</td>
<td>25%</td>
<td>55</td>
<td>55%</td>
</tr>
<tr>
<td>9.</td>
<td>Falaq Indra C.</td>
<td>60</td>
<td>60%</td>
<td>100</td>
<td>100%</td>
</tr>
<tr>
<td>10.</td>
<td>Galih Susilo</td>
<td>70</td>
<td>70%</td>
<td>100</td>
<td>100%</td>
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<tr>
<td>11.</td>
<td>Ika Khirfiyah</td>
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<td>45%</td>
<td>90</td>
<td>90%</td>
</tr>
<tr>
<td>12.</td>
<td>M. Nova Aji S.</td>
<td>60</td>
<td>60%</td>
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<td>90%</td>
</tr>
<tr>
<td>13.</td>
<td>M. Zainul Abidin</td>
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<tr>
<td>14.</td>
<td>M. Andi Setiawan</td>
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<td>25%</td>
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</tr>
<tr>
<td>15.</td>
<td>M. Ikhsan</td>
<td>20</td>
<td>20%</td>
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<tr>
<td>16.</td>
<td>Nia Rani</td>
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<td>17.</td>
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<tr>
<td>21.</td>
<td>Puji Triyani</td>
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<td>60%</td>
<td>70</td>
<td>70%</td>
</tr>
<tr>
<td>22.</td>
<td>Siti Sholikhatun N.</td>
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<td>45%</td>
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<td>95%</td>
</tr>
<tr>
<td>23.</td>
<td>Suci Indra Sari</td>
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<td>70%</td>
<td>100</td>
<td>100%</td>
</tr>
<tr>
<td>24.</td>
<td>Toni Haryanto</td>
<td>55</td>
<td>55%</td>
<td>60</td>
<td>60%</td>
</tr>
<tr>
<td>25.</td>
<td>Toni Setiawan</td>
<td>65</td>
<td>65%</td>
<td>60</td>
<td>60%</td>
</tr>
<tr>
<td>26.</td>
<td>Tri Reva Amelia</td>
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<td>60%</td>
<td>100</td>
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</tr>
<tr>
<td>27.</td>
<td>Tri Sapta Nugroho</td>
<td>55</td>
<td>55%</td>
<td>95</td>
<td>95%</td>
</tr>
<tr>
<td>28.</td>
<td>Triyanto Adi S.</td>
<td>60</td>
<td>60%</td>
<td>65</td>
<td>65%</td>
</tr>
<tr>
<td>29.</td>
<td>Wulan Wahyu N.</td>
<td>40</td>
<td>40%</td>
<td>85</td>
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</tr>
<tr>
<td>30.</td>
<td>Yuliana Anggli Y.</td>
<td>55</td>
<td>55%</td>
<td>90</td>
<td>90%</td>
</tr>
<tr>
<td>31.</td>
<td>Yuni Rismawati</td>
<td>40</td>
<td>40%</td>
<td>70</td>
<td>70%</td>
</tr>
<tr>
<td>32.</td>
<td>Miftakhul Anam</td>
<td>75</td>
<td>75%</td>
<td>65</td>
<td>65%</td>
</tr>
</tbody>
</table>
Table 3.4
PRIORITY SCALE (CYCLE I)

<table>
<thead>
<tr>
<th>Interval Value</th>
<th>Interpretation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>81 - 100</td>
<td>High</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>51-80</td>
<td>middle</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>0-50</td>
<td>Low</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>32</td>
<td>32</td>
</tr>
</tbody>
</table>

Source: SMP N 2 Suruh

Table 3.5
PERCENTAGE OF SCORE OF STUDENTS' ABILITY IN MASTERY OF ENGLISH VOCABULARY (CYCLE II)

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Students</th>
<th>Score Pre-test II</th>
<th>Percentage (%)</th>
<th>Post-test II</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ahmad Suharto</td>
<td>60</td>
<td>60%</td>
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</tr>
<tr>
<td>2.</td>
<td>Latifah</td>
<td>50</td>
<td>50%</td>
<td>70</td>
<td>70%</td>
</tr>
<tr>
<td>3.</td>
<td>Anni Sri Rahayu</td>
<td>60</td>
<td>60%</td>
<td>80</td>
<td>80%</td>
</tr>
<tr>
<td>4.</td>
<td>Ari Setiawan</td>
<td>40</td>
<td>40%</td>
<td>70</td>
<td>70%</td>
</tr>
<tr>
<td>5.</td>
<td>Dwi Prasetyo</td>
<td>60</td>
<td>60%</td>
<td>80</td>
<td>80%</td>
</tr>
<tr>
<td>6.</td>
<td>Eko Sutomo</td>
<td>70</td>
<td>70%</td>
<td>70</td>
<td>70%</td>
</tr>
<tr>
<td>7.</td>
<td>Endang Prihati</td>
<td>70</td>
<td>70%</td>
<td>90</td>
<td>90%</td>
</tr>
<tr>
<td>8.</td>
<td>Eva Dwi Maya Sari</td>
<td>40</td>
<td>40%</td>
<td>60</td>
<td>60%</td>
</tr>
<tr>
<td>9.</td>
<td>Falaq Indra C.</td>
<td>50</td>
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<td>90</td>
<td>90%</td>
</tr>
<tr>
<td>10.</td>
<td>Galih Susilo</td>
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<td>80</td>
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</tr>
<tr>
<td>11.</td>
<td>Ika Khirfihah</td>
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<td>80%</td>
</tr>
<tr>
<td>12.</td>
<td>M. Nova Aji S.</td>
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<td>80%</td>
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<td>100%</td>
</tr>
<tr>
<td>13.</td>
<td>M. Zainul Abidin</td>
<td>60</td>
<td>60%</td>
<td>90</td>
<td>90%</td>
</tr>
<tr>
<td>14.</td>
<td>M. Andi Setiawan</td>
<td>40</td>
<td>40%</td>
<td>70</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Frequency</td>
<td>Pre-test II</td>
<td>Post-test II</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------</td>
<td>-----------</td>
<td>-------------</td>
<td>--------------</td>
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</tr>
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</tr>
<tr>
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<td>Nia Rani</td>
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<tr>
<td>17</td>
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<td>80</td>
<td>80%</td>
</tr>
<tr>
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<td>Nur Indra Irawan</td>
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</tr>
<tr>
<td>19</td>
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<td>50%</td>
<td>60</td>
<td>60%</td>
</tr>
<tr>
<td>20</td>
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<td>100</td>
<td>100%</td>
</tr>
<tr>
<td>21</td>
<td>Puji Triyani</td>
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<td>80%</td>
</tr>
<tr>
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<td>Siti Sholikhatun N.</td>
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<td>50%</td>
<td>90</td>
<td>90%</td>
</tr>
<tr>
<td>23</td>
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<td>70</td>
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<td>90%</td>
</tr>
<tr>
<td>24</td>
<td>Toni Haryanto</td>
<td>60</td>
<td>60%</td>
<td>80</td>
<td>80%</td>
</tr>
<tr>
<td>25</td>
<td>Toni Setiawan</td>
<td>50</td>
<td>50%</td>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td>26</td>
<td>Tri Reva Amelia</td>
<td>40</td>
<td>40%</td>
<td>80</td>
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<tr>
<td>27</td>
<td>Tri Sapa Nugroho</td>
<td>60</td>
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<td>90</td>
<td>90%</td>
</tr>
<tr>
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<td>Triyanto Adi S.</td>
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<td>80%</td>
<td>70</td>
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<tr>
<td>29</td>
<td>Wulan Wahyu N.</td>
<td>70</td>
<td>70%</td>
<td>80</td>
<td>80%</td>
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<tr>
<td>30</td>
<td>Yuliana Anggli Y.</td>
<td>70</td>
<td>70%</td>
<td>80</td>
<td>80%</td>
</tr>
<tr>
<td>31</td>
<td>Yuni Rismawati</td>
<td>30</td>
<td>30%</td>
<td>70</td>
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<tr>
<td>32</td>
<td>Miftakhul Anam</td>
<td>60</td>
<td>60%</td>
<td>70</td>
<td>70%</td>
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</tbody>
</table>

Table 3.6

PRIORITY SCALE (CYCLE II)

<table>
<thead>
<tr>
<th>Interval Value</th>
<th>Interpretation</th>
<th>Frequency</th>
<th>Pre-test II</th>
<th>Post-test II</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>81 - 100</td>
<td>High</td>
<td>0</td>
<td>9</td>
<td>0%</td>
<td>28.13%</td>
</tr>
<tr>
<td>51-80</td>
<td>middle</td>
<td>18</td>
<td>22</td>
<td>56.25%</td>
<td>68.75%</td>
</tr>
<tr>
<td>0-50</td>
<td>Low</td>
<td>14</td>
<td>1</td>
<td>43.75%</td>
<td>3.12%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>32</td>
<td>32</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: SMP N 2 Suruh
CHAPTER IV

IMPLEMENTATION OF THE STUDY

A. Field Note

In this chapter, the writer would like to analyze the data gathered from the action research activities. The data was obtained from the teaching learning process and evaluation. The aim of the analysis is to measure the improvement of 32 students’ vocabulary in learning process by applying hot seat game. In this research the data consist of pre-test, post test and field note. In this researched implementation the writer has arranged two cycles; those are cycle I and cycle II.

1. Cycle I

a. Planning

The first activity in this research is planning. The activities prepared:

1) Preparing materials, making lesson plan (RPP), and designing the steps in doing action using ‘RPP’.

2) Preparing sheet for classroom observation.

3) Preparing teaching aids (board maker, flash cards, list of students of C class, etc.)

4) Preparing test (including pre-test and post test)
b. The Implementation of The Action

The first activity was conducted on Tuesday, March 15th 2011. The teacher (the writer) entered C class of the first grade of SMP N 2 Suruh, and greeted students, introduced himself, and gave information about the material that would be learned. Before starting the lesson, he told the students “Okay students, today I have special gift for you”. Some students looked confused and some others laughing. “nggak mudeng pak (we don’t understand)” they answered. The teacher tried to explain in Indonesian language; “begini maksudnya adik-adik...hari ini sebelum saya memulai pelajaran saya mempunyai hadiah sebesar untuk kalian, Siapa yang mau? (I mean today before I begin the lesson, I have special gift for you, who wants?” “Saya mau pak (I want sir...)” students answered together. “Okay this is the gift, I have twelve exercise and you have to finish on 20 minutes. Who the value is highest I have some gift for you. Are you ready guys? “Ask the teacher. “Yes sir!” students answered. Then the teacher told “okay let’s do it now” while he gave sheet paper of pre-test to students.

After having pre-test and asked students to collect the answer sheet on his table, the teacher began to discuss the material would be studied. The teacher asked did all of students know about
“Hobby”. All of students kept silent. The teacher asked again “who has hobby raise your hand!” Initially, one student raised her hand, but, after that, all of the students followed to raise their hand. The teacher asked to one of the student namely Latifah,”Latifah what’s your hobby?”. Latifah answered “dancing sir!”. “What kind of dancing?” the teacher asked. Latifah said “srumpi sir”. Then teacher asked one by one to the students about their hobby.

Next, teacher invited all of students to open their “LKS” (student’s guide book) page 56 and ordered students to read descriptive text with the title ‘Chandra Sujiwo’. He ordered students to found difficult vocabularies. He read the text first in order students got the story in target language. Then he ordered students to read the text in front of the class but none wanted to read it. He called one of name in the student’s list and commanded one of student’s namely Abidin to read the text loudly and carefully. When he heard the students’ sound, he felt that students still have bad pronunciations and he wrote kinds of words on the whiteboard such as; running, slowly, jogging, cheap, holiday, absent, sick, rain, amazed, healthy, equipment, simple, swimming, goggles, diving, event. Then he commanded others to read the next sentence. While student was reading, the teacher wrote again kind of word which related to hobby. Those are; fishing, cooking.
playing football, singing, surfing, painting cycling, camping, campsite, reading, gardening, mountering, hiking, and tent.

After that, he commanded students to read together one by one of those words. After they read, the teacher asked did the students know the definition of each vocabulary but all of them didn't know. Once again the teacher read one by one of list vocabularies on the white board and ordered students to repeat after him. Then the teacher ordered students to opened their dictionary and found the meaning every word on the black board. Then he ordered students to write down those vocabularies on their book. After students knew all of the word's definition, the teacher asked them to answer his question. Most of them raised hand, he chooses one of students to write down and read the definition of words list on the whiteboard one by one.

Afterward, the teacher offered students for play hot seat game. Students looked very enthusiastic after teacher explaining the role. Then teacher broke the class in two teams. Teacher asked for one student as the leader from each team to move his or her chair forward again and turned it to face his or her group. The leaders then sat in their chairs (now called “hot seat”) with their backs to the board.
The teacher wrote the first word on the board. The word is camping. After he said ‘Go!’ The members of each team tried to elicit this word from their leader in the “hot seat”. Some students gave right clues such as; tent, rope, etc. But, some students gave wrong clues such as; music, slowly, etc. Finally the team whose ‘hot seat’ player first says target word wins a point. The game is over after all the words on the white board were guessed by the team’s leader. After they finished playing hot seat game, the teacher and students discussed about the game. Most of them felt happy and interested with that game. After they finished talking about the lesson the teacher gave them post-test for about 20 minutes. Then the teacher commanded students to collect the answer sheet before the teacher closed the teaching-learning activity.

c. Observation

In the first cycle the writer and colleague observed teaching learning-process. By monitoring 32 students’ activities the writer could see that students were rather confused when they did not know some definition of words or vocabularies. The class situation was rather quite because they were not familiar with the new teacher. We could see that the students were not ready yet. It could

46
be seen from the students’ attitudes that were confused when the teacher greeted in English.

After teacher applied hot seat game, students looked enthusiastic. They looked happy and enjoyed with the teaching and learning process. Firstly, the class was passive after teacher applied hot seat game the class was conducive and students looked more confidence until the end of the lesson. A good point is when the teacher was closed the meeting, they asked to the teacher and hope to playing hot seat game again for the next meeting.

d. Reflection

By analyzing the result of cycle I, researcher and colleague concluded that it is important to give motivation to increase their interest to memorize words and vocabularies. Most of students did not interest with English because they did not know the meaning. To solve that problem teacher will make copy of simple note which consist of regular and irregular verbs which must be memorized by the students, at least one word every day. For playing hot seat game the researcher feels enough, because, almost of the students understand the role and to be more active although, they are still confused in some pronunciations. But, on the next cycle the game “hot seat” will be more interesting. Although cycle I has a good
result, but it is not enough until conducting cycle II. The second cycle is carried out as follow up.

2. Cycle II

Based on the result of cycle I, it is necessary for the researcher to continue the next cycle.

a. Planning

The first activity in this research is planning. The activities are;

1) Preparing materials, making lesson plan (RPP), and designing the steps in doing action using ‘RPP’.

2) Preparing sheet for classroom observation.

3) Preparing teaching aids (board maker, flash cards, list of students of C class, etc.)

4) Preparing several package of instant food and flash cards for medium of material today.

5) Preparing copy of list regular and irregular verbs for every student.

6) Preparing test (including pre-test and post test)

b. The Implementation of the Action

On Tuesday, April 12th, 2011, the teacher (the writer) entered C class of the first grade of SMP N 2 Suruh. It was a half past eight a.m. All of the students were ready to study. As usual the
teacher gave greeting to the students. Teacher asked who was absent on that day. There were three students absent because two students were sick and other without confirmation. After that the teacher ordered students to answer the pre-test in order to check their vocabulary mastery such as in cycle I. After 20 minutes he asked the students to collect the answer sheet on the table. Then the teacher introduced the material first. The teacher asked to the students. “Okay who ever cooked fried rice or fried chicken raise your hand!”. Some of students raise her/his hand. The teacher asked to one of the students namely Suci Indrasari.

Teacher : “Okay the girl who wear white veil in the corner please explain how to make fried rice?”

Suci : *Maaf pak saya nggak bisa menjelaskannya dalam bahasa inggris* (I’m sorry sir, I can’t explain in English.)

Teacher : “*Katakan dalam bahasa inggris sebisaamu, jika ada kata yang tidak bisa kamu boleh mengganti kata itu dengan bahasa indonesia atau jika itu kata kerja dapat kamu cari dalam lembar daftar kata kerja yang saya berikan. Apa kamu mengerti?”* (Just speak as you can, if you mistake any words you can change with Indonesian language or if that word is verbs you can search in the sheet of verbs which I gave for you, do you understand? ”)

Suci : “*Ok sir*”

Teacher : “*Okay now please explain how to make fried rice?*”
Suci: "Chili, bawang (onion), salt you mix by "cowek (tools made from stone in java to make flavor)" and fry with rice.

Teacher: "Good explanation, please give applause to your friend"

Then, almost of students gave applause.

Teacher: "those explanation is namely procedure and if those explanation in the form of text or paragraph it's called procedure text. Do you understand?"

Students: "Ya pak! (Yes sir)"

Teacher: "Now please open your LKS page 93 about "how to make facebook account and read the text carefully. And please one of you namely Nova please read the text for your friends in front of the class"

After Nova read the text the teacher ordered all of students to repeat every word after him to correct students’ pronunciation.

Then the teacher asked "Okay, now who wants to play the game "Hot Seat" again?" All of students looked enthusiastic and raised their hand. Then the teacher explained the rule of hot seat game. He broke the class into two teams; team A and B. Every team must have one leader to sit in front of the class. Now, they still remembered from the previous situation of this game. They choose the smartest students from every team to be the leader. Team A choose Endang Prihati as the leader and team B choose Puji Rahayu as the leader of team.
The leaders then sat in their chairs (now called “hot seat”) with their backs to the board. The teacher called one of students and chooses one flashcards, from the flashcard which chosen students who take flashcard had to give clues that describe a procedure to their leader and who leader can’t guessed the words three times they would be lose.

The teacher used flashcards which related to the lesson today. Such as; glass of tea, coffee, sugar, sms, fried chicken, mic instant, donut, message, fried banana, ice cream, and juice. Only one team which guessed all of words and the winner is team B. Then the teacher asked the students to read every word that they have hot in the white board together. After that, the teacher gave them post-test and he gave time to doing it for about 15 minutes. Having finished post-test, students submitted their post-test to the teacher. Because at that time English lesson is the last time, teacher apologized to the students if during he was teaching the class he made some mistake.

c. Observation

Teacher (the researcher) and colleague observed in the cycle II where they were monitoring, teacher helped the students when they got difficulties. Teacher tried to activate the students by making the game to be more interesting.
The students also looked more confident and enjoy in teaching-learning process. They did not know about the English of one word. But this problem could be handled by the teacher. He asked to the students to look for that word in their dictionary or in the sheet of verbs list. The teaching learning process was very active (teacher and students) and the class condition was not vacuum like the cycle before. After analyzing the result of second cycle, concluded that hot seat game can improve 29 students' vocabulary.

d. Reflection

By observing the teaching and learning process in the cycle I and II, it can be concluded that the hot seat game can improve 26 students' vocabulary in Cycle I and 29 students' vocabulary in cycle II. Besides, the hot seat game can motivate the students to be more active and creative in the learning process, although there are some problems in their pronunciations or they do not know the English words. In this meeting the game is carried out well, it could be seen when students give some clues for their leader, they got new words and still remembering until the lesson is over.

Then teacher decided that is the last meeting, because the hot seat game has improved the student's vocabulary mastery. In
addition it could be seen in the score of pre-test and post test in each cycle.

B. Score of Students Achievement

1. Score of Cycle I

a. The result of Pre-Test in Cycle I

The mean of Pre-test

\[ M = \frac{\sum x}{N} \]

Table 4.1

**SCORE OF PRE-TEST IN CYCLE I**

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
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<tr>
<td>3</td>
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<tr>
<td>20</td>
<td>90</td>
</tr>
<tr>
<td>21</td>
<td>60</td>
</tr>
</tbody>
</table>
\[ M = \frac{\sum x}{N} \]

Explanation:

\( M \) = Mean  
\( x \) = the sum of student’s value  
\( N \) = the number of subject

\[ \text{Mean} = \frac{1770}{32} \]
\[ = 55, 3 \text{ rounded (55)} \]

Based on the quantity of mean above, the writer can interpret that the quality of mean is middle.

b. The result of Post-Test in Cycle I

The mean of Post-test

\[ M = \frac{\sum x}{N} \]
### Table 4.2

**SCORE OF POST-TEST IN CYCLE I**

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
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<td>55</td>
</tr>
<tr>
<td>2</td>
<td>95</td>
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<tr>
<td>3</td>
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<tr>
<td>19</td>
<td>55</td>
</tr>
<tr>
<td>20</td>
<td>95</td>
</tr>
<tr>
<td>21</td>
<td>70</td>
</tr>
<tr>
<td>22</td>
<td>95</td>
</tr>
<tr>
<td>23</td>
<td>100</td>
</tr>
<tr>
<td>24</td>
<td>60</td>
</tr>
<tr>
<td>25</td>
<td>60</td>
</tr>
<tr>
<td>26</td>
<td>100</td>
</tr>
<tr>
<td>27</td>
<td>95</td>
</tr>
<tr>
<td>28</td>
<td>65</td>
</tr>
<tr>
<td>29</td>
<td>85</td>
</tr>
<tr>
<td>30</td>
<td>90</td>
</tr>
<tr>
<td>31</td>
<td>70</td>
</tr>
<tr>
<td>32</td>
<td>65</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2585</strong></td>
</tr>
</tbody>
</table>
\[ M = \frac{\sum x}{N} \]

Explanation:

\[ M = \text{Mean} \]
\[ x = \text{the sum of student's value} \]
\[ N = \text{the number of subject} \]

Mean \[ = \frac{2585}{32} \]
\[ = 80,7 \text{ rounded (81)} \]

Based on the quantity of mean above, the writer can interpret that the quality of mean is high.

c. Conclusion of Cycle I

After comparing between the result of pre-test and post-test, it can be seen that the average score of students increased from 56 to 81. It can be concluded that the use of hot seat game can improve the students' vocabulary mastery on cycle I.

2. Score of Cycle II

a. The result of Pre-Test in Cycle II

The mean of Pre-test

\[ M = \frac{\sum x}{N} \]
Table 4.3

SCORE OF PRE-TEST IN CYCLE II

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>40</td>
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<tr>
<td>9</td>
<td>50</td>
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<tr>
<td>10</td>
<td>70</td>
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<tr>
<td>11</td>
<td>50</td>
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<tr>
<td>12</td>
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<td>13</td>
<td>60</td>
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<td>14</td>
<td>40</td>
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<td>15</td>
<td>40</td>
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<tr>
<td>16</td>
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<tr>
<td>20</td>
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<tr>
<td>22</td>
<td>50</td>
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<td>31</td>
<td>30</td>
</tr>
<tr>
<td>32</td>
<td>60</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1830</strong></td>
</tr>
</tbody>
</table>
\[ M = \frac{\sum x}{N} \]

Explanation:

\( M \) = Mean

\( x \) = the sum of student’s value

\( N \) = the number of subject

\[ \text{Mean} = \frac{1830}{32} \]

= 57, 18 Rounded (57)

Based on the quantity of mean above, the writer can interpret that the quality of mean is middle.

b. The result of Post-Test in Cycle II

The mean of Post-test

\[ M = \frac{\sum x}{N} \]

Table 4.4

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>80</td>
</tr>
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<td>4</td>
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<tr>
<td>8</td>
<td>60</td>
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<td></td>
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<tr>
<td>9</td>
<td>90</td>
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<tr>
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<tr>
<td>11</td>
<td>80</td>
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<tr>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>13</td>
<td>90</td>
</tr>
<tr>
<td>14</td>
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</tr>
<tr>
<td>15</td>
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</tr>
<tr>
<td>16</td>
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<td>17</td>
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<td>18</td>
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<tr>
<td>19</td>
<td>60</td>
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<td>31</td>
<td>70</td>
</tr>
<tr>
<td>32</td>
<td>70</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2500</td>
</tr>
</tbody>
</table>

\[ M = \frac{\sum x}{N} \]

Explanation:

- \( M \) = Mean
- \( x \) = the sum of student's value
- \( N \) = the number of subject

\[ Mean = \frac{2500}{32} \]

\[ = 78,1 \text{ Rounded} (78) \]
Based on quantity of mean above, the writer can interpret that quality of mean is middle.

c. Conclusion of Cycle II

Based on analysis on cycle II, the writer concluded that hot seat game can improve the students’ vocabulary. It can be seen that the score of post-test is higher than pre-test, and the score increased from 57 to 78. It could be concluded that the use of hot seat game could improve the students’ vocabulary mastery on cycle II.

d. The students’ Improvement on Cycle I and Cycle II

Table 4.5
THE STUDENTS’ IMPROVEMENT ON CYCLE I AND CYCLE II

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Improvement</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total of Students</td>
<td>Percentage</td>
</tr>
<tr>
<td>1.</td>
<td>Increase</td>
<td>26</td>
<td>81, 25%</td>
</tr>
<tr>
<td>2.</td>
<td>Decrease</td>
<td>2</td>
<td>6, 25%</td>
</tr>
<tr>
<td>3.</td>
<td>Constant</td>
<td>4</td>
<td>12, 5%</td>
</tr>
</tbody>
</table>

The table above shows that on the cycle I, 26 or 81, 25% students’ vocabulary mastery increases, 2 or 6, 25% students’ vocabulary mastery decrease, and 4 or 12,5% students’ vocabulary mastery did not change. On the cycle II, 29 or 90, 63% students’
vocabulary mastery increases, 2 or 3, 12% students' vocabulary mastery decrease, and 4 or 6, 25% students' vocabulary mastery unchanged.

e. The Students' Improvement since Using Hot Seat Game

Table 4.6

THE COMPARISON OF STUDENTS' IMPROVEMENT (SCORES OF PRE-TEST I AND POST-TEST ON CYCLE II) SINCE USING HOT SEAT GAME

<table>
<thead>
<tr>
<th>No</th>
<th>Students Improvement</th>
<th>Total of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Increase</td>
<td>27</td>
<td>84.38%</td>
</tr>
<tr>
<td>2.</td>
<td>Decrease</td>
<td>4</td>
<td>12.5%</td>
</tr>
<tr>
<td>3.</td>
<td>Constant</td>
<td>1</td>
<td>3.12%</td>
</tr>
</tbody>
</table>

Based on this analysis, writer concludes that the use of hot seat game can improve 27 students' vocabulary mastery in the first grade of SMP N 2 Suruh in the academic year 2010/2011. It can be seen from the table that 27 or 84.38% students' vocabulary mastery increases, 4 or 12.5% students' vocabulary mastery decreases, and 1 or 3, 12% students' vocabulary mastery constant during cycle I and cycle II.
CHAPTER V
CLOSURE

A. Conclusion

The result of the study shows that the use of hot seat game in teaching-learning activity is able to help students improve their vocabulary mastery. It can be seen at the conclusion of this thesis that is;

1. The use of hot seat game is effective to make the students more enthusiastic to learning English. It can be seen from the situation before and after the teacher applied the hot seat game. Before the teacher applied hot seat game the students looked bored and the situation in the class was passive. However, after the teacher applied hot seat game the students become more active and teaching and learning process felt more enjoyable.

2. The use of hot seat game can improve 27 students’ vocabulary mastery of the first year students of Sekolah Menengah Pertama Negeri (SMP N) 2 Suruh in academic year 2010/2011. It can be seen with compare the result of students’ improvement on pre-test I and post-test II. The improvement of students’ vocabulary mastery also can be seen at the result of the score of pre-test and post-test in each cycle. That is mean score of pre-test in cycle I is 55, 3, the mean score of pre-test in cycle II is 57, 18, the mean
score of post-test in cycle I is 80, 7, and the mean score of post-test in cycle II is 78, 1.

3. Besides the strength of the use of hot seat game which can improve the vocabulary mastery of the students and make the situation of the class is more active, the use of hot seat game also has weakness. The weakness of hot seat game is when students who played hot seat game poor of vocabulary, so they will have difficulties to give clues for their team member. And also when the situation of the class is crowded teacher who cannot manage the situation will lose control and rule of the game.

   It concluded that the hot seat game is the effective method which can improve the students’ vocabulary mastery. However, the teacher must be able to control the situation when applying the hot seat game. Because, when teacher has students play the game their childish will appear and class become more crowded. Teacher can manage the class to be more conducive when applying hot seat game by suggesting students to give clues one by one from the student who sits in the first or the last rank. So, they will not speak together and the situation will be calmer.

B. Implication

   The result of the action research shows that the using of hot seat game can improve the students’ vocabulary mastery. The implementation of game mode, particularly the use hot seat game, in the teaching and learning process
especially English lesson is reasonable because it can give the students a great motivation to be more active in learning vocabulary, and in the application of the teaching vocabulary with applying hot seat game is good in improving student's vocabulary mastery.

C. Suggestion

Based on the research finding and conclusion above, the writer would like to suggest as follows;

a. To the teacher

The teachers have great influence for students to be successful in learning English. The teacher should improve their ability in teaching. They can use many kinds of methods and medium to support their teaching-learning process. They must motivate students to learn English seriously.

b. To the students

Students should always be active in the process of teaching and learning and not afraid or lazy in English lesson. Students should study English continually in the classroom and every where they can study. They must study hard if they want successful in mastering English.

c. To other researcher

It has been known from the finding of the research by using hot seat game it can improve students' vocabulary mastery. The writer hopes that the result of the study makes the English teacher use an appropriate
teaching method on improving students' vocabulary mastery. Based on the explanation above the writer would like to suggest other researcher, that the result of the study can be used as additional reference for further research with different sample and occasion.


http://www.teflgames.com/hotseat.html


Nadziroh, Azhuroto, the Use Flashcards to Improve Vocabulary Mastery (CAR for 4th Year Students of MI Duren Bandungan in Academic Year 2009/2010), A. Thesis Salatiga. STAIN Salatiga.2010.


Webster, Merriam. Webster’s Third New International Dictionary and Seven Language Dictionary, USA, 1961
APPENDIX
Nota : Ka.Progdi TBI
Hal : Nota Pembimbing

Kepada:
Yth. Dra. Woro Retnaningsih, M. Pd
Di Tempat

Assalaamu’alaikum wr.wb.

Dengan hormat,

Proposal skripsi tersebut dibawah ini:

Judul : THE USE OF “HOT SEAT GAME” TO IMPROVE STUDENTS’ VOCABULARY MASTERY OF FIRST GRADE OF SLTP N 2 SURUH 2010/2011 (CLASSROOM ACTION RESEARCH)

Nama : Anwar Harif Styawan
NIM : 11307118

Telah melewati proses pengecekan untuk menghindari kesamaan topik dan isi dengan skripsi-skripsi sebelumnya.

Selanjutnya, mohon Bapak/Ibu memeriksa kelayakan aspek berikut:

1. Substansi Permasalahan
2. Metodologi, kerangka pemikiran dan sistematika
3. Tata Bahasa dan Tata Tulis

Wassalaamu’alaikum wr.wb.

Salatiga, 11 Maret 2011

[Signature]

[Stamp]

[Stamp]
KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA
Jl. Tentara Pelajar 02 Telp.(0298) 323706 Fax323433 Salatiga 50721
Website : www.stainsalatiga.ac.id E-mail : administrasi@stainsalatiga.ac.id

Nomor: Sti.24/K-1/PP.00.9/1-1.3.29/2011 08 MARET 2011
Lamp. : Proposal Skripsi
Hal : Pembimbing dan Asisten
       Pembimbing Skripsi

Yth. Dra. WORO RETNANINGSIH, M. Pd

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.I). Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa :

Nama : ANWAR HARIF STYAWAN
NIM : 11307118
Jurusan : TARBIYAH
Judul Skripsi :

THE USE OF HOT SEAT GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY OF SECOND GRADE OF SLTP N 2 SURUH 2010/2011 (CLASSROOM ACTION RESEARCH)

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

a.n. Ketua,
Bantut Ketua-Bidang Akademik

Sahmat Hariyadi, M.Pd

Tembusan : Yth. Ketua STAIN Salatiga (sebagai laporan)
LEMBAR KONSULTASI SKRIPSI

NAMA MAHASISWA : ANWAR HARIF STYAWAN
NIM : 11307118
PEMBIMBING : Dra. WORO RETNANINGSIH, M. Pd
JUDUL : THE USE OF HOT SEAT GAME TO IMPROVE STUDENTS’ VOCABULARY MASTERY OF THE FIRST GRADE OF SMP N 2 SURIH 2010/2011 (CLASSROOM ACTION RESEARCH)

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<td>Revisi tata lay out dan grammar on the background of the study</td>
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</tbody>
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CATATAN:

SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

PEMBIMBING

Dra: WORO RETNANINGSIH, M. Pd
PEMERINTAH KABUPATEN SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 2 SURUH
(Terakreditasi A)
Jl. Salatiga-Dadapayam Km.11 Ds.Cukitan, Suruh Telp. 08882425001, 08282806084 50776
Email: smp2_suruh@yahoo.com

SURAT KETERANGAN

No.: .........../.........../2011

Yang bertanda tangan dibawah ini Kepala Sekolah SMP Negeri 2 Suruh Kabupaten Semarang, dengan ini menerangkan bahwa:

Nama : ANWAR HARIF STYAWAN
Tempat/Tanggal Lahir : Kab. Semarang/ 15 Februari 1988
Jurusan : Tarbiyah
Program : Tadris Bahasa Inggris (TBI)
NIM : 11307118
Semester : VIII
Tahun Akademik : 2010/2011

Benar-benar telah melaksanakan penelitian tindakan kelas di SMP Negeri 2 Suruh pada tanggal 15 Maret s/d 12 April 2011.

Demikian surat keterangan ini diberikan untuk digunakan seperluanya.

Kabupaten Semarang, 19 Juli 2011
Kepala Sekolah
Kabupaten Semarang, S. Pd.
NIP. 19650813 198803 1 014
Rencana Pelaksanaan Pembelajaran

(RPP)

Mata Pelajaran : Bahasa Inggris
Satuan Pendidikan : SMP N 2 Suruh
Kelas / Semester : VII-C / 2
Tema : My Hobby (Descriptive Text)
Alokasi Waktu : 2 x 40 menit (2x pertemuan)

Standar Kompetensi :

8. Memahami makna dalam teks fungsional dan monolog pendek sangat sederhana yang berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

10. Mengungkapkan makna dalam teks lisian fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar :

8.2 Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk deskriptif

10.1 Mengungkapkan makna yang terdapat dalam teks lisan fungsional sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.
**Indikator**

✓ Mengidentifikasi berbagai informasi dalam teks lisan monolog berbentuk descriptive
✓ Mengidentifikasi ciri kebahasaan teks yang didengar
✓ Menyebutkan berbagai macam hobby
✓ Menyebutkan daftar barang tertentu

1. **Tujuan pembelajaran**
   Pada akhir pembelajaran siswa dapat:
   ✓ Mengidentifikasi berbagai informasi dalam teks monolog lisan berbentuk descriptive.
   ✓ Mengidentifikasi ciri kebahasaan teks descriptive
   ✓ Menyebutkan berbagai macam hobby
   ✓ Menyebutkan daftar barang tertentu

2. **Materi Pembelajaran**
   a) Kosakata terkait jenis teks descriptive; hobby, clothes, shoes, stadium, ball, foot ball, tents, rope, food. etc
   b) Teks monolog berbentuk descriptive

   Chandra Sugiwo has a hobby. His hobby is sport. The most sport he likes is jogging. Jogging is running slowly and steadily for a time. He likes jogging because it is simple and cheap. It doesn’t need many equipment and much money. He just needs a set of sport clothes and pairs of running shoes.

   He always goes jogging every Sunday morning with his friends. They usually do jogging in Manahan Stadium. It is very crowded on Sunday morning and holiday. He is never absent for jogging except he gets sick or rain. So, it isn’t amazed if he has a strong and healthy body

3. **Metode Pembelajaran**
   Lisan

4. **Langkah-langkah Kegiatan Pembelajaran**
   1. **Kegiatan awal**
      a. Greetings, checking fort the roll
      b. Pre-test, review
c. Memberikan pertanyaan dan jawaban yang tepat berkaitan dengan teks descriptive dengan tema hobby.

2. *Kegiatan Inti*
   a. Membahas kata-kata sulit yang akan muncul dalam teks.
   b. Siswa mendengarkan teks lisan berbentuk descriptive.
   c. Menemukan kata, daftar barang, makna dan bentuk kata kerja yang digunakan dalam teks.
   d. Menirukan kata, dan kalimat yang diucapkan guru.
   e. Mengaplikasikan “Hot-Seat game” dengan vocabulary yang terkait dalam teks.

3. *Kegiatan Akhir*
   a. Mengevaluasi dan mendiskusikan penampilan para siswa.
   b. Menanyakan kesulitan yang dialami siswa selama proses KBM.
   c. Memberikan post-test.
   d. Menutup kegiatan.

5. *Alat dan Sumber Belajar*
   a. Script teks monolog descriptive.
   b. LKS Simpati kelas VII semester 2 Hal 56.
   c. Buku teks Look A Head Kelas VII.

6. *Penilaian*
   a. Teknik: Tes Lisan & Tertulis.
   c. Instrument: Pre-Test & Post-Test (pilihan ganda, isian).

• *Sampel Penilaian*

A. Choose the best answer!
1. My father usually ... in Bengawan Solo River, he always gets a lot of fish.
   a. Cooking
   b. Playing football
   c. Singing
   d. Fishing

2. Rina’s mother always makes delicious cake, because her hobby is...
   a. Painting  
   b. Cycling  
   c. Surfing  
   d. Cooking

3. Every Sunday morning, Andi and his friends go to Manahan Stadium for...
   because they want to be professional football player.
   a. Painting  
   b. Playing football  
   c. Stamp collecting  
   d. Surfing

4. On holiday, usually students like go to mountain for....and make campfire.
   a. Camping  
   b. Dancing  
   c. Swimming  
   d. Brushing

5. “It was really good place for camping”  
   The word It refers to ...  
   a. the village  
   b. the air  
   c. campsite  
   d. the stream

6. Tini likes swimming very much. She always brings a ... to swim.  
   a. Whistle  
   b. Goggles  
   c. Vehicle  
   d. Bicycle

7. What kind of hobby should we do to get a lot of information?  
   a. Looking  
   b. Swimming  
   c. Drinking  
   d. Reading

8. What should we bring for camping?  
   a. Magazine, salt, water, cassette  
   b. Rope, tents, pegs, sticks  
   c. Goggles, bicycle, pen, book  
   d. Bag, skateboard, cage, poster

9. My sister has many beautiful flowers because her hobby is...  
   a. Flowering  
   b. Reading  
   c. Gardening  
   d. Painting

10. Mr. John’s hobby is ... so, he always goes to the beach every holiday.
    a. Dancing  
    b. Mountering  
    c. Hiking  
    d. Surfing
B. Answer the question carefully!
   1. Mention some kinds of hobby at least 5!
      Answer:
      Camping...................
      Hiking..................
      Surfing, etc.............

   2. Mention at least 5 equipments for camping!
      Answer:
      Tends, ..............
      Rope, ............... 
      Foods, ............... 
      Pegs, ................ 
      Sticks, etc...........

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PENILAIAN
(Total A + Total B ) X 5

Mengetahui

Guru Pembimbing                              Guru PTK

Agus Susanto, S.Pd                          Anwar Harif Styawan

Kepala Sekolah

Rokhim, S.Pd
Rencana Pelaksanaan Pembelajaran

(RPP)

Mata Pelajaran : Bahasa Inggris
Satuan Pendidikan : SMP N 2 Suruh
Kelas / Semester : VII-C / 2
Tema : Tell Me More about It (Procedure Text)
Alokasi Waktu : 2 x 40 menit

Standar Kompetensi :

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar :

10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berinterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk procedure.

Indikator :

✓ Mengungkapkan berbagai informasi dalam teks monolog berbentuk procedure
✓ Menyebutkan fungsi komunikatif teks yang didengar
✓ Menyebutkan cirri kebahasaan teks yang didengar
✓ Melakukan monolog dalam bentuk procedure
1. **Tujuan pembelajaran**

Pada akhir pembelajaran siswa dapat:

- Mengungkapkan berbagai informasi dalam teks monolog berbeentuk procedure
- Menyebutkan fungsi komunikatif teks yang didengar
- Menyebutkan ciri kebahasaan teks yang didengar
- Melakukan monolog dalam bentuk procedure

2. **Materi Pembelajaran**

a) Teks monolog procedure.

Contoh teks procedure:

**Making a glass of lemon tea**

Ingredients

- Tea
- Sugar
- Lemon
- Hot water

Steps

- Put the tea and sugar into a clean glass
- Squeeze the lemon into the glass
- Pour the hot water into the glass
- Stir the lemon tea, a saucer to put the glass on

3. **Metode Pembelajaran**

Lisan

4. **Langkah-langkah Kegiatan Pembelajaran**

1. **Kegiatan awal**

   a. Greetings, checking fort the roll
   b. Pre-test, review
   c. Mendengarkan dan merespon berbagai hal tentang teks procedure

2. **Kegiatan Inti**

   a. Mendengarkan model monolog lisan tentang teks procedure
b. Melakukan monolog lisan secara individu dengan metode hot seat game

3. Kegiatan Akhir
   a. Mengevaluasi dan mendiskusikan penampilan para siswa
   b. Menanyakan kesulitan yang dialami siswa selama proses KBM
   c. Memberikan post-test
   d. Menutup kegiatan

5. Alat dan Sumber Belajar
   a. Teks procedure dalam berbagai bungkus bahan / bumbu makanan
   b. LKS Simpati kelas VII semester 2 Hal 93
   c. Buku teks Look A Head Kelas VII

6. Penilaian
   a. Teknik : Tes Lisan & Tertulis
   b. Bentuk : Performance
   c. Instrument : Pre-Test & Post-Test

Mengetahui

Guru Pembimbing  

Guru PTK

Agus Susanto, S.Pd  

Anwar Harif Styawan

Kepala Sekolah

Rokhim, S.Pd
Chose the correct answer by crossing (X) a, b, c, or d!

1. My mother usually use frying pan to ...
   a. Fry food
   b. Blend food
   c. Boil food
   d. Mix food

2. Tom’s aunt is a seller of juice. She has a mixer to ... some fruits.
   a. Fry
   b. Add
   c. Mix
   d. Bake

3. A butcher has some kinds of knife. It is used to ... meat.
   a. Mix
   b. Boil
   c. Heat
   d. Chop

4. Marry has peeler, She use the peeler to ... some potatoes.
   a. Boil
   b. Peel
   c. Mix
   d. Fry

5. My brother usually uses a glass to ... water.
   a. Eat
   b. Drink
   c. Bake
   d. Stir

6. My sister Susi is helping my mother cooking for the dinner. She stir soup use ...
   a. Spoon
   b. Plate
   c. Bowl
   d. Glass

7. My grandmother usually use stove to ... some food.
   a. Mix
   b. Slice
   c. Heat
   d. Stir

8. Anton’s father has the bakery. He has many ovens to ... cake or breads.
   a. Bake
   b. Fry
   c. Boil
   d. Blend

9. Almost all of people use “frying pan” to ...
   a. Drink
   b. Washing hand
   c. Fry
   d. Eat

10. Andy has a refrigerator. It is used to ...
    a. Keep fresh food
    b. Heat
    c. Fry
    d. Cook
THE SITUATION OF TEACHING AND LEARNING ACTIVITY

Pict.1 Students doing Pre-test

Pict.2 Teacher Requested One of Students to Read in Front of the Class
Pict. 3 Teacher Giving Explanation of the Material

Pict. 4 Teacher Giving Examples Read the Text and How to Pronounce It
Pict. 5 the Using of Hot Seat Game during Teaching-Learning Process

Pict. 6 the Situation of Pos-test
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**TOTAL**

75

Salatiga, 26 Juli 2011

Mengetahui,

Pembantu Ketua

Bidang Kemahasiswaan STAIN Salatiga

[H. Agus Waluyo, M. Ag]

NIP. 19750211 200003 1 001