

Improving Student's Vocabulary Mastery by Using Hot Seating Strategy (HST)

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ABSTRAK

Berdasarkan pengamatan ada beberapa masalah yang dihadapi oleh siswa seperti rendahnya penguasaan kosakata, pemahaman yang buruk terhadap kata-kata Sulit. Oleh karena itu, guru menerapkan *Hot Seating Strategy* (HSS) untuk mengubah model pengajaran sebelumnya dan mendapatkan peningkatan penguasaan kosakata siswa yang lebih baik.

Tujuan dari penelitian ini adalah untuk menjelaskan apakah *Seating Strategy* (HSS) dapat meningkatkan penguasaan Kosakata siswa dan untuk menjelaskan faktor-faktor yang mempengaruhi peningkatan penguasaan Kosakata. Metode penelitian yang digunakan adalah penelitian tindakan kelas. Penelitian ini dilakukan dari tiga siklus yang terdiri dari empat pertemuan. Peneliti bekerja sama dengan kolaborator untuk mengumpulkan data dari observasi, catatan lapangan, wawancara, dan tes di setiap langkah dari tiga siklus.

Hasil penelitian ini menunjukkan bahwa pada siklus pertama rata-rata siswa untuk kedua pemahaman Kosakata adalah 28,2 (buruk). Pada siklus kedua, beberapa perbaikan dilakukan berdasarkan kelemahan pada siklus pertama. Mean untuk memahami Kosakata meningkat hingga 67,3 (adil). Pada siklus ketiga, beberapa perbaikan masih dilakukan berdasarkan kelemahan pada siklus kedua. Mean untuk memahami Kosakata meningkat hingga 87,1 (sangat baik). Kesimpulannya, *Seating Strategy* (HSS) dapat lebih meningkatkan penguasaan kosakata siswa.

Kata Kunci: *Hot Seating Strategy* (HSS), Penguasaan Kosakata, Pembelajaran Bahasa Inggris.

ABSTRACT

Based on the observation there were several problems faced by the students such as low in vocabulary mastery, poor understanding towards Difficult words. Therefore, the teacher implemented Hot Seating Strategy (HSS) in order to change the previous model of teaching and get better improvement of students' vocabulary mastery.

The purposes of the research were to explain whether HSS can improve students' Vocabulary mastery and to explain the factors influencing the improvement of Vocabulary mastery.

The research method used was classroom action research. This research was carried out of three cycles consisting of four meetings. The researcher cooperated with a collaborator to gather data from observation, field notes, interviews, and tests in every step of the three cycles.

The result of this research shows that in the first cycle the students' mean for both understanding of Vocabulary was 28.2 (poor). In the second cycle, some improvements were undertaken based on the weaknesses in the first cycle. The mean for understanding Vocabulary increased up to 67.3 (fair). In the third cycle, some improvements were still made based on the weaknesses in the second cycle. The mean for understanding

Vocabulary increased up to 87.1 (very good). In conclusion, HSS can better improve students' Vocabulary mastery.

Keywords: *Hot Seating Strategy, Vocabulary Mastery, English Learning Process.*

INTRODUCTION

Vocabulary is one of the important elements in teaching English because vocabulary is the basic competence that must be mastered by students in order to get other competencies like reading, writing, listening, and speaking. It is also central to language learning and important to a learner. This statement is supported by Hatch and Brown. They say, "Vocabulary is the foundation to build language, which is play a fundamental role in communication". It describes that by mastering vocabulary people can express their ideas and understand the other basic competence well.

Stahl and Nagy They explanation vocabulary is very important they compared between not clear of vocabulary with not understanding vocabulary, They say " a person who knows more words can speak, and even think, more priestly about the world. a person who person knows the terms scarlet and crimson and azure and indigo can think about colors in a different way than a person who is limited to red and blue. a person who can label someone as pusillanimous or a recreant can better describe a person's cowardly behavior. Words divide the world : the more words we have, the more complex ways we can think about die world".

Vocabulary is one of the components which support the speaker in communication. Mastering English vocabulary sufficiently support student to communicate and write well

using that language. Vocabulary can be defined, roughly, as the words we teach in the foreign language". Students of junior high School study basic English. They study about simple words or things in their surroundings, it is aimed that students are able to understand simple English used in daily context.

Based on the pre-observation in English learning process at the seventh grade of MTsn 1 Kerinci, from 17th september to 23rd september 2018 the researcher found several problems where the students did not pay attention to the teacher and were not enthusiastic to the subject matter, seemed get bored soon and uninterested in English subject and the students did not participate actively in the instructional activity make they have low motivation in learning English.

The researcher identified there are some problems that are made by the students in teaching English vocabulary. The problems are the students just spoke a few words when they were asked to introduce him/her self. They just smiled when the researcher tried to have a conversation with them out of classroom and just gave a little response when they were asked in English. When the students were asked to describe the pictures orally, they just spoke a few words, students did not know strategy to improve vocabulary.

Therefore, to improve the vocabulary students need to use

appropriate strategy in learning vocabulary that is why the researcher is interested to solve the problems by applying one of the teaching strategy is especially in learning vocabulary strategy called is named Hot Seating strategy.

Hot Seating strategy is a strategy that consider as most formation social ability especially in team work ability, interaction ability and fast thinking. This strategy in teaching vocabulary is very simple visual aids and the teacher can make the students more active during the teaching learning process. Hot Seating strategy some kinds of strategy that can be used by the teacher in the classroom. They can increase their span of attention and the learning process will run more fun, so that the students will master vocabulary easier.

Jonathan Neelands and Tony Goode say "Hot Seating strategy is a strategy in which a character or characters, played by the teacher or a student, are interviewed by the rest of the group. This activity invites student to recount a specific event, explore motivation and multiple perspectives/experiences related to a theme, topic, event, or idea".

RESEARCH METHOD

This research designed as classroom action research. That is observations of learning activity in the form of an action, which intentionally appear and occur in class together. Gay L. R (2000:593) explain that Classroom Action Research (CAR) is a process in which individually or several teachers collect evidence and make decision of their knowledge, performance, belief and effects to understand and improve their teaching activity to see progress of students'

learning comprehension and to solve the problems faced in the classroom.

This research took place at MTsN Kemantan. The participant was at seventh grade students at this school, that consisted of 21 students.

Instruments in this research were intended to obtain information of an investigation and it was important in conducting a research. The instruments that used to collect the data were observation sheet and test.

Observations sheet used to know the real information in teaching learning process. How the students activities during learning especially in hot sitting strategies and how the teacher activity during apply it.

The observations did along the research, the researcher collaborated with teacher to observe the students activity in vocabularies mastery.

To collect the data the researcher used test. Test is any series of questions exercise of measuring the skill, knowledge and intelligence of an individual, (Arikunto, 2006:160). It means that the test was used as method to collect the result of the learning and to see the progress of learning itself.

The actions research implemented in process cyclical process consisting of four steps, there are planning, action, observation and reflections.

1. Planning

In this step the researcher prepares everything is needed in doing the research:

- a. Choosing suitable theme of text to read by the students
- b. Prepare the lesson plan
- c. Discuss with teacher
- d. Prepare observations sheet to evaluating learning process for analyze the result of learning.

2. Actions

In this step the researcher did the actions based on the planning above.

3. Observations

The researcher observes the students learning activity per cycle. While the teacher doing the actions, the researcher as collaborators observed the process of teaching learning to get the data.

4. Reflections

This step the researcher analyzes the data through student test score, and observations of student activities in teaching by using hot sitting strategy.

In this research the technique of analyzing the data use:

1. Observing

Observation is the way to collecting data where the researcher get the data from the process of teaching and learning using authentic material. It mean that the researcher observes the student activity during the actions.

2. Testing

In this research the test used to evaluate the students' progress. The tests consist of pre-test to know the students basic vocabularies mastery. And posttest in each cycle to check the improving students' vocabularies mastery.

This research used test for each cycles that used. The writing test are consist of ten questions based on text aimed to looking out the students' vocabularies mastery. This in this test the researcher adapted scoring model based on rating scale.

In this research the researcher used quantitative data analysis. Arikunto (2008:267) stated that "data which taken from the test are counting by use the formula, it aim to know the difference score and the progress of

each cycle and the score that will get from student".

Table 2. the interval'srating scale measurement of student valuing.

Interval	Category
85-100	Very good
75-84	Good
60-74	Moderate
40-59	Low
0-39	failure

RESULT AND DISCUSSION

This classroom action research was conducted to the students of grade VII of MTsN Kemantan. The number of the students was 25. The reason for choosing the class was because the students got difficulties in Vocabularies mastery. The research was done for three cycles; each cycle consisted of four meetings; time allocation of each meeting was 2 X 45 minutes. Each cycle consisted of four phases namely, plan, action, observation, and reflection.

The first cycle was done for four meetings. Each meeting consisted of Hot sitting strategy as the model of teaching Vocabulary mastery. This cycle began commenced on February 11st and ended on March 1st, 2019.

English subject was actually taught every sunday and tuesday. Each meeting was constituted of 2 x 45 minutes. The researcher utilized by maximizing the teaching and focused on the lesson during that amount of time available in each meeting. Focusing on the teaching of vocabularies mastery led the

researcher to a smoothly implemented cycles consisting of plan, action, observation, and reflection. Though each meeting was consistently undertaken, but several obstacle were still faced. Due to such problems, the researcher attempted to resolve them in the next cycle.

a. Plan

The first thing to do was that the researcher together with the collaborator discussed hot seating strategy. It was about what Hot Seating Strategy (HSS) was; differences amongst others strategy; how to organize the Hot Seating Strategy (HSS) in the classroom; and what to do with the model in each meeting. Having discussing them for a week, then, it was a great deal because the collaborator comprehended any of the topic of the discussion.

What both the researcher and the collaborator did next was to organize the schedule of the research. The deal was eventually determined that there were five meetings in the first cycle. Each meeting consisted of ninety-minute teaching. Such amount of time was expected to be maximized and utilized in order to achieve qualified lessons.

Observation checklists were prepared by checking each of the checklists, consisting of checklist of variable one, two, and teaching activities. They also prepared several fieldnotes handled by the collaborator which functioned as to take any notes related to the teaching process in the classroom and which were not able to be captured by using the checklists. The number of the fieldnotes relied upon the need. That is, the collaborator may add the fieldnotes if needed.

Other parts of materials prepared were media or teaching aids such as pictures and real things – fruits, furniture, stationary etc. The pictures were mostly determined when it was difficult to show the learner the real things such as a big building, a plane, a river etc. such media were considered as an important aid to support and motivate the young learners in the classroom.

The researcher, together with the collaborator's help, prepared for a lesson plan in order to implement the hot seating strategy. This lesson plan was constituted of materials and activities – pre-, whilst-, and post-activities. Such lesson plan was only one for this cycle, whereas the materials – focused verbs - were different from each meeting.

b. Action

As has been stated and discussed in the previous chapter, the indicators of vocabularies mastery are responding to and giving the vocabularies.

The teacher commenced the first meeting by saying: 'good morning students.' The students responding toed it enthusiastically by saying 'good morning teacher,' whereas some of them said, 'good morning, sir.' The rest just kept silent while their classmates were responding to the greeting. The teacher lifted his hands as a gesture for a pray before the lesson began. Having finished it, he checked the absent by calling their names one by one. Finally, he reminded them be ready and asked whether they were already ready to have a lesson on that day. Since there were four words focused, then he began with the word 'stand'.

The teacher sat in front of the class. He had one chair on his left side and one chair on his right side. He

called two learners by using his hand signals as non-verbal communication to come up in front of the class and to sit down on the chairs facing the class. He modeled the action of 'standing up' by saying 'stand' for three times. Finally, he says 'sir, stand up,' for three times.

He modeled the action of 'standing up' and motioned the two learners to stand up by using non-verbal communication by saying 'stand'. He used non-verbal communication to ask them to sit down. Without modeling the action, the teacher said, 'stand' and the students stood up. Finally, he said, 'Bela, stand'. She stood up, but Aini did not. This was done for three times.

The next step was that the teacher did the same hot sitting strategy and practiced to each student and group of students. In doing this, the students were really enthusiastic since they could do an action that was never taught before the implementation of hot sitting strategy. Instead of being cheerful during the activities, some of the students were much confused of what to do when the teacher gave a command.

Then, he began with the new word 'sit', by implementing the previous steps. He modeled the action of 'sitting' and asked the students to do the same things three times. The students, in the next step, guess the words of 'sitting' without being modeled by the teacher. He commanded them to do such action without giving any model for three times. The students looked happy to do such actions since they were never taught such lessons and with such model of teaching before.

The teacher continued the activities in the classroom by using other focused verbs – walk, stop, and

etc. These verbs acquainted the students to the use of nouns in a conversation. In this case, the teacher attempted to vary nouns attached to the verbs. The use of materials of teaching aids increased since such materials were authentic and appropriate for teaching English to young learners. The steps of teaching and learning the lesson were the same as the previous ones. The teacher combined the word 'walk' with the word door, table, window, blackboard, and so on. He, for instance. The teacher asked a another student to guess the words.

At the second meeting, the teacher did the same steps as he conducted in the previous meetings. The collaborator, as the observer, still observed all the activities and fulfilled the checklists provided before. The teacher taught other words to the students. They were touch, open, close and lock. Two students were asked to practice hot seating strategy in front of class and the teacher's control them. Since the main problem in the first meeting was their inability to respond to and give the command, then the teacher focused the teaching on such problem. He performed more words, though they could not be able to do like model. Like the first cycle, some of them were still unable to get any point of the vocabularies realated on hot seating strategy is. The teacher only succeeded modeling two words – open and close, whereas the rests – touch and lock were continued in further meeting.

At the third meeting, the teacher undertook the steps of teaching like he did in the previous meetings. He still focused on the students' inability to respond though other verbs, which were the rests of the words in the second meeting, were continued. The

words were touch and lock. These verbs, of course, required the teacher to use several media of teaching such as book, lime, table, shoes etc. The problem of inability to respond to and give the commands was still faced by the teacher.

At the fourth meeting, the teacher continued to teaching by using hot seating strategy. The collaborator pursued filling the checklists of the activities. The teacher kept attempting to reduce the students' weaknesses in performing the strategy. One way of doing this was by motivating them to do such game and showing them more models on such action. It seemed that they began to be familiar with such words though not all of them were able to do so. At least they were not like in the previous meetings in which they hardly knew how to respond to and give the commands.

At the fifth meeting, which was the end of this cycle, the teacher together with the collaborator set a vocabularies test towards the students in order to test whether they were able to do in hot sitting strategy. This test was according with the indicators of vocabularies mastery. The teacher based the tests on hot sitting strategy as has been taught and modeled in the previous meetings. Not all verbs were set in the test. It was because the time constraint forced the teacher to select words of hot seating strategy to be tested. The test was undertaken by asking the students to go out and wait for their turns. First, the teacher asked each student to enter the class one by one in order to be directly tested. Then, he asked one student to come into the class and become the student's partner in doing such vocabularies mastery test.

The table above shows that the students' vocabularies mastery in

term of responding to the vocabularies mastery was poor since the mean of the scores was 30.4. It can also be seen from the number of the students in each level. There was no student who was in very good level, but there was only 1 student who was in good level. The data show that there were 4 students who were in fair level. However, there were 16 students who were in poor level. It means that the students had serious difficulties in vocabularies mastery.

In term of giving the vocabularies mastery s, it seems that the students' scores were poor either since the mean of the scores was 26.1. From the number of the students, there was no student in the very good level. There were no student in good level, 3 students in fair level, and 18 students who were in poor level. Like the previous indicators, this indicator was also big problems for the students to comprehend.

After analyzing the data from the vocabularies mastery test at the end of the first cycle, it can be concluded that the mean of students' score was poor.

c. Observation

To find out what happen in the classroom during teaching English through hot seating strategy, then the researcher, helped by the collaborator, used some checklists. The collaborator filled the observation checklists that were prepared before the class began. From the teaching process, she noted that the students were hesitant to speak and they did not responding to what the teacher asked. They mostly needed much to think before responding to or saying something.

d. Reflection

Based on the observation done by the collaborator, there should be some plans as reflection of teaching –

learning activities. There was several problems noted and needed appropriate improvement. They were as follows:

1. Only few students were brave enough to give a response to towards the teacher's commands, while the others were silent and hesitant to speak out the commands.
2. The students were lack of confidence to speak out the commands though the teacher modeled the action.
3. The teacher only performed one example of doing the action that was done by asking only two students to perform the hot seating strategy in front of the class.
4. Some students did not pay much attention to their friends while they were performing an action.
5. The students mostly did not respond to the point made by the teacher when he commanded one of them to do an action of commands.
6. The teacher gave direct correction whenever the students made any mistake.

c. Third Cycle

This cycle started on March 24th, 2019 and ended on April 1st, 2019. It was done for five meetings consisting of one up to two meetings during one week. The teacher, before lesson began, prepared the materials. The third cycle consisted of four stages: plan, action, observation and reflection.

a. Plan

Based on the problem obtained from the previous cycle, then the researcher and the collaborator arranged some plans in order to make a better improvement of students' vocabulary mastery by implementing

the hot seating strategy. The plans were as follows:

1. The teacher gave more motivation to the students so that they paid much attention to the teacher's commands of strategy.
2. The teacher emphasized and gave additional explanation on the words applied in the vocabularies mastery.
3. In relation with those who still did not respond to the commands, the teacher gave more explanations and models of an action and involved them in practicing the vocabularies mastery either on their seat or in front of the class.

b. Action

In this cycle, there was a better improvement compared to the two previous cycles. This can be seen from the activities during the five meetings. In the first meeting, the teacher did the same things, while the collaborator filled in the observation checklists and fieldnotes as he did the two previous cycles. The verbs for vocabulary mastery were throw, eat and drink, and etc. The teacher began the teaching by motivating and asking the students to pay much attention to the teacher's commands. The students became aware of the attention and followed the activities seriously. He modeled the commands himself for three times. Then, he asked some students to practice doing the commands in front of their classmates. In this meeting, he also used some media prepared before such as ball, mango, doll, bread, water, tea, jacket, and guava. In this meeting, most of them were able to responding to the teacher's commands directly, though the rests of them were still out of that response.

The teacher, in the second meeting, used the verbs wipe, wash,

and run. The students seemed to be much happier to do this because they were to wash like what they used to do at home. The teacher gave a model of the commands before the students were asked to do the same thing. Some of the students did not get any trouble for responding to the teacher's commands because they directly did what the teacher commanded them to do. They did not get any problem either in giving the commands after responding to the teacher's commands. The class was really cheerful when most of them did respond to the commands. However, there were still some students who could not respond to the commands or the meaning of the utterances proposed.

The third meeting looked better that the students were becoming able to do the commands. The teacher only modeled the action of the commands, and then they did the commands very well. The verbs were kick, hop and jump. In this meeting, the teacher brought a ball so that the students were asked to kick the ball. He also asked one of the students to bring some rubbers which were used for practicing the verbs hop and jump. Since they used to play the rubbers and soccer during their free time, then there was no difficulty for them to do it. This meeting showed that the students were already capable enough to listen to the teacher's commands. This could be seen from their direct responding to and giving towards the commands.

The fourth meeting required the students to practice the words turn on, turn off, turn up, and turn down. The fourth meeting proved that the students mostly understood the teacher's commands. There were only a few of them who were still doubtful

about responding to and giving the commands.

At the end of the cycle, the teacher, helped by the collaborator, set up a test for measuring their responding towards the vocabulary mastery. The teacher still used the verbs learnt before and other new verbs which were familiar enough for them. The teacher just changed the media in each command. As usual, the teacher asked one and two students to enter the classroom for doing a test. He began with listening to the command whereas each student was to respond to the teacher's commands directly. Then, the teacher asked one of the students to command his/her partner, whereas the partner responding to the commands.

Having completed the third cycle, the researcher conducted an interview in which the interviewees were selected randomly by using numbered cards. There were 10 students who became the interviewees and asked about the implementation of the hot seating strategy during the research. The following results show that the students had different thought about the hot seating strategy. Above all, they did like this model though each student had his/her own reason. In addition, the interview was carried out by using Indonesian language since it was difficult for them to communicate in English.

The first interviewee explained that hot seating strategy was a good model to learn English. He said, "I think...that is good...mmmmm...the teacher gave a model...and we repeated it." In this model, the teacher gave some models of the commands, and then the students were to practice performing them either in front of the classroom or on their seats. Related to the problem in learning, he said, "The

problem was...I did not responding to what the teacher said." Though this student had a problem with listening to the command before, he then did not have any problem with the listening anymore. He was very happy to learn English by implementing the hot seating strategy because he was already able to produce a vocabulary.

The second interviewee said, "I think hot seating strategy constitutes learning through practices." It means that the hot seating strategy was a practical model through that the students practiced performing the vocabularies mastery directly. His experience during learning the vocabularies mastery with the model was that he did not have any problem with what was taught by the teacher. "Listening to, responding to and producing the vocabularies mastery ...I am already able to do them all," said him. He was able to listen to, responding to and produce the vocabularies mastery after he learnt the vocabularies mastery through the hot seating strategy.

The third interviewee thought that the hot seating strategy was a model in which he did not have to write on a paper or whiteboard. She was not forced to learn the vocabularies mastery. "hot seating strategy is a cool learning model...we learnt without writing or force..." said her. Besides, the hot seating strategy enabled her to learn how to produce a vocabulary mastery. In addition, she knew a lot of words after learning the vocabularies mastery through the model. "It's because it made me able to produce a vocabulary and know a lot of vocabularies," said her. The problem she faced was that she sometime did not catch the point of the teacher's command. She said, "It's somewhat difficult to listen to the teacher," but

she then added, "Everything has changed.... I can produce a vocabulary as well." Fortunately, she was able to listen, responding to to and produce the vocabularies mastery.

The fourth interviewee commenced his interview by saying, "hot seating strategy is good for us...it... that is for learning... no writing or many thing else." It shows that hot seating strategy was a good model that enabled them not to write on a paper when he was learning the vocabularies mastery. There were not many things to do in hot seating strategy. When he was learning with the hot seating strategy, he did not have a bunch of words. Having finished learning the vocabularies mastery through the model, he understood how to listen to, responding to and produce the vocabularies mastery." I can produce, listen to and responding to the vocabularies mastery," he said. Besides, he learnt a bunch of words through the model.

The fifth interviewee believed that the hot seating strategy was a model that brought about a fun during learning the vocabularies mastery. he said, "Great....it's interesting as if we learnt while playing around." The hot seating strategy enabled him to learn the vocabularies mastery as if he was playing an English game. His problem was that he did not responding to what the teacher commanded." Yes... sometimes I did not responding to the teacher's commands," he said. When he finished learning the commands through the hot seating strategy, he was able to listen to, responding to and produce the vocabularies mastery. He said, "Listening to, responding to and producing the vocabularies mastery changed."

B. Discussion

As stated previously, this research was conducted in three cycles in which there were five meetings, including the post test, in each cycle. It was conducted at the students of the grade VII MTsN Kerinci. Beside the researcher taught in that class, it was also chosen due to the vocabulary problems occurring to the students. In order to figure out the outlet of the problem, the researcher as a teacher implemented the hot seating strategy to improve the students' vocabulary mastery. This research was proposed in order to explain whether hot seating strategy can better improve students' vocabulary mastery and to explain the factors that influence the improvement of students' vocabulary mastery.

Based on the data analysis of the three cycles, the researcher found that implementing hot seating strategy could improve students' vocabulary mastery. This was analyzed based on the results of each cycle, the observation checklists, the fieldnotes, and interview.

1. The improvement of students' vocabulary mastery

Referring back to the tests given to the students in order to measure their improvement of vocabulary mastery at the end of cycle one, two and three, then it showed that implementation of hot seating strategy resulted in a good improvement of students' vocabulary mastery. It could be seen from the students' average scores that increased in each cycle. The following table compares the mean of the three cycles

The improvement of students' vocabulary mastery in each cycle can be seen from the table and figure above. The researcher conducted the first cycle in which the students'

scores in term of each indicator were still low and in the poor level. This was followed by the second cycle in which the researcher found that the scores got significantly higher than the previous cycle. Because there were still several students who were in the poor and fair level, the researcher continued to the third cycle. In this cycle, the students' vocabulary scores got higher than the two previous cycles, cycle I and II. It means that most of the students were able to respond to and give the vocabularies mastery. In other words, all of the indicators were better improved through cycle three.

It can be concluded that the students' vocabulary mastery was better improved by implementing the hot seating strategy. The indicators of responding to and giving the vocabularies mastery were better achieved compared to those before conducting the research. In other words, the research has met its better result.

2. The factors influencing the improvement of vocabulary mastery

There have been a lot of changes came up during and after the research was conducted. The students' vocabulary mastery has better improved after the research implementing the hot seating strategy was carried out. Based on the data analysis of observation checklists, field notes and interviews, it can be concluded that there were some factors that influenced the better improvement of students' vocabulary mastery during the three cycles. All the following factors were related to the strengths of implementing hot seating strategy. They were as follows:

a. Giving a model to a new word or expression

The teacher used to give a model whenever he was introducing a new word or expression to the students. This led the students to be able to perform better vocabulary mastery because the students did not have to directly interpret or translate what the teacher meant by the word given. Giving a clear model helps the learners to responding to the lesson without depending on quick translation (Lavery, 2001: 26). The students, eventually, were able to perform a vocabulary due to the teacher's model.

b. Non-verbal communication

Non-verbal communication is very important in teaching or learning the vocabularies mastery. In the learning process, it was helpful for the student in order to learn how to give a command non-verbally. The teacher taught them by using a non-verbal communication which represented the verbal one. Teaching the vocabulary mastery through a non-verbal communication has led the student to a condition in which they did not only use verbal communication when they talked, but also the non-verbal one. "The teacher should use all fingers and one hand to represent words in a sentence" (Lavery, 2001: 3). The result was that they were able to give a command non-verbally.

c. No direct grammar explanation or writing

The implementation of hot seating strategy has led the students not to write or take any note during lesson. They did not get any direct grammar explanation either. The teacher did not explain grammar directly to the students because such direct grammar explanation could make them dependant on such grammar and afraid of giving a vocabulary mastery. In term of writing,

it did not mean that the students were out of a piece of paper during the lesson. Explanation on grammars and doing drills do not increase the learners' significant reactions (Savignon, 2002:3).

d. Focusing on meaning not form

Like the direct grammar explanation above, this factor did not focus on form either. The hot seating strategy required the teacher to teach meaning and exclude the form. Meaning is paramount because it could make the students aware of the real communication (Savignon, 2002: 6). The teacher gave some examples of the vocabularies mastery which were currently used in the real life.

e. Interesting activities

Hot seating strategy of some activities which were interesting and acted out of a game. The students felt that the hot seating strategy made them enjoy their learning because they could practice performing the vocabularies mastery as a part of fun activities. It is greatly important for a teacher to "create a meaningful and purposeful interaction through language" (Richards, 2005: 4).

Besides the above factors, which influenced the change of students' vocabulary mastery, there were several extra activities implemented in the classroom in order to avoid students' boredom. The following activities were conducted in addition to the teaching of vocabulary mastery by implementing hot seating strategy. The teacher sometimes began doing such activities before, whilst or after the lesson depending on the circumstances in the classroom; that is, when the students felt bored, then the teacher switched from one activity to another. This is very important for young learners. According to Broughton et al (2003), it is necessary

to switch from one activity to another during the course of lessons since younger students can only sustain an interest in one activity for some minutes. The activities are as follows:

1. Hot seating strategy

The activities involving the hot seating strategy were also conducted besides teaching vocabulary mastery through hot seating strategy. This model included greeting, and leave taking, greeting, permission, introducing self, introducing friends, and telling time and etc. The students learnt and practiced doing this hot seating strategy within daily communication in the classroom. So, it means that the students did not only learn hot seating strategy every meeting.

CONCLUSIONS

Having completed analyzing the data, the researcher concluded the result of the research, as follows. Firstly, it can be concluded that hot seating strategy better improves the students' vocabularies mastery. This can be seen from the means which better improved in cycle one, two and three. Secondly, the changes of students' vocabulary mastery are influenced by the following factors. The first factor is that the students' vocabularies mastery changes because of the models to a new word or expression. These models improve students' understanding towards the vocabularies mastery. The second factor changing the students' vocabularies mastery is verbal and non-verbal performances. Both verbal and non-verbal performances enable the students to conduct communication either verbally or non-verbally. The third factor influencing the change is no direct grammar explanation is made during teaching –

learning process. This enables the students to be much comfortable and confident in doing vocabularies mastery practicing. The fourth factor influencing the change is no writing is needed when in the teaching – learning process. The students do not need to take notes, but direct practices are preferable. The fifth factor influencing the change is meaning-based focus. The teaching – learning process focuses on words, not on form or grammar explanation. The last factor influencing the change is interesting activities through which the students are able to learn vocabularies mastery as if they are playing an educational game.

Moreover, there are also several extra activities conducted in order to avoid the students from being bored during the teaching and learning in the classroom, as follows. The first activity is teaching hot seating strategy. The second activity is educational games such as scrabble and word puzzle. These games enable the students to learn more vocabularies which can be used in vocabularies mastery. The third activity is words demonstration through which the students are able to see several vocabularies.

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