

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

THESIS

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



By:
AGUS SUBEKTI
SRN 1101120636

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF EDUCATION AND TEACHER TRAINING
LANGUAGE EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION
1437 H /2016 M**

APPROVAL OF THE THESIS ADVISORY COMMITTEE

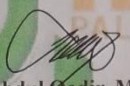
Title of the Thesis : THE EFFECT OF HOT-SEATING TECHNIQUE
ON VOCABULARY SIZE AT THEELEVENTH
GRADE STUDENTS OF MA MUSLIMAT NU
PALANGKA RAYA
Name : AGUS SUBEKTI
SRN : 1101120636
Faculty : Tarbiyah dan Teacher Training
Department : Education
Study Program : English Education
Level : (S-1)


Palangka Raya, May 23th 2016

Approved by

Advisor I,

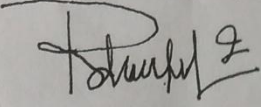
Advisor II,

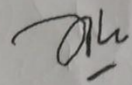

Dr. H. Abdul Qadir, M.Pd
ORN. 195602031990031001


M. Zaini Miftah, M. Pd
ORN. 197509152009121002

The Vice Dean I of Academic,

The Department of Education Chair,


Dra. Hj. Rodhatul Jennah, M.Pd
ORN. 196710031993032001


Hj. Hamidah, MA,
ORN. 197004251997032003

OFFICIAL NOTE

Case : Examination of
Agus Subekti's Thesis

Palangka Raya, May 23th 2016

To the Dean of Faculty of Teacher
Training and Education of State
Islamic Institute of Palangka Raya

In
Palangka Raya

Peace is to you and God's mercy and blessing as well.

By reading and analyzing of thesis's revision, we think that thesis in the name
of:

Name : Agus Subekti
Student Registration Number : 1101120636
Title of the Thesis : THE EFFECT OF HOT-SEATING TECHNIQUE
ON VOCABULARY SIZE AT THE ELEVENTH
GRADE STUDENTS OF MA MUSLIMAT NU
PALANGKA RAYA


Can be examined in partial fulfillment of the Degree of *Sarjana Pendidikan Islam* in the Study Program of English Education of the Language Education Department of the Faculty of Teacher Training and Education IAIN Palangka Raya.

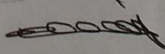
Thank you for your attention.

Wassalamu'alaikumWr. Wb

Advisor I,

Advisor II,


Dr. H. Abdul Qodir, M.Pd
ORN. 195602031990031001


M. Zaini Miftah, M. Pd
ORN. 197509152009121002

LEGALIZATION OF THE THESIS EXAMINING COMMITTEE

This thesis entitles **THE EFFECT OF HOT-SEATING TECHNIQUE ON VOCABULARYSIZE AT THEELEVENTH GRADE STUDENTS OF MA MUSLIMAT NU PALANGKA RAYA**. In the name of **Agus Subekti** and his Student Registration Number is **1101120636**. It has been examined by Team of student program of English Education the Department of Language Education the Faculty of Tarbiyah and Teacher Training the State Islamic Institute of Palangka Raya on:

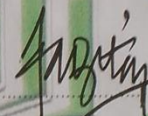
Day : Tuesday

Date : Juni, 07th, 2016

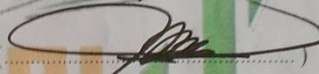
Palangka Raya, Juni, 07th, 2016

Team of Examiners:

1. Santi Erliana, M. Pd
Chairman/Examiner

()

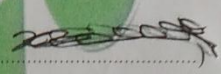
2. Luqman Baehaqi, SS., M.Pd
Member

()

3. Dr. H. Abdul Qodir, M.Pd
Member

()

4. M. Zaini Miftah, M. Pd
Secretary/Member

()

The Dean of,
Faculty of Teacher Training and Education of
State Islamic Institute of Palangka Raya



Dr. Fahmi, M.Pd
ORN. 196105201999031003

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

ABSTRACT

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

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

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

Key words: Effect, hot seating technique, technique, vocabulary size.

PENGARUH TEKNIK KURSI PANAS PADA UKURAN KOSAKATA SISWA KELAS SEBELAS MA MUSLIMAT NU PALANGKA RAYA

ABSTRAK

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

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

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

Kata kunci: Pengaruh, tehnik kursi panas, teknik, ukuran kosakata.

ACKNOWLEDGEMENTS

Praise is to Allah, the merciful, and the compassionate that the writer can finish this the final project completely. Shalawat and Salam for the Prophet Muhammad who brings us from darkness to the brightness.

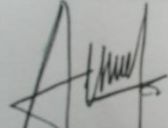
The writer realizes that there are many people who are already helped him in arranging and writing this final project directly or indirectly. In this chance, the writer would like to express deeper appreciation to:

1. Dr. Ibnu Elmi A.S. Pelu, S.H, M.H., as the Rector of IAIN Palangka Raya for his direction and permission of conducting this study;
2. Drs. Fahmi, M.Pd. as the Dean of Faculty of Teacher Training and Education, for his agreement so that the writer can complete the requirements of writing this thesis.
3. Dra. Hj. Rodhatul Jennah, M.Pd. as The Vice Chairwoman of Academic Affairs, for her agreement so that the writer can complete the requirements of writing this thesis.
4. Hj. Hamidah, MA., as the chair of Language Education Department, for her agreement so that the writer can complete the requirements of writing this thesis.
5. M Zaini Miftah M.Pd. as the Chief of the English of Education Study Program, for his permission so that the writer can complete the requirements of writing this thesis.

6. Dr. H. ABDUL QODIR. M. Pd and Hj. APNI RANTI, M. Hum, as the first and second advisors for the guidance and encouragement that they provided during writing this thesis;
7. MASHUDI MS, S. Ag as the headmaster of MA Muslimat NU Palangka Raya who had allowed the writer to carry out the study in his school.
8. DESI ARISANTI, S. PdI, as the English teacher of the seventh Grade students of MA Muslimat NU Palangka Raya who has patiently, cooperatively, and generously worked with the writer.
9. Writer's friends of TBI 2010 for their help.
10. All teaching staff of English Education Study Program for their invaluable guidance and support.

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

Palangka Raya, May 23th 2016



AGUS SUBEKTI
SRN 1101120636

DECLARATION OF AUTHENTICATION

In the name of God

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

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

Palangka Raya, May 23th 2016

My Own Declaration



AGUS SUBEKTI
SRN 1101120636

DEDICATION

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

1. Firstly and most important giving thanks to ALLAH SWT in all of thing;
2. My big family, brother, and my sisters
3. My father (Karta) and my mother (Sari), thanks for love and your motivation.
4. My brother (Hendro Andani), Thanks for the sincere pray and supports.
5. My sisters (Ayuan Cici Trisnawati, Selfia Iraswari, and Raini Iswari.
6. My sweet heart Noor Rahmawati, S.Pd.I, She has helped and given me the best she can do. She makes me so special and meaningful in my life.
7. My beloved friends in boarding house (Bery and Ahmad Yahya Pitra) thanks for accompanying me.
8. My best friends (Muhamad Hasyim, S. Pd.I. M. Pd, Rahmad Hidayat, S. Pd.I, and Ahmad Suri S. Pd.I) thakns for your advice.
9. All my lovely friends of English Education Study Program at academic years 2011, I am very happy to be your friend.

MOTTO

**PIKIRKAN, KERJAKAN, KERJAKAN, DAN
PERTAHANKAN**

BY. AGUS SUBEKTI.

TABLE OF CONTENTS

	PAGE
COVER OF PAGE	i
LIST OF THE APPROVAL	ii
OFFICIAL LETTER	iii
LIST OF LEGALIZATION	iv
ABSTRACT	v
ACKNOWLEDGEMENTS	vii
DECLARATION OF AUTHENTICATION	ix
DEDICATION	x
MOTTO	xi
TABLE OF CONTENTS	xii
LIST OF TABLES	xv
LIST OF FIGURES	xvii
LIST OF ABBREVIATION	xviii
LIST OF APPENDICES	xix
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Problem of the Study	5
C. Objective of the Study	5
D. Hypothesis of the study	5
E. Variables of the Study	6
F. Assumption.....	6
G. Significance of the Study	6
H. Scope and Limitation of the Study	7
I. Definition of the Key Terms	8
J. Framework of the discussion.....	8
CHAPTER II REVIEW OF RELATED LITERATURE	11
A. Previous Study.....	11

B. Teaching Vocabulary	13
C. Definition of vocabulary	14
D. Importen of Vocabulary	15
E. Kinds of Vocabulary	16
F. Vocabulary Size	20
1. Definition of Vocabulary Size.....	20
2. Test of Vocabulary Size	22
3. The Importance of Measuring Vocabulary Size.....	23
4. Nature of Drama.....	23
1. Definition of Drama.....	23
2. The Importance of Drama.....	24
3. Drama in Educatiion	24
a) Drama in School	26
b) Drama in School as a Way to Teach.....	26
5. Drama Technique	27
1. Kind of Drama Technique	28
2. Definition of Hot Seating.....	28
a. The Purpose of Hot Seating.....	31
3. Hot Seating Technique	32
4. Decription of the Hot Seating technique	32
5. Procedures of Teaching Vocabulary Using Hot Seating Technique	35
6. The Advantages of Hot Seating	37
7. The Advantages of Hot Seating in Language Education.	39
8. The Disadvantages of Hot Seating	40
9. Solutions	41
CHAPTER III RESEARCH METHOD	42
A. Method of the Study.....	42

B. Research Design	42
C. Time and Place of the Study.....	44
D. Population and Sample of the Study	44
1. Population	44
2. Sample	44
E. Research Instruments	45
1. Reseach Instrument.....	45
2. Reasearch Instrument Try Out.....	46
3. Research Instrument Validity	47
a. Instrument Validity	47
b. Content validity.....	47
c. Construct Validity.....	48
d. Index difficulty.....	49
4. Research Instrument Reliability	50
F. Data Collection Procedure.....	51
G. Data Analysis Procedure	52
CHAPTER IV RESULT OF THE STUDY	55
A. Description of the Data	55
1. The Result Pre Test of The Experiment Class	55
2. The Result of Post Test Score of the Experiment Class	58
B. Result of Data Analysis	
1. Testing Hypothesis Using Manual Calculation.....	58
2. Testing Normality of Essay Test Using SPSS 20	63
3. Testing Homogeneity of Using Manual Calculation.....	63
C. Discussion	66
CHAPTER V CLOSING	67
A. Conclusion	69

B. Suggestion	69
REFERENCES	72
APPENDICES	78

LIST OF TABLES

Tables `	PAGE
3.1 One-Group Pretest–Posttest Design	43
3.2 Population	44
3.3 Content Specification of Test Items	46
3.4 Specification of Content Validity	48
4.1 The Pre Test of Experimental Class.....	55
4.3 The Calculation of Mean, Median, Modus, Standard Deviation and Standard Error using 20	57
4.4 The Post Test of Experimental Class	58
4.6 The Calculation of Mean, Median, Modus, Standard Deviation and Standard Error using 20	60
4.7 The Calculation of Pre-Test and Post Scores	60
4.8 The Result of T Test Using Manual Calculation	63
4.9 The Calculation Result test of Normality using SPSS 20.....	64
4.10 The Calculation of Sample correlations using SPSS 20	65
4.11 The Calculation of T Test using SPSS 20.....	66

LIST OF FIGURES

Figures`	PAGE
4.2 Frequency Distribution of Pre-test of the Experimental Group	57
4.5 Frequency Distribution of Prost-test of the Experimental Group	59

LIST OF ABBREVIATIONS

- Df : Degree of Freedom
- Ha : Alternative Hypothesis
- Ho : Null Hypothesis
- SMP : Sekolah Menengah Pertama
- IAIN : Institut Agama Islam Negri
- MA : Madrasah Aliyah
- PBI : Prodi Bahasa Inggris
- EFL : English as a Foreign Language
- SPSS : Statistic Product and Service Solution
- SD : Standar deviation

LIST OF APPENDICES

- Appendix 1 Research Schedule
- Appendix 2 English Syllabus
- Appendix 3 Lesson Plan
- Appendix 4 Research Instrument of Try Out, Pre Test and Post Test
- Appendix 5 key answers of Try Out, Pre Test and Post Test
- Appendix 6 The students' Name and Code of Try Out Class, Students' Name and Code of Experiment Class.
- Appendix 7 Students' Score of Try Out Class, Students' Score of Experiment Class.
- Appendix 8 The measurement of Instrument Validity, Reliability and Index Difficulty of Try Out Test
- Appendix 9 Students' product
- Appendix 10 Letters
- Appendix 11 Documentation
- Appendix 12 Curriculum Vitae

CURRICULUM VITAE



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