



THE USE OF HOT SEAT GAME TO DEVELOP ENGLISH MILITARY VOCABULARY TO F-FDTL PERSONNEL AT METINARO

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ABSTRACT

This research addressed the following questions: (a) Can the Hot Seat game be effectively adapted to develop the military vocabulary in the F-FDTL schools in Metinaro? (b) Are there any significant differences between before and after the implementation of using the hot seat to develop English military vocabulary in Metinaro? The study strategy for this Classroom Action Research aimed to test English vocabulary teaching through the Hot Seat Game with 20 personnel at the English Language Training Facility in Metinaro, using 40-item multiple choice pre- and post-tests on English military vocabulary. The results of the research indicated significant differences in the mean scores. Before implementing the Hot Seat Game, the mean score of the Pre-test was 4.3. After the implementation, the mean score of the Post-test increased to 8.5, showing improvement in students' military vocabulary. The score of the t-test result was 12.9, calculated at a significance level of 0.05 with 19 degrees of freedom, corresponding to a t-table value of 2.093. The significant differences suggest that the Hot Seat Game is an effective and innovative strategy for teaching English military vocabulary to F-FDTL students. Additionally, classroom observations indicated that teaching and learning English vocabulary through the Hot Seat Game was practical and highly interactive, scoring 83. Students appeared enthusiastic about the activity. While the Hot Seat Game posed no significant challenge, it was an enjoyable experience that encouraged students to support one another as they competed to win or lose.

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INTRODUCTION

The importance of vocabulary achievement in language learning is universally acknowledged. Effective vocabulary instruction enhances reading comprehension, writing proficiency, and communication skills. In educational backgrounds, particularly in developing regions or communities with limited resources, innovative teaching methods are the key to maximizing student engagement and learning outcomes.

This is particularly true for the F-FDTL (Falintil Forças de Defesa de Timor-Leste) in Metinaro; there is always the integration of interactive culture which happens in the joint training instruction between F-FDTL and another foreign army (Australian, New Zealand, and American, etc). This is why the English vocabulary used in military activities routinely needs to be developed through any relevant strategy. Teaching and learning strategies that can significantly impact students' vocabulary development.

Metinaro is one of the sub-districts of Dili municipality in Timor-Leste, the national headquarters of F-FDTL armies. We use two official languages (Portuguese Tetum) and the other two working languages (English and Indonesia). The official language in Timor-Leste is Portuguese, which is tough to speak and write. Tetum and Bahasa Indonesia are also widely spoken. The F-FDTL of the Timor-Leste Defense Force has a unique role in national defense and community development. As part of their commitment to improving education within their community, they seek effective methods to enhance the English language proficiency of students.

Vocabulary achievement is foundational to language learning. A strong vocabulary enables students to understand and use language more effectively, contributing to their academic success and personal growth. Vocabulary is central to language and critical to the typical language learner (Qomariyah & Nafisah, 2020). Without proper vocabulary, Without proper vocabulary, you cannot communicate or express your thoughts effectively, whether verbally or in writing. A limited vocabulary is also an aspect that discourages learners from learning a foreign language.

Some research has indicated that vocabulary knowledge is strongly correlated with reading comprehension, and students with a broader vocabulary are better equipped to challenge complex texts and engage in nuanced discussions. Consequently, educators continually explore methods to make vocabulary learning engaging and effective.

In Metinaro, English Vocabulary is most important to be acknowledged to use proper words that match the exact meaning that the EFL learners expect. Traditional vocabulary instruction often relies on rote memorization and repetitive drills, which can be less engaging for students. Such methods may not effectively address different learning styles or encourage the active use of new vocabulary. Additionally, limited resources and access to modern educational tools can hinder the implementation of innovative teaching strategies.

Therefore, the writer has found a new method to apply for teaching and learning English vocabulary through the **"The Hot Seat"** game, an interactive classroom activity designed to enhance students' vocabulary and language skills. The game involves two students sitting in the "hot seat" while other students provide clues or descriptions to help the "hot seat" students guess a particular word or phrase. This game encourages active participation, promotes critical thinking, and adopts a dynamic learning environment.

Active Engagement: The Hot Seat game requires all students to participate by giving clues or guessing words. This active involvement helps maintain high levels of interest and motivation. Students are more likely to engage with vocabulary learning when presented as fun and interactive.

Contextual Learning: The game encourages students to use vocabulary in context, which aids in more profound understanding and retention. By describing words and phrases, students practice using new vocabulary in sentences and scenarios, reinforcing their learning through practical application.

Peer Learning: Students benefit from peer interaction as they work together to provide clues and guess words. This collaborative approach allows students to learn from each other, share strategies, and receive immediate feedback.

Reinforcement of Knowledge: Repeated exposure to vocabulary through the game helps reinforce learning. As students encounter and use words multiple times in different contexts, they are more likely to remember and use them effectively.

Implementing the Hot Seat game in F-FDTL English Language Training Facility schools in Metinaro involves several considerations:

Cultural Relevance: It is important to adapt vocabulary and themes to reflect local contexts and experiences to ensure the game resonates with students. Incorporating culturally relevant words and scenarios can make the game more relatable and engaging for students.

Resource Availability: While the Hot Seat game is relatively simple and requires minimal resources, teachers should ensure they have the necessary materials, such as word cards or lists. Utilizing existing resources creatively can help overcome limitations.

Evidence supports the effectiveness of interactive games like Hot Seat in improving vocabulary acquisition. Studies have shown that game-based learning can enhance students' motivation, engagement, and maintenance of new vocabulary. For example, research conducted in various educational settings has demonstrated that students who participate in vocabulary games significantly improve their language skills compared to those who receive traditional instruction.

Integrating the Hot Seat game into vocabulary instruction for F-FDTL students in Metinaro offers a promising approach to enhancing language learning. By leveraging the interactive and engaging nature of the game, educators can create a dynamic learning environment that supports vocabulary development and encourages active participation. As F-FDTL continues to play a crucial role in community development and education, adopting innovative teaching strategies like the Hot Seat game can contribute to achieving broader educational goals and improving students' language proficiency.

By addressing the unique challenges faced in Metinaro and modifying the Hot Seat game to fit local contexts, educators can provide a valuable tool for vocabulary acquisition that aligns with the needs and interests of their students. With the proper support and resources, this approach has the potential to make a significant impact on students' language learning experiences and outcomes.

This is aimed at evaluating **the effectiveness of the Hot Seat Game** and how well it improves vocabulary acquisition and maintenance among F-FDTL students in Metinaro, comparing its impact to traditional vocabulary instruction methods. Is the Hot Seat game effectively adapted to develop military vocabulary in the F-FDTL schools in Metinaro? The hot seat was used to develop English military vocabulary in Metinaro and identify the significant differences before and after the implementation.

This chapter presents the procedures for conducting research by following them systematically. Creswell and Clark (2017) argue that the method collects and analyzes data qualitatively to understand better the classroom problems that teachers are developing. Furthermore, quantitative research provides reliable results. In this design, data will be collected through one set of pre-and post-tests of the 20 military personnel in Metinaro. In this research. The writer used Classroom Action Research with one group of 20 administered the pre-test and post-test.

Population. Gay (2006: 100) describes a population that may be virtually any size and covers almost any geographical area; it also means the entire group of interest to the researcher is rarely available. So, the population is about all the members of F-FDTL, who are concentrated in Metinaro.

Sample. Gay (2006: 99) defines sampling as the process of selecting several participants for a study so that they represent the larger group from which they were selected. A sample comprises the individuals, items, or events selected from a larger group referred to as a population.

In this study, the writer selected twenty-five personnel militaries from different ranks in Metinaru in the year 2024 as one group for pre- and post-test English Vocabulary as the study sample.

The research utilized 40 vocabulary tests as the primary instrument for data collection. To evaluate the effectiveness of Hot Seat games in teaching vocabulary, data was gathered through pre-tests and post-tests. The pre-test was administered by 20 people at the initial meeting or before the treatment began, while the post-test was given after the treatment had been completed.

To gather data, the researcher follows these steps.

Pre-test. Before running the action, the researcher conducted a pre-test using a vocabulary assessment to determine the students' vocabulary proficiency before the intervention began.

Treatments. Following the pre-test, the researcher taught the students throughout eight sessions, using hot seat games for vocabulary instruction during each meeting.

The process of teaching vocabulary through hot seat games is outlined as follows. The researcher described the model incorporating the hot seat game into the learning process. Subsequently, the researcher organized the class into groups as required. Next, the researcher arranged seats in front of the classroom, facing the students (with their backs to the blackboard), according to the number of groups. The researcher invited one of the groups to come forward and sit in the hot seat. The researcher wrote a word on the board, and the student sitting in the hot seat could not see it. The researcher asked the other group members to provide instructions in English to their friend sitting in the hot seat about the word on the board. The group that guessed the word first will earn points. The researcher asked each student to take turns sitting in the hot seat, with a new question posed each time—the group with the highest number of points is declared the winner.

Post-test. After the treatment, a post-test assesses the students' vocabulary achievement. This test evaluates the effectiveness of the treatment and determines whether hot seat games are effective for teaching vocabulary. The post-test is identical to the pre-test. Furthermore, the data is collected through Kemmis, S. (2011) has developed a cyclical nature of the typical Classroom Action Research process, which involves the following steps: *plan, action, observation, and Reaction*.

PLAN. The activities that have been planned are. Prepared the pre-test and post-test test items, material teaching, and designed the lesson plan. The writer designed the lesson plan, elaborated on the pre-test of English vocabulary to administer the test integrated with the teaching material, and the list of students' names and prepared teaching material (*color, pen, board, and markers*) through the Hot seat and prepared the classroom observation sheet. Prepared a test (to know how far student's knowledge of vocabulary).

ACTION. The activities which are conducted here are. The researcher administered the pre-test. Taught English vocabulary through hot seat games to motivate the students to learn English vocabulary. The researcher gave a short explanation and guided the students to learn based on the lesson plan. The researcher gave opportunities to the students to ask some difficulties or problems. The researcher asked the students orally to be answered to check the students understanding. The teacher administered post-testing at the last meeting.

OBSERVATION. Observation was one of the instruments used to collect data as direct observation in scientific study. This step of action research could be systematically used to observe and note all of the phenomena through investigation, like the students' feelings, perceptions, thinking, performance of teaching, and learning process about simple present tense through cooperative learning as a strategy that can be observed through the observation sheet. The researcher observed all the activities in the teaching and learning process and created a conducive atmosphere in the classroom observation to collaborate to explore teaching possibilities. It is proposed to create the students, motivation to learn. In Classroom Action Research, the researcher, as the English teacher, observed every action of the teaching and learning process sheets as follows.

The researcher used an observation sheet to analyze the students' condition when the class ran. The researcher observed the class with the local English teacher and collected the data in the following table.

Activities	Observation				
	Excellent	Very	Good	Average	Low

		good			
Pre-test	5	4	3	2	1
1. Opening/greetings					
2. Asking condition (how are you?)					
3. Attendance					
4. Introduction of teaching material					
5. Motivation					
6. Explanation					
7. Vocabulary					
8. Hot seat					
9. Exercise					
10. Checking students understanding/concluding					
Total					
Process of Teaching					
1. Teacher prepares the teaching material					
2. Students self-introduction					
3. Questions and answer					
4. Students be attention of teacher's explanation					
5. Students are brave to imitate					
6. Students have to be active in class					
7. Students may enjoy and feel comfortable with this lesson.					
8. Exercises					
9. Checking students understanding					
10. Post -test					
Σ					
Σ					

Table 3.4.2: presents the Classroom Observation Sheet

REFLECTION. Reflection was an activity in expressing experience, which the teacher does as the self-evaluation. The teacher evaluated based on the observation to find the

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weaknesses of the activities carried out through Hot Seat as a strategy in teaching English Vocabulary. Therefore, it could be determined how effective using hot seats is as a teaching technique for English vocabulary. The writer analyzed the pre-test and post-test mean scores to be compared.

Data is analyzed through tests and non-tests using quantitative analysis and the specified formulas.

Non-test. The writer observed the teaching and learning processes in class, as shown in Table 3.4.2, Classroom Observation Sheet above.

Test. The writer administered the *pre-test* and *post-test* of English Vocabulary, which were presented in the form of tabulation, and compared the significant differences before and after the implementation of teaching English vocabulary through the hot seat. Therefore, the mean score of the pre-and post-test was calculated and analyzed using the *t-test*. Mean is the average from the division between sums of students' scoring with a Total number of respondents. The research applied the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

X = score

N = number of students

$\sum$ = sum or add

1. The formula of T-test dependent means are;

$$\text{T-test} = \frac{\sum D}{\sqrt{\frac{n(\sum D^2) - (\sum D)^2}{n-1}}}$$

Suharimi, A. (1987) presents the basis of education evaluation as getting the average score. She compares the percentage with the criteria adopted to measure the classroom observation sheet in the table below:

No	Range	Level
01	96-100	Excellent
02	95-86	Very good
03	85-76	Good
04	75-66	Fair good
05	65-56	Average
06	55-46	Sufficient
07	45-36	Below average
08	35-26	Poor
09	25-16	Bad
10	15-00	Very bad

Table 3.4.3: standard measurement usually uses in the local school as follow

RESULT AND DISCUSSIONS

Analysis of Needs for the Development of Story Text-Based Teaching Materials

The researcher conducted 40 multiple choice pre- and post-test English Vocabulary for 20 Personnel F-FDTL at ELTF Metinaro. The significant differences between before and after the implementation of teaching English vocabulary through Hot Seat are seen in the following data analysis.

The result of the pre-test English vocabulary assessment was administered before the hot seat game method was used to teach English military terminology to 20 F-FDTL personnel from several units or components. This approach helped identify students' strengths and weaknesses in the English military course at the English Language Training Facility (ELTF) in Metinaro.

Calculating the mean scores of pre-tests

The average score of the pre-test is 4.3, calculated by dividing the total score by the number of respondents.

This mean pre-test score indicates that students' understanding of English military vocabulary was 4.3. According to the English Language Training Facility (ELTF), the average score required to advance to the next level is 6 or higher. The current pre-test result of 4.3 is significantly below the passing grade.

Afterward, the researcher engaged in Classroom Action Research using the Hot Seat game method to teach English military vocabulary, guided by the lesson plan and observation sheet. Next, the researcher conducted a post-test of 40 vocabulary items for 20 English Language Training Facility (ELTF) participants.

The differences in mean scores from the pre-test and Post-test are compared. These differences assess the significance of teaching English military vocabulary using the Hot Seat Game. To analyze this, the writer utilized the t-test following formula;

Calculated with t-test;

Calculated with t-test;

$$\text{T-Test} = \frac{\sum D^2}{\frac{N(\sum D^2) - (\sum D)^2}{N-1}}$$

$$\begin{aligned} \text{T-test} &= \frac{85}{\sqrt{\frac{20(383^2) - (83)^2}{20-1}}} \\ \text{T-test} &= \frac{83}{6.4} \\ \text{T-test} &= 12.9 \end{aligned}$$

The level of ($\alpha = 0, 05$) and D f = N-1=20-1=19

Based on the significance level ($\alpha = 0.05$), the degree of freedom is 19, which is indicated in the t-table as 2.093. Therefore, it is decided that the score of the t-test was $19.6 \geq$ the value of the t-table is 2093.

As the result of the comparison of score t-test was greater than the value of the t-table above, it can be interpreted that English teachers at English Language Training Facilities (ELTF) implement the Hot Seat Game method to teach English military vocabulary, which had a very significant influence.

The researcher used an observation sheet to analyze the condition when the class ran. Based on the classroom observation sheet, the teaching and learning English Vocabulary using a hot seat was 83, which is classified as the standard of measurement as GOOD LEVEL.

Based on the data presented in the tables above, the writer aims to provide a more detailed overview of all the information in the tables and explain the purpose of each section.

The mean scores from the pre-test were conducted with students from various units at the English Language Training Facility (ELTF) before implementing the Hot Seat Game method for teaching English military vocabulary. In the pre-test, the researcher provided 40 multiple-choice vocabulary items to the ELTF students, resulting in an average score of 4.3.

According to the standard measurements of the English Language Training Facility (ELTF), the mean score of the pre-test is 4.3. This indicates that the average score is very low and a failure, as it does not meet the passing grade. Following the established lesson plan, the researcher utilized the Hot Seat Game to enhance students' understanding of military terminology in English. After implementing this method for vocabulary instruction, a post-test consisting of 40 multiple-choice vocabulary tests was administered to assess their progress, as detailed in the table in the discussion.

The average mean score of the post-test conducted at the English Language Training Facility (ELTF) using the Hot Seat Game method, 8.5, indicated a significant improvement, reflecting a strong performance. According to the ELTF's grading standards, this mean score of 8.5 meets the required passing criteria. Therefore, there is no need for additional teaching or testing in the next cycle of classroom action research.

The results of both tests indicate that the post-test mean score of 8.5 is significantly higher than the pre-test mean score of 4.3. This suggests that employing the Hot Seat Game as a vocabulary teaching strategy is highly beneficial for English teachers and students in their learning process at the English Language Training Facility (ELTF) in Metinaro, Dili, Timor-Leste.

The differences between the mean scores of the Pre-test and Post-test were analyzed using the t-test formula. The t-test result is 12.9, calculated at a significance level of 0.05 with 19 degrees of freedom, which corresponds to a t-table value of 2.093. Therefore, since the t-test score of 12.9 is greater than the t-table value of 2.093, there is a significant difference between the scores.

The result of the classroom observation sheet, the teaching and learning English Vocabulary using hot seat was 83, which is classified as the GOOD LEVEL.

CONCLUSIONS

The result of the data presented and discussed, the writer concludes to answer the statement of the problems as follows.

1. Hot Seat Game can be considered an innovative strategy for teaching English military vocabulary during the learning process in the classroom. It has been very effectively adapted to develop military vocabulary in the F-FDTL schools in Metinaro.
2. The results showed significant differences between the mean scores, with the Pre-test at 4.3 and the Post-test at 8.5. The difference in mean scores, calculated using the t-test formula, is 12.9, which exceeds the t-table value of 2.093. Therefore, the Hot Seat Game is an effective and innovative strategy for teaching English military vocabulary at the English Language Training Facility (ELTF),

significantly enhancing students' knowledge.

3. The mean scores of the Pre-test and Post-test were analyzed at a significance level of 0.05, with 19 degrees of freedom. The t-test result was 12.9, higher than the t-table value of 2.093, indicating significant differences between the Pre-test and Post-test scores.

Based on the conclusion above, the writer would like to suggest.

1. The Hot Seat Game can be developed in more detail by modulating instructor implementation to reinforce vocabulary retention and encourage active student participation.
2. Use the Hot Seat Game to cover various vocabulary topics, including military terms, everyday language, and specialized vocabulary relevant to the student's interests and needs.
3. Foster a collaborative classroom environment by allowing students to work in teams during the Hot Seat Game, promoting peer interaction and support in learning new vocabulary.
4. Ensure that students understand the rules and objectives of the game by providing clear instructions and examples, which can help reduce anxiety and improve engagement.
5. Assess student performance regularly and gather feedback on their experiences with the Hot Seat Game to refine and improve the activity, ensuring it remains effective and enjoyable for all learners.

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