

**USING WORD CLAP GAME TO TEACH VOCABULARY (AN
EXPERIMENTAL RESEARCH ON THE THIRD GRADE STUDENTS OF
SDIT DARUSSALAM PALOPO)**



A THESIS

*Submitted to the English Language of S1 Tarbiyah Department of State Islamic
of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English
Education*

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Reg. Num: 15.02.02.0067**

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2019**

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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2019**

THESIS APPROVAL

This thesis, entitled "Using Word Clap Game to Teach Vocabulary (An Experimental Research on the Third Grade Students of SDIT Darussalam Palopo " written by Nuridaya Lahming, Reg. Number 15.02.02.0067, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Thursday, September 12th 2019 M, coincided with Muharram 13th 1441 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching

Palopo, September 12th, 2019 M
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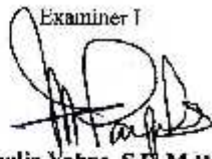
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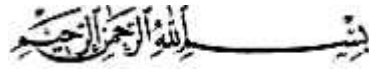
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Palopo, 03rd Agustus 2018

Nuridaya Lahming

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ABSTRACT

Nuridaya Lahming, 2019, *Using Word Clap Game to Teach Vocabulary (An Experimental Research on the Third Grade Students of SDIT Darussalam Palopo*. Thesis English Education Study Program. Consultant (1). Dr. Hilal Mahmud, M.M (2). Andi Tenrisanna Syam, S.Pd.,M.Pd

Keywords: Word Clap Game, Teaching Vocabulary.

This research is focus on using word clap game to teach vocabulary at the third grade of SDIT Darussalam Palopo. The objective of this research is to find out whether word clap game improve the students' vocabulary at the third grade students of SDIT Darussalam Palopo.

In this research, the researcher applied pre-experimental method. The population was the third grade of SDIT Darussalam Palopo. The sample of this reseach was one class consisted of 30 students. In collecting the data, the reseacher used written test, it was did divided into pre-test and post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS program version 20.

The result of this research shows that the students mean score in the pretest is lower than the mean score in the posttest ($64.07 < 93.73$). The researcher finds that the p Value is 0.00 and the alpha is 0.05, therefore $p < (0.00 < 0.05)$. The researcher conclude that null hypothesis (H_0) is reject and alternative was hypothesis (H_1) is accept. It means that word clap game can improve the students' vocabulary.

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of the important aspects in teaching English and patient in finding, choosing and simplifying the materials which make the students mastery the vocabulary. Vocabulary is the words that used in spoken and written language. In another word, every word that is used by someone in speaking and writing can be called as vocabulary. Manic and Christiana (2016) write that vocabulary is the basic element of learning English¹.

Teaching vocabulary is clearly more than just presenting a new word. In teaching vocabulary, the teachers are hoped to have some technique in order to make students familiar with the vocabulary so that they understand new word easily. The techniques functions not only to help the students grasp the meaning of new words quite easily, but also to vary the teaching activity in order to avoid the boredom on the part of students.

Teaching a new word for the beginner is not easy. Especially for the third grade students of SDIT Darussalam Palopo. The researcher started observation on Friday and Saturday, on 07th-08th September 2018. Based on the interview result with the teacher, the teacher said that the students on the third grade are still less in English. Especially, making a sentence and speaking because they are lack of vocabulary. Based on the statement above, it made the students difficult master

¹Sondang Malik, May Christiani, *Teaching Vocabulary Using Matching Word on ComputerAssisted, Language Learning*(International Journal of English Language Teaching 2016), p.4.

English well, especially vocabulary, so the student's vocabulary mastery is unsatisfied yet. Therefore, their limited vocabulary mastery made them difficult to understand English clearly. This condition causes them difficult to understand some words in a context and they do not have enough yet words to say what they want to say.

Most of the students viewed English as a difficult subject. Therefore, they are lack of interest in learning English as well. Then, the students need fun activities in order to access the vocabulary quickly.

Based on the cases described above, the researcher intended using Word Clap Game to improve students vocabulary on the third grade of SDIT Darussalam palopo. With Word Clap Game, the students can learned vocabulary easier and they can gain their motivation in learning English, because the students practice directly using the vocabulary of the target language in real context. Besides, that word Clap Game also helped the students to improve their vocabulary mastery and try to remember the vocabularies as soon as possible by clapping their hands.

Ayuningtyas in her thesis state that Word Clap Game is one of techniques in teaching vocabulary because this technique will be easier for the students to figure out the meaning of the target word, and to memorize it. It is also fun so that the students will find that learning language is enjoyable².

²Nuriana. Ayuningtyas.(2016). *Improving Students' Vocabulary Mastery Through Word Clap Game (A Classroom Action Research at the Eighth Grade Students of SMPN 1 Purwasari)*, p.4.

Based on the reasons stated above, the researcher takes a title “*Using Word Clap Game to teach vocabulary on the Third Grade Students of SDIT Darussalam Palopo*”. The researcher hopes that the game can improve student’s vocabularies and gives meaningfulness for learners of any kinds of classroom events.

B. Problem Statement

The problems faced by the students in learning English are; 1) The students are still less in English specially, making a sentence and speaking, 2) The students need fun activities in order to access the vocabulary quickly. Then, related to problem statment above, the researcher formulates the research question as follows: “Does Word Clap Game improve the students’ vocabulary of the third grade students at SDIT Darussalam Palopo ?”

C. Objective of the Research

Based on the formulation of the problem above, the objective of the study is to find out whether Word Clap Game improve the students’ vocabulary of the third grade students at SDIT Daarussalam Palopo.

D. Significances of the Research

Theoretically, this research is to support the theory about Word Clap Game which is said that it can improve students’ vocabulary. This research serves three practical significances in teaching and learning vocabulary. The first is useful for the students. The researcher, practically expects that all of the students will be able to have more knowledge about vocabulary. The second is this research expected to help the teacher guiding the students in improving their

vocabulary. In addition, the teacher can use Word Clap Game to teach vocabulary so the learning process can be more guided and fun. The last is this research will be useful for the further researcher.

E. Scope of the Research

This research is under English language teaching discipline. By content, this research focused on nouns and adjectives. By activity, this research applied Word Clap Game to teach vocabulary. The vocabularies which targeted could be mastered by the students were 50 words: 40 nouns and 10 adjectives. Based on the interview result with the teacher, the English teacher gives suggestions to the researcher to teach fifty vocabularies.

F. Definition of Term

Some terms are crucial to this study need to be clarified in advance. This section provides brief explanations and discussion of some of these :

Vocabulary

Vocabulary is a collection of words that people can use to communicate in a language.

Word Clap Game

Word Clap Game is one of the game that teacher can use to improve students vocabulary and this game can play in some group.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

1. Setyaningsih on her thesis under the title *The use of Word Clap Game to improve students' vocabulary mastery at the eighth grade students of SMPN 3 Ungaran*³. The objectives of this study are to find out whether "Word Clap Game" can be used as strategy in teaching vocabulary at the eighth grade students of SMP N 3 Ungaran and to find out whether the use of "Word Clap Game" can improve the students' vocabulary achievement in learning vocabulary. An action research was conducted in this study.

There were two cycles in this study. Each cycle was carried out through four steps. They were planning, acting, observing, and reflecting. The subjects of this study were 33 eighth grade students of SMP N 3 Ungaran in the academic year 2014/2015. The writer got the data from observation, test and questionnaire. The writer as a teacher tried to apply word clap game to improve students vocabulary mastery of students. According to the analyses, the pre-test mean is 64,4, while the post-test mean is 77,1. Based on the results, it can be concluded that Word Clap game can be used as a strategy to improve the students' vocabulary mastery. Moreover, the students' opinion about the game also indicates that it helps the students in learning vocabulary.

³Febriana Eka Setyaningsih. *The Use Word Clap Game To Improve Students' Vocabulary Mastery (A Classroom Action Research at the Eighth Grade Students of SMP N 3 Ungaran in the Academic year of 2014/2015)*.

There are differences and similarities between this research and the research above. The differences between this research and the research above are the subject of this research and research method. The subject of this research is the third grade students of SDIT Darussalam Palopo. While the subject of the research above is the seventh grade of eighth grade students of SMP N 3 Ungaran. Besides that, the research used different types of research. This research uses an experimental design. Setyaningsih used type classroom action research (CAR) design. The similarity between this research and the research above is both of them use Word Clap Game and teaching vocabulary.

2. Nashihah on her thesis under the title *The use of Word Clap Game and Realia to improve students' speaking skill at the eighth grade students of SMPN 3 Salatiga*⁴. The objectives of this research are to improve students' speaking mastery using word clap game and realia. The methodology of the research was classroom action research which consist of two cycle. The number of the students in this research was 26 students. In completing the research, the researcher used observation sheet, interview and documentation.

By conducting classroom action research, it was found that the implementation of the use word clap game and realia improved students' speaking mastery. The result of this research showed that the findings in cycle II was higher than the KKM (*Minimum Mastery Criteria*) of SMP N 3 Salatiga on score 70 in the academic year of 2017/2018. The mean of score of post-test in cycle II was 75.84. Based on the result of this research, it could be concluded that the implementation

⁴Indy Lutfiatun Nashihah. *The Use of Word Clap Game and Realia To Improve Students' Speaking Skill (A Classroom Action Research at the Eighth Grade Students of SMPN 3 Salatiga in the Academic Year of 2017/2018)*.

of word clap game and realia improved student's speaking mastery of the eighth grade students of SMP N 3 Salatiga in the academic year of 2017/2018.

There are differences and similarity between this research and the research above. The difference between this research and the research above is the subject of this research is different from the qresearch above. The subject of this research is the third grade students of SDIT Darussalam Palopo. While the subject of the research above is the seventh grade of eighth grade students of SMPN 3 Salatiga. Besides that, the research is different types of research. This research applies an experimental design. While Nashihah used classroom action research (CAR) design. The research used the game to improve students speaking skill, while this research uses the game to teach vocabulary. The similarity between this research and the research above is both of the research use Word Clap Game.

3. Ayuningtyas on her thesis under the title Improving students' vocabulary mastery through Word Clap Game at the eighth grade students of SMPN 1 Purwasari⁵. The objective of this study was to see the empirical evidence about the improvement of the students' vocabulary mastery through word clap game at the eighth grade students of SMPN 1 Purwasari. The subject in this study was 8F students of SMPN 1 Purwasari. The research method is classroom action research that follows the design of Kurt Lewin developed by the researcher. Techniques of data collection were interviews, observation, and test (pre-test and post-test).

⁵Nurina Ayuningtyas. (2016). *Improving Students' Vocabulary Mastery through Word Clap Game (A classroom Action Research at the Eighth Grade Studentsof SMPN 1 Purwasari)*.

The result of this study was the implementation of learning English vocabulary through word clap game has increased. The result showed in the pre-test there were only three students passed the KKM in which 52.7 as the mean score, then the post-test 1 there were 16 students passed the KKM with 66.7 as the mean score. Finally, the post-test 2 showed significant improvement where 33 students passed the KKM with 75 as the mean score. It means that 84.6% of the students can reach scores more than seventy (70) and has achieved the minimum mastery criterion (KKM). Based on the result above, it can be concluded that using word clap game at the eighth grade students of SMPN 1 Purwasari can improve students' vocabulary mastery.

There are differences and similarities between the research above and this research. The subject of this research is the third grade of SDIT Darussalam Palopo. While Ayuningtyas' sample was the eighth grade of SMPN 1 Purwasari. The types of the research above was classroom action research (CAR), but the type of this research is an experimental design. The similarities between this research and the research above is both of them use Word Clap Game and teach vocabulary.

B. Some Pertinent Ideas

1. Definition of Vocabulary

Vocabulary is all the words that a person knows or uses. Vocabulary is also all the words in a language and list of words with their meanings⁶. Hiebert

⁶Victoria. Bull, *Oxford Learner's Pocket Dictionary*, (Fourth edition, 2008), p.495.

and Kamil state that vocabulary is the knowledge of meanings of words⁷. As mentioned by Linse, in language teaching, a major resource between the development of words, the meaning and the links will be covered under vocabulary⁸. In addition, Richards and Renandya stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, and write⁹. Linse, mentioned that vocabulary is the collection of words that an individual knows¹⁰. Nunan states that vocabulary should be integrated into teaching the four skills. Listening speaking, reading and writing¹¹. Suyanto state that vocabulary is the words are owned by language and they give a meaning if we use that language¹². Bahleuwi state that Vocabulary is also one of the components of language which supports the speaker in communication. In other words, vocabulary is a very important component in mastering English language skills in addition to speaking, reading, writing and

⁷Elfreda H. Hiebert and Michael L. Kamil, (2005), *Teaching And Learning Vocabulary: Bringing Research To Practice*, USA: Lawrence Elbaum Associates, Inc., p.3

⁸Caroline .T. Linse, *Practical English Language Teaching Your Learner*, (McGraw-Hil,2007), p.94.

⁷Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching, An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 225.

⁸Linse, Op.Cit. p, 121.

⁹David Nunan , *Practical English Language Teaching*, (New York:cambridge university press , 1991) ,p.122

¹⁰Suyanto, *English for Young Learners*, (Jakarta: PT. Bumi Aksara, 2010), p.43.

listening¹³. Read argued that word is not an easy concept to define, either in theoretical term or for various applied purposes. He implied that there are some basic points that have to be spelt out in defining word particularly in vocabulary assessment¹⁴.

Based on the references above, the researcher try to make conclusion from the definition that vocabulary is one aspect of language which is very important to learn by everyone who wants to study foreign language especially English. It is imposible to talk when we lack of vocabulary, by knowing the vocabulary everyone can communicate with others, and easy to find the information in other language.

2. Vocabulary Mastery

Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word 'master', which means to become skilled or proficient in the use of, to gain complete knowledge through understanding. Vocabulary mastery is competence to know words and meaning. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know a word are¹⁵:

1. the meaning of the word
2. the written form of the word
3. the spoken form of the word

¹³Ajie Bahleuwi, *Instant Vocabulary* (Cet; 4: Pare: Kaysa Media, 2009), p.5.

¹⁴Read, J. *Assessing Vocabulary. Second Edition. United Kingdom: Cambridge University Press, 2000.*

¹⁵Norbert Schmitt. *Vocabulary in Language Teaching, New York: Cambridge University Press. p. 5. 2000.*

4. the grammatical behaviour of the word
5. the collocations of the word
6. the register of the word
7. the associations of the word
8. the frequency of the word

Vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels. In learning four language skills, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills¹⁶.

3. The Problem of Vocabulary

There are several strong reason for which the vocabulary components of language course needs to be carefully planned. Firstly because different vocabulary gives greatly different return for learning, it is important to make sure that learner have a good control of high frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching course make vocabulary learning more difficult that it should be as a result of the way

¹⁶Anita Yuliana Siregar. *Improving Students' Vocabulary Mastery Through Crossword Puzzle, North Sumatera: English Department of Education State Institute for Islamic Studies, p. 11. 2013*

vocabulary in the course is sequenced. Grouping, opposites, synonyms, and items in a lexical set together courses. Interference that result in confusion for the learners it is simple matter to avoid this problem. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities¹⁷.

Many problems faced when Indonesian students learn a target language such as English in vocabulary is they cannot understand what the connection between the new vocabulary they have learned with the function of the vocabulary word, then they can not apply their new vocabulary in their mind for communication.

Term used to classify word based on their functional categories are called part of speech. The classification of the words of a language in this way is dependent on their function in communication. Noun can occur in certain places in sentence and serve certain function. Verb, adjective, and adverb also occur in certain laces in sentences and serve special function. In English, the functional categories include pronouns and interjections¹⁸.

4. Types of Vocabulary

Read states that there are two types of vocabulary, they are active and passive vocabulary. While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing. Thus two main groups of person's vocabulary are active and passive vocabulary. Active vocabulary (productive) is used in

¹⁷Paul Nation. *New Ways in Teaching Vocabulary, Alexandria: TESOL, p. 20. 1995*

¹⁸Hall J. Eugene. *Grammar for Use, Jakarta: Bina Rupa Aksara, P. 8. 1993*

speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written sentence. On the other hand, passive vocabulary(receptive) is known but not used by a person. People understand it when it is heard or read¹⁹.

According to Hiebert and Kamil, vocabulary is divided into three. There are oral vocabulary, print vocabulary, and productive vocabulary. Oral vocabulary means the set of words for which we know the meaning when we speak or read only. Print vocabulary, it consists of those words for which the meaning is known when we write or read only. Then productive vocabulary is the set of words that individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently²⁰.

Haycraft divided vocabulary into two, active and passive vocabulary. Active vocabulary is the words that the students understand, can pronounce correctly and use constructively in speaking and writing. On the other hand, passive vocabulary is the words that the students recognize and understand when they occur in a context, but of which they cannot produce correctly themselves²¹.

Nation mentions two types of vocabulary. They are receptive and productive vocabulary.²²

Receptive vocabulary; knowing a word involves being able to recognize it when it is heard (what is the sound like?) or when it is seen (what does it look

¹⁹John Read. (2000). *Assessing Vocabulary*, Cambridge UK: Cambridge University Press, p. 154.

²⁰Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary; Bringing Research to Practice*, (London: Lawrence Erlbaum Associates, 2005), p. 3.

²¹Haycraft, J. *An Introduction to English Language Teaching. England: Longman. 1997.*

²²I.S.P. Nation, *Teaching and Learning Language*, (New Burry House 1990), 29.

like?) and having an expectation of what grammatical pattern the word will occur. This includes being able to distinguish it from word with a similar form and being able to judge if the word sounds right or looks right.

Productive vocabulary knowing a word involves being able to pronounce the word, to write and to spell it, to use it in grammatical pattern along with the word in usually collocates with it. It also involves not using the word too often if it is typically a low frequency word and using it in the suitable situation, using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there are any.

Harmer gives another term for types of vocabulary, namely active and passive vocabulary.²³ Active vocabulary refers to items the learners can use appropriately in speaking or writing and it is also called as productive vocabulary although, in fact, it is more difficult to put into practice. It means that to use productive vocabulary, the learners are supposed to know how to pronounce it well. They must know and be able to use grammar of the language target. They are also hoped to be familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skills. Passive vocabulary refers to a language items that can be recognized and understood in the context of reading or listening and also called as receptive.

5. The Importance of Vocabulary

Rivers in Nunan also states that the acquisition of an adequate vocabulary is essential for successful language use. It is because without an

²³Jeremy Harmer, *The Practice of English Language Teaching* (UK: Ashford Colour Press Ltd, 2007), p.159.

extensive vocabulary, we cannot use structures and functions of which we may have learned for comprehensible communication. It forms an opinion that the development of a rich vocabulary is an important element in learning a second language especially English²⁴.

Wilkins in Alqahtani states that there is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say. While without grammar very little can be conveyed, without vocabulary cannot be conveyed²⁵.

6. Vocabulary in Language Teaching and Learning

Vocabulary is very important for second language learners; only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus they should have a good idea of how to expand their vocabulary so that they can improve their interest in learning the language. Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. Hunt and Beglar in Cahyono (2011) states that there are three approaches to vocabulary teaching and learning as follows.²⁶

- 1) Incidental learning vocabulary as a product of doing other language activities, such as reading and writing.

²⁴David, Nunan. *Language Teaching Methodology Text Book for Teacher*. Prentice Hall: New York. 1991, p.117.

²⁵Mofareh. Alqahtani, The Importance of Vocabulary in Learning and How To Be Taught. (*international journal of teaching and education*, 2015), p.22.

²⁶Cahyono, B. Y & Utami Widiati. *The Teaching of English as A Foreign Language in Indonesia*. Malang: State University of Malang Press. 2011.

- 2) Explicit instruction refers to the intentional learning of vocabulary through instruction, which is essential for beginning students whose lack of vocabulary limits their reading ability.
- 3) Independent strategy development concerns with equipping the learners with strategies for vocabulary learning.

Allen in Minallah (2010) classifies the technique in teaching vocabulary for beginner classes as follows.²⁷

- 1) Let the students look at several words that are introduced in the first year text book, words representing nouns, verbs, adjective, and other kinds of words.
- 2) Showing some pictures, especially the pictures the students draw.
- 3) Showing the real object.
- 4) Definition in simple English, using vocabulary that the students knew already.

Hatch and Brown in Azar (2012) states there are essential steps of learning vocabulary:²⁸ (1) having source for encountering new words, (2) getting a clear image for the form of new words, (3) learning the meaning of new words, (4) taking a strong memory connection between the form and the meaning of the words., and (5) using the words.

²⁷Allen, Virginia French. *Teaching Techniques in English as a Second Language: Techniques in Teaching Vocabulary*. China: Oxford American English, 1983.

²⁸Azar, A. S. *The Effect of Games on EFL Learners' Vocabulary Learning Strategies*. *International Journal of Basic and Applied Science*. 01(02)252- 256. Retrieved from <http://www.insikapub.com/Vol-01/No-02/11IJBAS%281%29%282%29.pdf>. 2012.

Besides, Wallace in Ismayanti (2010) states that the main principles of teaching and learning vocabulary are as follows.²⁹

1) Aims

Whatever a program or an activity is accounted, it always goes with a distinct aim. In teaching vocabulary, we have to be clear about our aims, how many of vocabulary listed we expect learners to be able to do, if it is not clear at this point, it will be difficult assess how successful the vocabulary learning has been attained.

2) Quantity

Having decided on what involved in vocabulary learning, we may then decide on the quantity of vocabulary to be taught, the number of new words that our students can learn. If we expect the words that will be taught become part of students' active vocabulary, then put the number of words as low as round five until seven new words. Clearly, the actual number will depend on a number of factors varying from class to class and learner to learner. When there are too many words, the students may become confused discourage and frustrated.

3) Need

In most cases, the choice of vocabulary taught to the students, the teacher uses course books is syllabuses. In any case, the teacher in choosing the vocabulary that is going to be taught will relate to the aim of course and the objectives of individual lesson. It is also possible for the teachers, in a senss, to

²⁹Ismayanti. "Using Koosh Ball to Improve The English Vocabulary of The Second Year Students of MTs Syekh Yusuf Sungguminasa Gowa". Thesis. Makassar: Tarbiyah and Teaching Science Faculty UIN Alauddin.2010

put the responsibility of choosing vocabulary to be taught to the students. In other words,

the students are put in the situation where they have to communicate the words they need, as they need them, using the words as the information.

4) Frequent exposure and repetition

In teaching and learning vocabulary, there has to be a certain amount of repetition until there is evidence that the students have learnt the target words, the simple way of checking that the learning has been done is by seeing whether the students can recognize the target words and identify the meaning. If the words have to be part of the students productive vocabulary, they must be given an opportunity to use them, as often as necessary from them to recall the words at all, with the correct spelling and pronunciation and identify their meaning.

5) Meaningful presentation

In presenting the vocabulary lesson, the students must have a clear and specific understanding of what word denotes or refers to. This requires that the words presented in such a way their denotation and references are perfect and unambiguous.

6) Situational presentation

The words presented are appropriate to the students situation with a favorable condition, enough time consuming and convenient method, the students will automatically succeed in learning vocabulary.

7) Presenting context

Words very seldom occur in isolation, so it is important for students to know the usual collocation that words occur in. So, from the very beginning the words must appear in its natural environment as it were among the words naturally collocates with. Collocations are words which are commonly associated.

8) Learning vocabulary in the mother tongue and in the target language

There are five steps to learn or to achieve vocabulary in the mother tongue and the target language as follows: (a) there is a felt need, (b) the mother tongue learning learner mostly controls his own rate of learning, (c) the mother tongue is exposed to an enormous quantity of his own language and has tremendous scope for repetition of what he learns, (d) the language is nearly always encountered in appropriate context, and (e) since the words are learned as they arise out of a felt need in particular situation they usually have a clear denotation.

9) Inference procedures in vocabulary learning

Inference is also one of strategies in learning vocabulary in which the learners are a head on a practice by using a definite knowledge to have a clear understanding of the words they learnt. The students infer the meaning of the words by listening or reading then used in certain context and certain situation.

7. Techniques in increasing vocabulary

Learning vocabulary is not simple matter. Everyone has a special technique. In learning English vocabulary, the students have to memorize them well and use them in a real communication, at least in the classroom.

Harmer provided some strategies in teaching vocabulary. They are realia, pictures, mime, action and gestures, contrast, enumerations, explanation, and translation.

a) Realia

Teaching vocabulary through this strategy, the teacher brings the real things (objects) used in the classroom and introduces them to the students such as pen, pencil, ruler, book, etc. According to Retno (2008), the ways to increase their vocabulary using realia are by providing the real object as a media in teaching vocabulary and providing pictures which are related to the objects. The advantages of using realia in teaching vocabulary for the students are: increasing the student's memory about the vocabulary given, increasing the understanding of the students and decreasing the monotonous teaching learning process especially in teaching vocabulary.

b) Pictures

Teaching vocabulary using pictures familiarly focuses on the objects of things which cannot be taken into the classroom, such as car, plane, train, house, etc. Types of pictures can be in broad drawing, wall pictures and charts, flash cards, magazine pictures, etc.

c) Mime, action and gestures

It is impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Action, in particular, is probably best explained by mime.

d) Contrast

Teaching vocabulary by contrast is closed relevant to show the antonyms. The teacher, in this case, shows the students word and asks to find out the contrast of the word. For example, the meaning empty by contrasting it with full, cold by contrasting it with hot, etc.

e) Enumeration

Teaching vocabulary through enumeration, the teacher introduces word by enumeration them with their general meaning, for instance animals, the teacher introduces this word and asks the students to find out some specific words relate to animals such as cat, dog, lion, snake, etc.

f) Explanation

The teacher introduces words by explaining or describing the object and tasks then the students guess what the object is.

g) Translation

Teaching vocabulary by using translation, the teacher asks the students to translate the given words into their mother tongue. This strategy is very useful for the beginner learners.

For much of this century, the principal focus of English language teaching has been on the grammar of the language. Vocabulary was often given little priority in second or foreign language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. As Rivers argued that the acquisition of an adequate vocabulary is essential for successful second language use because, without extensive vocabulary, we will be unable to use the structures and functions we may have

learned for comprehensible communication.³⁰ In addition, Krakawian claims that in communication oriented teaching the most pressing concern for the learners is the need to master an adequate foreign language vocabulary. Therefore, the development of a rich vocabulary is an important element in the acquisition of a second or foreign language. It means the more one's vocabulary develops, the easier it is to add new words.

In communication, vocabulary is often more important than grammar. However, most of the students neglect to learn it. They are directly frustrating when they discover they cannot communicate effectively because they do not know many of the words they need. Where as working with words can be enjoyable and satisfying for the students although it is quite challenging because words are more complex than they appear to be on the surface. It is virtually infinite³¹.

Students acquire their first language as they encounter and need them in life. Learning is consolidated by frequent and even daily use of the words in real communication. However, in the classroom they have to make a special effort to memorize words that they seldom use in communication. It may sometimes seem to them that they need the words only for test. For this reason, teachers need to consider carefully what vocabulary to introduce in each lesson, and also how to reactivate previously introduced vocabulary. This selection of vocabulary should

³⁰David Nunan, *Language Teaching Methodology* (London: Longman, 2000), p.117.

³¹Paul Davies with Eric Pearse, *Success in English Teaching* (New York: Oxford University Press, 2000), 59.

take the students' interests and needs into account as well as the general topic of the lesson³².

C. The Definition of Noun and Adjective

1. Definition of Noun

According to Junaid, Santaria and Damayanti (2013), noun is words that function to name. This type of word can be used to indicate the name of a person, animal, plant, day, place, name of an object or things that are named and so on³³. For example : Table, chair, marker, pen, eraser, bag, ruler, window and so on.

According to Richards (2002) noun is a word which can occur as the subject or object of a verb or the object complement of a preposition, can be modified by an adjective, and can be used with determiner. Nouns typically refer to people, animals, places, things, or abstractions³⁴.

Noun is a member of a class of words that can function at the subject or object in a construction, refer to places, animals, things, states, or qualities³⁵.

a. Kinds of Noun

- 1) Concrete noun and abstract noun

³²Paul Davies with Eric Pearse, *Success in English Teaching*, p. 60.

³³Rusdiana Junaid, Rustan Santaria and Sri Damayanti, *Fundamental English (Dasar-Dasar Penguasaan Bahasa Inggris)*, 2013. P 1

³⁴Jack C. Richards, *Longman Dictionary of Language Teaching & Applied Linguistics*, 2002. P 366

³⁵Random House Webster's Collage Dictionary. *America: United States of America*, 2001. p. 842

Concrete noun is noun showing the object what real, so it can be felt by panca human senses. For example, proper noun, common noun collective noun and material noun.

2) Countable noun and uncountable noun

Countable noun is words whose numbers can be calculated. While uncountable noun is words whose numbers can not be calculated.

3) Singular noun and plural noun

Singular noun is the word whose showing that the object is single and not more than. While plural noun is the word whose showing that the object is more than one.

4) Masculine gender, female gender, common gender and neutral gender

Masculiner gender is noun which shows the name of a male sex object. Example : father, son, gentleman, uncle, father-in-law, step-son, nephew, bridegroom and cock.

Feminine gender is noun which shows the name of a female sex object.

Example : mother, sister, step-daughter, niece, bride, widow, hen, she-cat.

Common gender is noun which shows the name of general sex (male and female).

Example : friend, student, teacher, child, pupil, foe, animal, baby.

Neutral gender is noun which refers to objects that do not have the type of calamine (without soul). As for those included in this type of word, namely (material noun, abstract noun and collective noun).

Example : sea, river, gold, silver, table, happiness, honesty, beauty, healty, knife and school.

2. Definition of Adjective

According to Crystal states that adjective is a term used in the grammatical classification of words to refer to the main set of items which specify the attributes of nouns. Adjective also used in grammatical theory to refer to an optional or secondary element in a construction.³⁶

D. Word Clap Game

1. Definition of Word Clap Game

Thornbury states that word clap game is a game that played by group of students and uses clap which collaborate with the words³⁷. Susanti said that this game played in group by remember then says the vocabularies as soon as possible along with clapping their hand³⁸.

Based on some references above the researcher conculed that word clap game is a game can use of students to learn vocabulary by using hands and words.

2. Procedures Teaching Vocabulary by Using Word Clap Game

³⁶Crystasl, David. *A Dictionary of Linguistics and Phonetics*. New York. 1987. P.7

³⁷Putu Tressya Susanti. *The Effect of Using Word Clap Game on The Vocabulary. Mastery of The Third Grade Students at SD Negeri 1 Banjar Jawain Academic Years 2017/2018*. (<http://ejournal.undiksha.ac.id/index.php/JoPaI/>) . Accessed on 23 September 2018.

³⁸Putu Tressya Susanti. *The Effect of Using Word Clap Game on The Vocabulary Mastery of The Third Grade Students at SD Negeri 1 Banjar Jawain Academic Years 2017/2018*. (<http://ejournal.undiksha.ac.id/index.php/JoPaI/>) . Accessed on 23 September 2018.

Generally, at the first the teacher and students have to know the role and the way how to use this game. To prepare this game, teacher does not need to prepare such thing, just prepare the students and the theme. According to Thornbury there are several steps of the game, there are:³⁹

- 1) Teacher prepares the theme.
- 2) Teacher lead the game.
- 3) Teacher explains the rule of playing this game.
- 4) Students stand or sit in a circle and follow teacher's lead, maintain a four-beat rhythm, clapping their hands on their thighs three times (one- two-three...) and then both hands together (four!).
- 5) Students have to mention a word from a pre-selected lexical set (for example, family and animal) or every fourth beat.
- 6) Students who either repeat the word already mentioned, or break the rhythm or say nothing are out.
- 7) The game ends when there is only one student left as the winner.

E. Theoretical Framework

Vocabulary is an important part of language. In teaching vocabulary, there are many techniques that can be used. In the sense of foreign language teaching and learning, presenting vocabulary by using word clap game is constitute leads the students to learn vocabulary. In this research,the researcher will teach nouns and adjectives.

³⁹Scott, Thornbury. 2002. *How to Teach Vocabulary*. Longman: Malaysia, p.102.

Nouns is a word refers to person, place, thing, even, substance, or quality, such as : *bits, pieces, record, player*. Adjectives is a word that describe the action, condition, or experience, such as : *like, looking, doing, to look*⁴⁰.

Based on the statement above, the researcher focuses on teaching that can make the students easy to memorize vocabulary by using Word Clap Game. The advantages of word clap game are the game is very interesting for the students to increase their vocabulary, because they can recall the vocabulary easily with clapping their hands. This game is easy to be applied in the classroom. This game is simple and this game can be applied not only for Elementary School students, but also for Junior High School students, and Senior High Students. This game can be applied not only for formal education, but also for nonformal education. Anywhere and anytime.

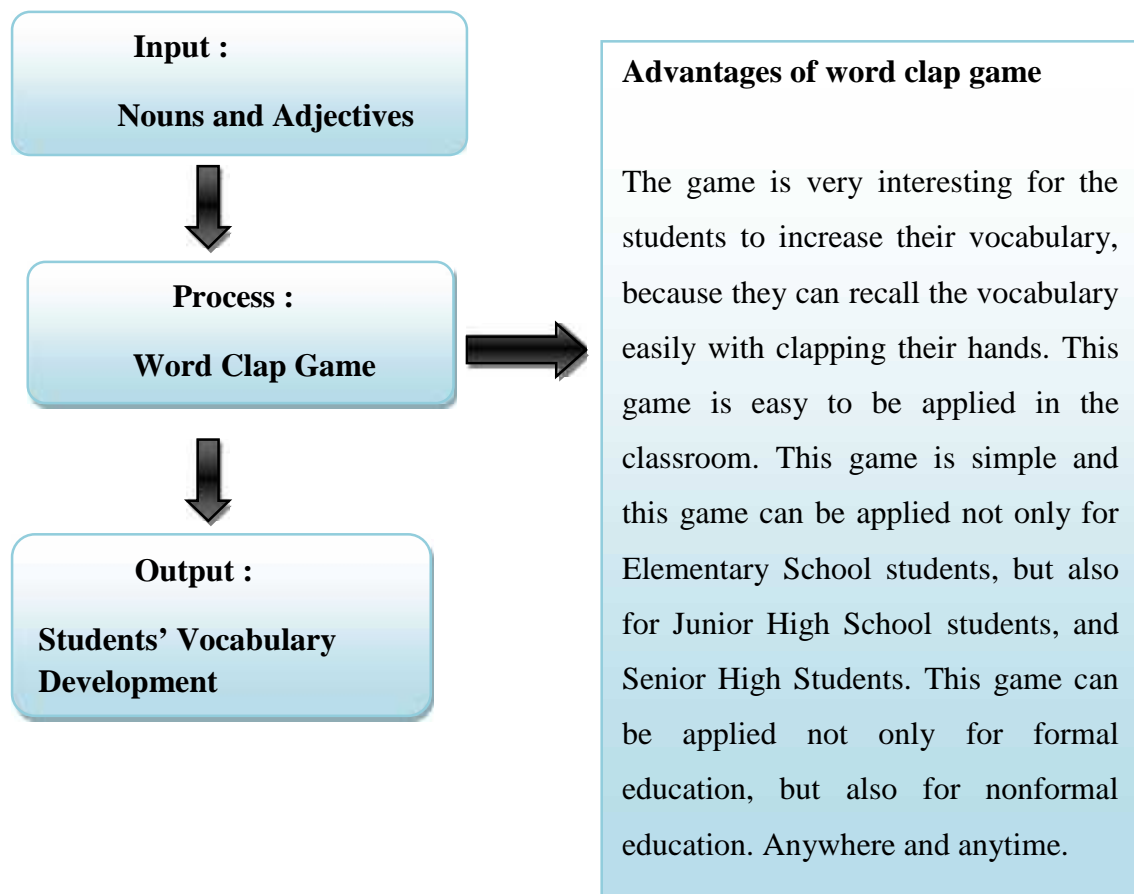
. Setyaningsih state that the analyses, the pre-test mean is 64,4, while the post-test mean is 77,1. Based on the results, it can be concluded that Word Clap game can be used as a strategy to improve the students' vocabulary mastery⁴¹.

Based on the statement above the researcher concluded that word clap game can imorve students vocabulary.

The theoretical framework in this research is shown in the diagram as follows :

⁴⁰Scott. Thornbury,*How to teach vocabulary*, (England: Longman, Pearson Education limited, 2002),p.3.

⁴¹Febriana Eka Setyaningsih. *The Use Word Clap Game To Improve Students' Vocabulary Mastery (A Classroom Action Research at the Eighth Grade Students of SMP N 3 Ungaran in the Academic year of 2014/2015)*.



E. Hypothesis

In this thesis the writer proposes the following hypothesis :

1. Null Hypothesis (H_0) : teaching vocabulary by using Word Clap Game does not improve students' vocabulary on the third grade of SDIT Darussalam Palopo.
2. Alternative Hypothesis (H_1) : teaching vocabulary by using Word Clap Game improves students' vocabulary on the third grade of SDIT Darussalam Palopo.

CHAPTER III
RESEARCH METHOD

A. Research Method

In this research the researcher applied pre-experimental method. This method was used to know the effectiveness of Word Clap Game in teaching vocabulary at the third grade of SDIT Darussalam Palopo. The formula of research design was illustrated below:

| PRE-TEST | TREATMENT | POST-TEST |
|----------|-----------|-----------|
| O1 | X | O2 |

O1 = Pre-test

X = Treatment

O2= Post Test⁴².

B. Variabels of The Research

There were two variables in this research, namely :

1. Word Clap Game as independent variable. Word clap game was a game that play by using hand and say the word.
2. Students' vocabulary as dependent variable. The ability of students in English is different, especially, in speaking and writing. If the students have not vocabulary, the students will be difficult to understand to learned about English. To improve students

⁴²Sugiono. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif and R&D)*, (Bandung: Alfabeta; 2008), p.112.

vocabulary can use the Word Clap Game to teach students and to improve their vocabulary.

C. Population and Sample

1. Population

In this case, the population was all of the students on the third grade SDIT Darussalam Palopo that consisted of 120 students, there were four classes, each class consisted of 30 students.

2. Sample

The researcher used purposive sampling, where the researcher took class D as a sample. The students consisted of 30 students. There were 10 boys and 20 girls. They were around nine-years old. They had the same level of proficiency, they taught by the same teacher.

D. Instrument of Research

In this research, the researcher used vocabulary test. The tests were pretest and posttest. The purpose of the vocabulary test was to know the students level in vocabulary. The total number of test was 15 items. The forms of the test were multiple choice and match the pictures with the words, multiple choice consisted of seven questions and match the pictures with the words consisted of eight questions.

E. Procedure of Collecting Data

In collecting data the writer used some procedure that described as follows:

1. Pre-test

Before doing the treatment, the experimental class was given a pre-test. The students answer the vocabulary test. The aim of test was to find out the students' vocabulary.

2. Treatment

After pre-test, the researcher treated the students through word clap game. Each meeting had different materials. The materials were family, animals, things, places, and adjectives. There were five meetings in this treatment.

The steps of the game were:

a. The first meeting on 11th July 2019:

- 1) The researcher prepared the theme.
- 2) The researcher divided the students into three teams.
- 3) The researcher informed the vocabulary based on the picture.
- 4) The researcher leads the game.
- 5) The researcher explained the rule of playing this game.
- 6) The students sat in a circle and followed the researcher lead, maintain a four-beat rhythm, clap their hands on their thighs three times (one- two-three...) and then both hands together (four!).
- 7) Students had to mention a word from a pre-selected lexical set (for example, family and animal) or every fourth beat.
- 8) Students were asked to mention the vocabulary in the picture shown. For example, the researcher pointed and said "what is

this ?” and the students answered together “that is...” by using rhythm together.

9) Students were asked to mention the vocabulary in the picture shown. For example the researcher pointed and said “what is this ?” then the researcher asked one of the student to answered “that is...” by using rhythm together.

10) Students who either repeated the word already mentioned, or broke the rhythm or said nothing are out.

11) The game ended when there was a winner.

b. The second meeting on 18th July 2019:

1) The researcher prepared the theme.

2) The researcher divided the students into three teams.

3) The researcher informed the vocabulary based on the picture.

4) The researcher leads the game.

5) The researcher explained the rule of playing this game.

6) The students sat in a circle and followed the researcher lead, maintain a four-beat rhythm, clap their hands on their thighs three times (one- two-three...) and then both hands together (four!).

7) Students had to mention a word from a pre-selected lexical set (for example, family and animal) or every fourth beat.

8) Students were asked to mention the vocabulary in the picture shown. For example, the researcher pointed and said “what is

this ?” and the students answered together “that is...” by using rhythm together.

9) Students were asked to mention the vocabulary in the picture shown. For example the researcher pointed and said “what is this ?” then the researcher asked one of the student to answered “that is...” by using rhythm together.

10) Students who either repeated the word already mentioned, or broke the rhythm or said nothing are out.

11) The game ended when there was a winner.

c. The third meeting on 25th 2019:

1) The researcher prepared the theme.

2) The researcher divided the students into three teams.

3) The researcher informed the vocabulary based on the picture.

4) The researcher leads the game.

5) The researcher explained the rule of playing this game.

6) The students sat in a circle and followed the researcher lead, maintain a four-beat rhythm, clap their hands on their thighs three times (one- two-three...) and then both hands together (four!).

7) Students had to mention a word from a pre-selected lexical set (for example, family and animal) or every fourth beat.

8) Students were asked to mention the vocabulary in the picture shown. For example, the researcher pointed and said “what is

this ?” and the students answered together “that is...” by using rhythm together.

9) Students were asked to mention the vocabulary in the picture shown. For example the researcher pointed and said “what is this ?” then the researcher asked one of the student to answered “that is...” by using rhythm together.

10) Students who either repeated the word already mentioned, or broke the rhythm or said nothing are out.

11) The game ended when there was a winner.

d. The fourth meeting on 01st Agustus 2019:

1) The researcher prepared the theme.

2) The researcher divided the students into three teams.

3) The researcher informed the vocabulary based on the picture.

4) The researcher leads the game.

5) The researcher explained the rule of playing this game.

6) The students sat in a circle and followed the researcher lead, maintain a four-beat rhythm, clap their hands on their thighs three times (one- two-three...) and then both hands together (four!).

7) Students had to mention a word from a pre-selected lexical set (for example, family and animal) or every fourth beat.

8) Students were asked to mention the vocabulary in the picture shown. For example, the researcher pointed and said “what is

this ?” and the students answered together “that is...” by using rhythm together.

9) Students were asked to mention the vocabulary in the picture shown. For example the researcher pointed and said “what is this ?” then the researcher asked one of the student to answered “that is...” by using rhythm together.

10) Students who either repeated the word already mentioned, or broke the rhythm or said nothing are out.

11) The game ended when there was a winner.

e. The fifth meeting on 08th Agustus 2019:

1) The researcher prepared the theme.

2) The researcher divided the students into three teams.

3) The researcher informed the vocabulary based on the picture.

4) The researcher leads the game.

5) The researcher explained the rule of playing this game.

6) The students sat in a circle and followed the researcher lead, maintain a four-beat rhythm, clap their hands on their thighs three times (one- two-three...) and then both hands together (four!).

7) Students had to mention a word from a pre-selected lexical set (for example, family and animal) or every fourth beat.

8) Students were asked to mention the vocabulary in the picture shown. For example, the researcher pointed and said “what is

this ?” and the students answered together “that is...” by using rhythm together.

9) Students were asked to mention the vocabulary in the picture shown. For example the researcher pointed and said “what is this ?” then the researcher asked one of the student to answered “that is...” by using rhythm together.

10) Students who either repeated the word already mentioned, or broke the rhythm or said nothing are out.

11) The game ended when there was a winner.

3. Post-test

After giving treatment for the studentss, the researcher gave post test to check the influence of the treatments.

F. Technique of Data Analysis

Before analyzing the data, the researcher collected the data and analyzed them by using procedures as follows:

a. Analyzing the raw data of pretest and posttest. Each of the students` correct answer got 1 and the wrong answer got 0.

b. Raw scores were converted to a set of core maximum of 100, using the following formula:

$$\text{Score} = \frac{\text{Total of students' correct answer}}{\text{Total of items}} \times 100$$

c. Classifying the score of the students into the following score classification

1. The score 90-100 as excellent classification
 2. The score 80-89 as good classification
 3. The score 70-79 as adequate classification
 4. The score 60-69 as inadequate classification
 5. The score below 60 as failing classification⁴³.
- d. Calculating the mean score, standard deviation, frequency table and test between vocabulary achievement of the pre-experimental by using SPSS 20 for windows evaluation.

⁴³H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*, (San Francisco, California: Pearson Longman, (2004), p.287

CHAPTER IV
FINDING AND DISCUSSION

The chapter consisted of two part, the first is the finding and the second is discussions. The finding deal with the result of data analysis and the discussion deals with explanation of the finding.

A. Finding

The finding of the research were showed to describe the result of data that analyzed statically and tabulating of data. It compared of the students score in pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standard deviation of students pre-test and post-test.

1. The Rate Percentage of the Students' Pretest

Table 4.1 The Rate Percentage Score of the students' pre-test

| Classification | Score | Frequency | Percentage |
|----------------|----------|-----------|------------|
| Excellent | 90-100 | | 0% |
| Good | 80-89 | 3 | 10% |
| Adequate | 70-79 | 4 | 13% |
| Inadequate | 60-69 | 17 | 57% |
| Failing | Below 60 | 6 | 20% |
| Total | | 30 | 100% |

The table above show there were 3 (10%) students' got good score, 4 (13%) students' got adequate score, 17 (57%) students got inadequate score, 6 (20%) students' got failing score and there was not students' got excellent score.

2. The Mean Score and Standard Deviation of the Students' Pretest

Table 4.2 The mean score of students' correct answer in pre-test

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| P pPretest | 30 | 40 | 80 | 64,07 | 9,833 |
| Valid N (listwise) | 30 | | | | |

From the table 4.2, it showed that the highest score of students was 80 and the lowest score was 40. Besides, it also indicates that the mean score of students' pre-test was 64.07 and the standard deviation error was 9.833.

3. The Rate Percentage of the Students' Posttest

Table 4.3 The Rate Percentage Score of the Students' Post-Test

| Classification | Score | Frequency | Percentage |
|----------------|----------|-----------|------------|
| Excellent | 90-100 | 23 | 77% |
| Good | 80-89 | 7 | 23% |
| Adequate | 70-79 | 0% | 0% |
| Inadequate | 60-69 | 0% | 0% |
| Failing | Below 60 | 0% | 0% |

| | | |
|-------|----|------|
| Total | 30 | 100% |
|-------|----|------|

The table 4.3 twenty three students' got excellent score and seven students' got good score.

4. The Mean Score and Standard Deviation of the Students' Posttest

Table 4.4 The Mean Score and Standard Deviation of Students' Post-Test

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|----------------------|----|---------|---------|-------|----------------|
| Po Posttest | 30 | 80 | 100 | 93.97 | 7.256 |
| VaValid N (listwise) | 30 | | | | |

From the table 4.7, it showed that the higher score of the students was 100 and the lower score was 80. Beside, it also indicates that the mean score of students' in post-test was 93.97 and the standard deviation error was 7.256.

5. The Mean Score and Standard Deviation of Pretest and Posttest

Table 4.5 The mean score of the students' posttest

Paired Samples Statistics

| | Mean | N | Std. Deviation | Std. Error Mean |
|-------------|-------|----|----------------|-----------------|
| prepretest | 64.07 | 30 | 9.833 | 1.795 |
| Pp posttest | 93.97 | 30 | 7.256 | 1.325 |

The table 4.8 showed the mean score of the students pretest was 64.07 and the mean score of posttest was 93.97. The standard deviation of pretest was 9.833 and the standard deviation of posttest was 7.256. It means the used of word clap game improved the students' vocabulary.

6. The Paired Samples Test of Pretest and Posttest

Table 4.6 The paired sample test of pretest and posttest

| | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|----------------------|--------------------|-----------------------|-----------------------|---|---------|---------|----|--------------------|
| | Mean | Std. Deviat ion | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| Pretest- Posttest | -29,900 | 10,403 | 1,899 | -33,785 | -26,015 | -15,742 | 29 | ,000 |

The hypothesis was tasted by using SPSS 20. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is a test to know the significance difference between the result of students' mean score in pretest and posttest.

7. The Probability Value of t-test of the Students' Achievement

Table 4.7 The Probability Value of t-test of the Students' Achievement

| Variable | P-Value | () |
|----------|---------|------|
| X2 - X1 | 0.00 | 0.05 |

Assuming that the level of significance () = 0.05, the only thing which is needed; the degree of freedom (df) = N - 1, where df = 29, than the t-test is presented in the following table.

B. Discussion

At the beginning of the research, the researcher explained there were some procedures used to know students' vocabulary. Some test were conducted to collect the data such as pre-test and post-test. Students were given a pretest to determine their vocabulary, when the researcher gave pre-test, most of the students felt confused because they were do not understood the meaning of the vocabulary on the task. After gave pretest, the researcher gave treatments when the researcher gave treatment the students felt happy when the researcher taught while playing the game. And the obstacles in the classroom it was difficult to organize the students to start the game.

The researcher had done it five times of treatments. In the treatment, the researcher explained about family in the classroom, things, adjectives, places, and animal by word clap game. Then, post-test, the researcher gave a different vocabulary but the form in test as in pretest, when the researcher gave post-test, the students' condition on the class was to be quite. Because they were knew

vocabulary after the researcher taught the vocabulary after the researcher taught the vocabulary by using word clap game. The post-test was done after giving five treatments to the students, it was done to get students score in post test and to know the student's vocabulary improvement. The students felt happy when the researcher taught while playing the game. And the obstacles in the classroom it was difficult to organize the students to start the game.

Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis (H_0) is refused and alternative hypothesis (H_1) is accepted. It means that the treatments had use word clap game in teaching students vocabulary, so alternative hypothesis (H_1) is accepted.

Setyaningsih (2015) found that Word Clap game can be used as a strategy to improve the students' vocabulary mastery. Nashihah (2017) also found that the implementation of word clap game improved student's speaking mastery of the eighth grade students of SMP N 3 Salatiga. Ayuningtyas (2016) found that using word clap game at the eighth grade students of SMPN 1 Purwasari can improve students' vocabulary mastery. This research is in line with Thornbury states that word clap game is a game that played by group of students and uses clap which collaborate with the words⁴⁴.

Based on the result of data analysis, the researcher concluded that there was a significance difference between pretest and posttest in teaching students vocabulary through word clap game. In other words, using word clap game in teaching vocabulary could be used to increase the students' vocabulary.

⁴⁴Scott, Thornbury. 2002. *How to Teach Vocabulary*. Longman: Malaysia, p.102.

In summary, the researcher asserted that word clap game is important to apply in teaching vocabulary especially for those who never learn vocabulary and they want to learn it.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The discussion in this chapter indicates conclusions and some of suggestions related to the finding and the application of the research.

A. Conclusion

The researcher concluded that Word Clap Game improve students` vocabulary at the third grade of SDIT Darussalam Palopo. It could be proven by the students` result of the mean score in the pretest of pre-experimental was 64.07 and the mean score of the students in the posttest was 93.97. After giving treatment to the students and based on the result of data analysis or the finding, the researcher found that the p Value was 0.00 and the alpha was 0.05, therefore $p < (0.00 < 0.05)$. It evidenced that the hypothesis (H_0) was rejected and hypothesis (H_1) was accept.

B. Suggestions

Based on the result of this research, the writer proposed suggestions as follows:

1. Suggestion for the Teacher

The teacher can apply word clap game to teach vocabulary for the other material not just about nouns and adjective. The teacher can design word clap to make the students more interest in learning and access vocabulary quickly.

2. Suggestion for the Students

The students should be more active in learning process having applied word clap game because the game is fun and enjoyable.

3. Suggestion for the Next Researcher

The next researcher can make the research about the method or strategy in upgrading students' vocabulary and can use this research as an additional reference for further relevant research certainly with different variables and condition.

Finally, the researcher realizes that this thesis is far from being perfect and because of that; constructive critics and advice can expected for the perfection of the thesis. The researcher hopes that the results of this research can be useful for the readers. It is hoped that the readers will have more information about interactive activities technique. This research can be one of the references for the next researcher who wants to do research on vocabulary.

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Appendix 1. Students' Achievement on Vocabulary**The score of students' vocabulary in Pre-Test**

| Respondent | Correct Answer | Score |
|------------|----------------|-------|
| R1 | 9 | 60 |
| R2 | 8 | 53 |
| R3 | 10 | 67 |
| R4 | 10 | 67 |
| R5 | 10 | 67 |
| R6 | 11 | 73 |
| R7 | 11 | 73 |
| R8 | 12 | 80 |
| R9 | 12 | 80 |
| R10 | 11 | 73 |
| R11 | 10 | 67 |
| R12 | 11 | 73 |
| R13 | 10 | 67 |
| R14 | 10 | 67 |
| R15 | 12 | 80 |
| R16 | 9 | 60 |
| R17 | 8 | 53 |

| | | |
|-----|----|----|
| R18 | 9 | 60 |
| R19 | 9 | 60 |
| R20 | 8 | 53 |
| R21 | 6 | 40 |
| R22 | 10 | 67 |
| R23 | 10 | 67 |
| R24 | 7 | 47 |
| R25 | 9 | 60 |
| R26 | 7 | 47 |
| R27 | 9 | 60 |
| R28 | 10 | 67 |
| R29 | 10 | 67 |
| R30 | 10 | 67 |

The score of students' vocabulary in Post-Test

| Respondent | Correct Answer | Score |
|------------|----------------|-------|
| R1 | 13 | 87 |
| R2 | 13 | 87 |
| R3 | 15 | 100 |
| R4 | 15 | 100 |
| R5 | 15 | 100 |
| R6 | 13 | 87 |
| R7 | 15 | 100 |
| R8 | 13 | 87 |
| R9 | 14 | 93 |
| R10 | 15 | 100 |
| R11 | 15 | 100 |
| R12 | 14 | 93 |
| R13 | 15 | 100 |
| R14 | 15 | 100 |
| R15 | 15 | 100 |
| R16 | 15 | 100 |
| R17 | 14 | 93 |
| R18 | 14 | 93 |
| R19 | 14 | 93 |

| | | |
|-----|----|-----|
| R20 | 14 | 93 |
| R21 | 15 | 100 |
| R22 | 15 | 100 |
| R23 | 15 | 100 |
| R24 | 12 | 80 |
| R25 | 12 | 80 |
| R26 | 12 | 80 |
| R27 | 15 | 100 |
| R28 | 15 | 100 |
| R29 | 14 | 93 |
| R30 | 12 | 80 |

Frequency Table

Pretest

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| 40 | 1 | 3,3 | 3,3 | 3,3 |
| 47 | 2 | 6,7 | 6,7 | 10,0 |
| 53 | 3 | 10,0 | 10,0 | 20,0 |
| 60 | 6 | 20,0 | 20,0 | 40,0 |
| Valid 67 | 11 | 36,7 | 36,7 | 76,7 |
| 73 | 4 | 13,3 | 13,3 | 90,0 |
| 80 | 3 | 10,0 | 10,0 | 100,0 |
| Total | 30 | 100,0 | 100,0 | |

Posttest

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| 80 | 4 | 13,3 | 13,3 | 13,3 |
| 87 | 4 | 13,3 | 13,3 | 26,7 |
| Valid 93 | 7 | 23,3 | 23,3 | 50,0 |
| 100 | 15 | 50,0 | 50,0 | 100,0 |
| Total | 30 | 100,0 | 100,0 | |

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Pretest | 30 | 40 | 80 | 64,07 | 9,833 |
| Posttest | 30 | 80 | 100 | 93,97 | 7,256 |
| Valid N (listwise) | 30 | | | | |

Paired Samples Statistics

| | Mean | N | Std. Deviation | Std. Error Mean |
|----------|-------|----|----------------|-----------------|
| Pretest | 64,07 | 30 | 9,833 | 1,795 |
| Posttest | 93,97 | 30 | 7,256 | 1,325 |

Paired Samples Test

| | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|--------------------|--------------------|----------------|-----------------|---|---------|---------|----|--------------------|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| pretest - posttest | -29,900 | 10,403 | 1,899 | -33,785 | -26,015 | -15,742 | 29 | ,000 |

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

| | |
|---------------------|---|
| SD | : SDIT DARUSSALAM KOTA PALOPO |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : III/1 |
| Standar Kompetensi | : 1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah |
| Kompetensi Dasar | : 1.1 Merespon dengan mengulang kosakata baru dalam permainan Word Clap Game dengan ucapan lantang |
| Alokasi Waktu | : 2 x 35 menit |
| Tujuan Pembelajaran | : 1. Siswa dapat mengulang apa yang didengarnya dengan suara lantang 2. Siswa dapat mengulang apa yang didengarnya dengan pengucapan bahasa Inggris yang benar |

Karakter siswa yang diharapkan : Dapat dipercaya (*Trustworthines*)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

Metode Pembelajaran : Repetition

Topik : Pertemuan pertama guru akan mengajarkan kosakata tentang family (keluarga)

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru memperlihatkan gambar tentang keluarga yang akan di pilih dalam permainan
- Guru bertanya pada siswa apakah mereka mengetahui nama-nama benda yang ada dalam gambar. Ungkapan yang digunakan adalah “what it this” dan “that is”.

2. Kegiatan Inti

- ☞ Guru menjelaskan cara bermain kepada siswa
- ☞ Siswa membuat setengah lingkaran dengan cara duduk dan guru menjadi pemimpin dalam permainan. Mereka menepuk tangan di paha sampai hitungan tiga, lalu menepuk tangan bersama-sama pada hitungan ke empat.
- ☞ Siswa harus menyebutkan satu kata dari kosakata yang sebelumnya di pilih

- ☞ Siswa yang mengulang kata sebelumnya, atau melanggar irama atau tidak mengatakan apapun dia akan keluar dari permainan
- ☞ Permainan berakhir ketika ada siswa yang tersisa sebagai pemenang
- ☞ Guru menginformasikan kosakata berdasarkan gambar
- ☞ Siswa diminta menyebutkan kosakata berdasarkan gambar yang diperlihatkan. Misalnya, guru menunjuk gambar dan mengatakan “what is this” dan siswa secara bersama-sama menjawab “that is” dengan menggunakan irama secara bersama.
- ☞ Siswa diminta menyebutkan kosakata pada gambar yang diperlihatkan. Misalnya, guru menunjuk salah seorang siswa dan siswa tersebut menjawab “that is” dengan irama yang sama.
- ☞ Permainan berakhir dengan menyisahkan pemenang.

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru menunjuk setiap siswa secara acak untuk menyebutkan apa yang diucapkan guru dengan lantang (kegiatan ini dilakukan dengan cepat).
- ☞ Guru meminta siswa untuk mengulang kembali di rumah pelajaran yang telah diberikan di kelas.

Materi Pembelajaran :



Alat/Sumber Belajar :

1. Gambar-gambar atau benda-benda yang berkaitan dengan materi ajar

Penilaian:

| Indikator Pencapaian Kompetensi | Teknik Penilaian | Bentuk Instrumen | Instrumen/ Soal |
|---|-------------------------|---|--|
| <ul style="list-style-type: none"> Menanyakan anggota keluarga | Tes Tertulis | Menjawab lembar soal yang diberikan guru | <i>Answer the questions.</i> Guru : I have mother and.. Siswa : Father |

.....

Nuridaya Lahming

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

| | |
|---------------------|---|
| SD | : SDIT DARUSSALAM KOTA PALOPO |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : III/1 |
| Standar Kompetensi | : 1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah |
| Kompetensi Dasar | : 2.1 Merespon dengan mengulang kosakata baru dalam permainan Word Clap Game dengan ucapan lantang |
| Alokasi Waktu | : 2 x 35 menit |
| Tujuan Pembelajaran | : 1. Siswa dapat mengulang apa yang didengarnya dengan suara lantang 2. Siswa dapat mengulang apa yang didengarnya dengan pengucapan bahasa Inggris yang benar |

Karakter siswa yang diharapkan : Dapat dipercaya (*Trustworthines*)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

| | | |
|---------------------|---|--|
| Metode Pembelajaran | : | Repetition |
| Topik | : | Pertemuan kedua guru akan mengajarkan kosakata tentang animals (hewan) |

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru memperlihatkan gambar tentang hewan yang akan di pilih dalam permainan
- Guru bertanya pada siswa apakah mereka mengetahui nama-nama benda yang ada dalam gambar. Ungkapan yang digunakan adalah “what it this” dan “that is”.

2. Kegiatan Inti

- ☞ Guru menjelaskan cara bermain kepada siswa
- ☞ Siswa membuat setengah lingkaran dengan cara duduk dan guru menjadi pemimpin dalam permainan. Mereka menepuk tangan di paha sampai hitungan tiga, lalu menepuk tangan bersama-sama pada hitungan ke empat.
- ☞ Siswa harus menyebutkan satu kata dari kosakata yang sebelumnya di pilih
- ☞ Siswa yang mengulang kata sebelumnya, atau melanggar irama atau tidak mengatakan apapun dia akan keluar dari permainan

- ☞ Permainan berakhir ketika ada siswa yang tersisa sebagai pemenang
- ☞ Guru menginformasikan kosakata berdasarkan gambar
- ☞ Siswa diminta menyebutkan kosakata berdasarkan gambar yang diperlihatkan. Misalnya, guru menunjuk gambar dan mengatakan “what is this” dan siswa secara bersama-sama menjawab “that is” dengan menggunakan irama secara bersama.
- ☞ Siswa diminta menyebutkan kosakata pada gambar yang diperlihatkan. Misalnya, guru menunjuk salah seorang siswa dan siswa tersebut menjawab “that is” dengan irama yang sama.
- ☞ Permainan berakhir dengan menyisahkan pemenang.

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru menunjuk setiap siswa secara acak untuk menyebutkan apa yang diucapkan guru dengan lantang (kegiatan ini dilakukan dengan cepat).
- ☞ Guru meminta siswa untuk mengulang kembali di rumah pelajaran yang telah diberikan di kelas.

Materi Pembelajaran :



Alat/Sumber Belajar:

1. Gambar-gambar atau benda-benda yang berkaitan dengan materi ajar

Penilaian:

| Indikator Pencapaian Kompetensi | Teknik Penilaian | Bentuk Instrumen | Instrumen/ Soal |
|--|-------------------------|---|--|
| <ul style="list-style-type: none"> ▪ Menanyakan tentang hewan | Tes Tertulis | Menjawab lembar soal yang diberikan guru | <i>Answer the questions.</i> Guru : Do you like cat? Siswa : Yes |

.....

Peneliti

Nuridaya Lahming

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

| | |
|---------------------|---|
| SD | : SDIT DARUSSALAM KOTA PALOPO |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : III/1 |
| Standar Kompetensi | : 1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah |
| Kompetensi Dasar | : 3.1 Merespon dengan mengulang kosakata baru dalam permainan Word Clap Game dengan ucapan lantang |
| Alokasi Waktu | : 2 x 35 menit |
| Tujuan Pembelajaran | : 1. Siswa dapat mengulang apa yang didengarnya dengan suara lantang 2. Siswa dapat mengulang apa yang didengarnya dengan pengucapan bahasa Inggris yang benar |

Karakter siswa yang diharapkan : Dapat dipercaya (*Trustworthines*)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*) Berani (*courage*)

| | | |
|---------------------|---|--|
| Metode Pembelajaran | : | Repetition |
| Topik | : | Pertemuan ketiga guru akan mengajarkan kosakata tentang things (benda) |

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru memperlihatkan gambar tentang benda yang akan di pilih dalam permainan
- Guru bertanya pada siswa apakah mereka mengetahui nama-nama benda yang ada dalam gambar. Ungkapan yang digunakan adalah “what it this” dan “that is”.

2. Kegiatan Inti

- ☞ Guru menjelaskan cara bermain kepada siswa
- ☞ Siswa membuat setengah lingkaran dengan cara duduk dan guru menjadi pemimpin dalam permainan. Mereka menepuk tangan di paha sampai hitungan tiga, lalu menepuk tangan bersama-sama pada hitungan ke empat.
- ☞ Siswa harus menyebutkan satu kata dari kosakata yang sebelumnya di pilih
- ☞ Siswa yang mengulang kata sebelumnya, atau melanggar irama atau tidak mengatakan apapun dia akan keluar dari permainan

- ☞ Permainan berakhir ketika ada siswa yang tersisa sebagai pemenang
- ☞ Guru menginformasikan kosakata berdasarkan gambar
- ☞ Siswa diminta menyebutkan kosakata berdasarkan gambar yang diperlihatkan. Misalnya, guru menunjuk gambar dan mengatakan “what is this” dan siswa secara bersama-sama menjawab “that is” dengan menggunakan irama secara bersama.
- ☞ Siswa diminta menyebutkan kosakata pada gambar yang diperlihatkan. Misalnya, guru menunjuk salah seorang siswa dan siswa tersebut menjawab “that is” dengan irama yang sama.
- ☞ Permainan berakhir dengan menyisahkan pemenang.

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru menunjuk setiap siswa secara acak untuk menyebutkan apa yang diucapkan guru dengan lantang (kegiatan ini dilakukan dengan cepat).
- ☞ Guru meminta siswa untuk mengulang kembali di rumah pelajaran yang telah diberikan di kelas.

Materi Pembelajaran :



Alat/Sumber Belajar:

1. Gambar-gambar atau benda-benda yang berkaitan dengan materi ajar

Penilaian:

| Indikator Pencapaian Kompetensi | Teknik Penilaian | Bentuk Instrumen | Instrumen/ Soal |
|--|-------------------------|---|---|
| <ul style="list-style-type: none"> ▪ Menanyakan tentang benda | Tes Tertulis | Menjawab lembar soal yang diberikan guru | <i>Answer the questions.</i> Guru : I have book and.. Siswa : Pen |

.....

Peneliti

Nuridaya Lahming

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

| | |
|---------------------|---|
| SD | : SDIT DARUSSALAM KOTA PALOPO |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : III/1 |
| Standar Kompetensi | : 1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah |
| Kompetensi Dasar | : 4.1 Merespon dengan mengulang kosakata baru dalam permainan Word Clap Game dengan ucapan lantang |
| Alokasi Waktu | : 2 x 35 menit |
| Tujuan Pembelajaran | : 1. Siswa dapat mengulang apa yang didengarnya dengan suara lantang 2. Siswa dapat mengulang apa yang didengarnya dengan pengucapan bahasa Inggris yang benar |

Karakter siswa yang diharapkan : Dapat dipercaya (*Trustworthines*)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

Berani (*courage*)

| | | |
|---------------------|---|--|
| Metode Pembelajaran | : | Repetition |
| Topik | : | Pertemuan keempat guru akan mengajarkan kosakata tentang places (tempat) |

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru memperlihatkan gambar tentang tempat yang akan di pilih dalam permainan
- Guru bertanya pada siswa apakah mereka mengetahui nama-nama benda yang ada dalam gambar. Ungkapan yang digunakan adalah “what it this” dan “that is”.

2. Kegiatan Inti

- ☞ Guru menjelaskan cara bermain kepada siswa
- ☞ Siswa membuat setengah lingkaran dengan cara duduk dan guru menjadi pemimpin dalam permainan. Mereka menepuk tangan di paha sampai hitungan tiga, lalu menepuk tangan bersama-sama pada hitungan ke empat.
- ☞ Siswa harus menyebutkan satu kata dari kosakata yang sebelumnya di pilih

- ☞ Siswa yang mengulang kata sebelumnya, atau melanggar irama atau tidak mengatakan apapun dia akan keluar dari permainan
- ☞ Permainan berakhir ketika ada siswa yang tersisa sebagai pemenang
- ☞ Guru menginformasikan kosakata berdasarkan gambar
- ☞ Siswa diminta menyebutkan kosakata berdasarkan gambar yang diperlihatkan. Misalnya, guru menunjuk gambar dan mengatakan “what is this” dan siswa secara bersama-sama menjawab “that is” dengan menggunakan irama secara bersama.
- ☞ Siswa diminta menyebutkan kosakata pada gambar yang diperlihatkan. Misalnya, guru menunjuk salah seorang siswa dan siswa tersebut menjawab “that is” dengan irama yang sama.
- ☞ Permainan berakhir dengan menyisahkan pemenang.

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru menunjuk setiap siswa secara acak untuk menyebutkan apa yang diucapkan guru dengan lantang (kegiatan ini dilakukan dengan cepat).
- ☞ Guru meminta siswa untuk mengulang kembali di rumah pelajaran yang telah diberikan di kelas.

Materi Pembelajaran :



Alat/Sumber Belajar:

1. Gambar-gambar atau benda-benda yang berkaitan dengan materi ajar

Penilaian:

| Indikator Pencapaian Kompetensi | Teknik Penilaian | Bentuk Instrumen | Instrumen/ Soal |
|---|-------------------------|---|---|
| <ul style="list-style-type: none"> Menanyakan tentang tempat | Tes Tertulis | Menjawab lembar soal yang diberikan guru | <i>Answer the questions.</i> Guru : I want to buy candy in.. Siswa : Market |

.....

Peneliti

Nuridaya Lahming

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

| | |
|---------------------|---|
| SD | : SDIT DARUSSALAM KOTA PALOPO |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : III/1 |
| Standar Kompetensi | : 1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah |
| Kompetensi Dasar | : 5.1 Merespon dengan mengulang kosakata baru dalam permainan Word Clap Game dengan ucapan lantang |
| Alokasi Waktu | : 2 x 35 menit |
| Tujuan Pembelajaran | : 1. Siswa dapat mengulang apa yang didengarnya dengan suara lantang 2. Siswa dapat mengulang apa yang didengarnya dengan pengucapan bahasa Inggris yang benar |

Karakter siswa yang diharapkan : Dapat dipercaya (*Trustworthines*)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

Berani (*courage*)

| | | |
|---------------------|---|---|
| Metode Pembelajaran | : | Repetition |
| Topik | : | Pertemuan kelima guru akan mengajarkan kosakata tentang adjectives (kata sifat) |

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru memperlihatkan gambar tentang kata sifat yang akan di pilih dalam permainan
- Guru bertanya pada siswa apakah mereka mengetahui nama-nama benda yang ada dalam gambar. Ungkapan yang digunakan adalah “what it this” dan “that is”.

2. Kegiatan Inti

- ☞ Guru menjelaskan cara bermain kepada siswa
- ☞ Siswa membuat setengah lingkaran dengan cara duduk dan guru menjadi pemimpin dalam permainan. Mereka menepuk tangan di paha sampai hitungan tiga, lalu menepuk tangan bersama-sama pada hitungan ke empat.
- ☞ Siswa harus menyebutkan satu kata dari kosakata yang sebelumnya di pilih
- ☞ Siswa yang mengulang kata sebelumnya, atau melanggar irama atau tidak mengatakan apapun dia akan keluar dari permainan

- ☞ Permainan berakhir ketika ada siswa yang tersisa sebagai pemenang
- ☞ Guru menginformasikan kosakata berdasarkan gambar
- ☞ Siswa diminta menyebutkan kosakata berdasarkan gambar yang diperlihatkan. Misalnya, guru menunjuk gambar dan mengatakan “what is this” dan siswa secara bersama-sama menjawab “that is” dengan menggunakan irama secara bersama.
- ☞ Siswa diminta menyebutkan kosakata pada gambar yang diperlihatkan. Misalnya, guru menunjuk salah seorang siswa dan siswa tersebut menjawab “that is” dengan irama yang sama.
- ☞ Permainan berakhir dengan menyisahkan pemenang.

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru menunjuk setiap siswa secara acak untuk menyebutkan apa yang diucapkan guru dengan lantang (kegiatan ini dilakukan dengan cepat).
- ☞ Guru meminta siswa untuk mengulang kembali di rumah pelajaran yang telah diberikan di kelas.

Materi Pembelajaran :



Alat/Sumber Belajar:

2. Gambar-gambar atau benda-benda yang berkaitan dengan materi ajar

Alat/Sumber Belajar:

2. Gambar-gambar atau benda-benda yang berkaitan dengan materi ajar

Penilaian:

| Indikator Pencapaian Kompetensi | Teknik Penilaian | Bentuk Instrumen | Instrumen/ Soal |
|--|-------------------------|---|--|
| <ul style="list-style-type: none"> ▪ Menanyakan tentang sifat seseorang | Tes Tertulis | Menjawab lembar soal yang diberikan guru | <i>Answer the questions.</i> Guru : My sister is.. Siswa : Beautiful |

.....

Peneli

Nuridaya Lahming

Gave pre-test



Teach about material



Explained word clap game to the students



Post-test



Name :

Class :

Choose the best answer ! (Pre-Test)





1. He is my ...
 - a. Sister
 - b. Father
 - c. Grandmother
 - d. Mother
2. We buy food in the ...
 - a. Airport
 - b. Market
 - c. Classroom
 - d. Clinic
3. This is my ...
 - a. Bag
 - b. Key
 - c. Pen
 - d. Marker
4. I need a... to write.
 - a. House



- b. Car
 - c. Pen
 - d. Lamp
5. This is my ...
- a. Bag
 - b. Book
 - c. Chair
 - d. Table
6. We can see animals in the..
- a. Zoo
 - b. Market
 - c. Library
 - d. Clinic
7. I have younger sister and...
- a. Brother
 - b. Cat
 - c. Cousin
 - d. Bird



Match the word in the column A with the picture in the column B !

| No. | A | B |
|-----|-------------|---|
| 8. | Cry |  |
| 9. | Lamp |  |
| 10. | Mouse |  |
| 11. | Grandmother |  |

| | | |
|-----|------------|---|
| 12. | Dictionary |  |
| 13. | Duck |  |
| 14. | Zoo |  |
| 15. | Harbour |  |

Name :

Class :

Choose the best answer ! (Postest)

1. He is my ...

- e. Grandfather
- f. Father
- g. Grandmother
- h. Mother



2. My father and my aunt they are my..

- e. Family
- f. Elder sister
- g. Uncle
- h. Younger sister

3. This is my ...

- e. Bag
- f. Key
- g. Pen
- h. Marker








4. My mother always buy vegetables in the..



- e. Market
- f. Clinic

- g. Library
 - h. Airport
5. Moslem pray in the..
- e. Mosque
 - f. Zoo
 - g. Bus station
 - h. Table
6. My grandfather is sick, so he goes to..
- e. Zoo
 - f. Market
 - g. Library
 - h. Clinic
7. I will wait bus in the..
- e. Bus station
 - f. Harbour
 - g. Library
 - h. Book store

Match the word in the column A with the picture in the column B !

| No. | A | B |
|-----|---|---|
| | | |

| | | |
|-----|-----------|---|
| 8. | Angry |  |
| 9. | Bookstore |  |
| 10. | Lion |  |
| 11. | Aunt |  |
| 12. | Table |  |

| | | |
|-----|---------|---|
| 13. | Uncle |  |
| 14. | Shy |  |
| 15. | Airport |  |

40







Name: *muhammad kalyan* ASYRAF diClass: *3d*



Choose the best answer !

1. He is my ...
 - a. Sister
 - b. Father
 - c. Grandmother
 - d. Mother
2. We buy food in the ...
 - a. Airport
 - b. Market
 - c. Classroom
 - d. Clinic
3. This is my ...
 - a. Bag
 - b. Key
 - c. Pen
 - d. Marker
4. I need a... to write.
 - a. House
 - b. Car
 - c. Pen
 - d. Lamp
5. This is my ...
 - a. Bag
 - b. Book
 - c. Chair
 - d. Table
6. We can see animals in the..
 - a. Zoo
 - b. Market
 - c. Library
 - d. Clinic
7. I have younger sister and...
 - a. Brother
 - b. Cat
 - c. Cousin
 - d. Bird



Match the word in the column A with the picture in the column B !

| No. | A | B |
|-----|-------------|---|
| 8. | Cry |  |
| 9. | Lamp |  |
| 10. | Mouse |  |
| 11. | Grandmother |  |
| 12. | Dictionary |  |
| 13. | Duck |  |

| | | |
|-----|---------|---|
| 14. | Zoo |  |
| 15. | Harbour |  |

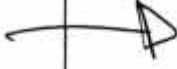







Name: Friza Rayhan Syarif



Class: 3D

Choose the best answer !

1. He is my ...
 - a. Sister
 - b. Father
 - c. Grandmother
 - d. Mother
2. We buy food in the ...
 - a. Airport
 - b. Market
 - c. Classroom
 - d. Clinic
3. This is my ...
 - a. Bag
 - b. Key
 - c. Pen
 - d. Marker
4. I need a... to write.
 - a. House
 - b. Car
 - c. Pen
 - d. Lamp
5. This is my ...
 - a. Bag
 - b. Book
 - c. Chair
 - d. Table
6. We can see animals in the..
 - a. Zoo
 - b. Market
 - c. Library
 - d. Clinic
7. I have younger sister and..
 - a. Brother
 - b. Cat
 - c. Cousin



| No. | A | B |
|-----|--|---|
| 8. | Cry  |  |
| 9. | Lamp |  |
| 10. | Mouse |  |
| 11. | Grandmother |  |
| 12. | Dictionary |  |
| 13. | Duck  |  |

| | | |
|-----|---------|---|
| 14. | Zoo |  |
| 15. | Harbour |  |

Nama : Rahman Peradani








Class : 3a



Choose the best answer ! (Posttest)

1. He is my ...
 - a. Grandfather
 - b. Father
 - c. Grandmother
 - d. Mother
2. My father and my aunt they are my..
 - a. Family
 - b. Elder sister
 - c. Uncle
 - d. Younger sister
3. This is my ...
 - a. Bag
 - b. Key
 - c. Pen
 - d. Marker
4. My mother always buy vegetables in the..
 - a. Market
 - b. Clinic
 - c. Library
 - d. Airport
5. Moslem pray in the..
 - a. Mosque
 - b. Zoo
 - c. Bus station
 - d. Table
6. My grandfather is sick, so he goes to..
 - a. Zoo
 - b. Market
 - c. Library
 - d. Clinic
7. I will wait bus in the..
 - a. Bus station
 - b. Harbour
 - c. Library
 - d. Book store



Match the word in the column A with the picture in the column B !

| No. | A | B |
|-----|--|---|
| 8. | Angry  |  |
| 9. | Bookstore |  |
| 10. | Lion |  |
| 11. | Aunt |  |
| 12. | Table |  |
| 13. | Uncle |  |

| | | |
|----------|----------|---|
| 14. 8 | Shy / |  |
| 15. | Airport |  |

100

Name : MUHAMMAD DZAKI AZKA RANOL


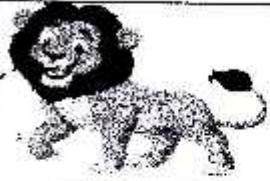




Class : 3d



Choose the best answer ! (Posttest)

1. He is my ...
 - a. Grandfather
 - b. Father
 - c. Grandmother
 - d. Mother
2. My father and my aunt they are my..
 - a. Family
 - b. Elder sister
 - c. Uncle
 - d. Younger sister
3. This is my ...
 - a. Bag
 - b. Key
 - c. Pen
 - d. Marker
4. My mother always buy vegetables in the..
 - a. Market
 - b. Clinic
 - c. Library
 - d. Airport
5. Moslem pray in the..
 - a. Mosque
 - b. Zoo
 - c. Bus station
 - d. Table
6. My grandfather is sick, so he goes to..
 - a. Zoo
 - b. Market
 - c. Library
 - d. Clinic
7. I will wait bus in the..
 - a. Bus station
 - b. Harbour
 - c. Library
 - d. Book store



Match the word in the column A with the picture in the column B !

| No. | A | B |
|-----|-----------|---|
| 8. | Angry |  |
| 9. | Bookstore |  |
| 10. | Lion |  |
| 11. | Aunt |  |
| 12. | Table |  |
| 13. | Uncle |  |

| | | |
|-----|---------|---|
| 14. | Shy |  |
| 15. | Airport |  |



FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
 Jl. Agatis Telp. 0471-22076 Fax. 0471- 325195 Kota Palopo

Nomor : 292/ In.19/PBI/PP.00.9/06/2019
 Lampiran : 1 (satu) Lembar
 Perihal : Permohonan Pengesahan Draft Proposal

Kepada Yth
 Bapak Dekan Fakultas Tarbiyah dan Ilmu Keguruan
 Di
 Palopo

Assalamu' Alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Nuridayu Lahming
 NIM : 15 0202 0067
 Jurusan : Ilmu Keguruan
 Prodi : Pendidikan Bahasa Inggris
 Judul : **Using Word Clap Game to Teach Vocabulary (An Experimental
 Reserch on the Third Grade Students of SDIT Darussalam
 Palopo)**

Mengajukan permohonan kepada Bapak, kiranya berkenan mengesahkan Draft
 Proposal yang dimaksud di atas.

Demikian permohonan kami, atas perkenan Bapak diucapkan terima kasih.

Wassalamu' Alaikum Wr. Wb.

Pemohon

Nuridayu Lahming
 NIM 15 0202 0067

Menyetujui

Pembimbing I

Dr. Hilal Mahمود, M.M
 NIP. 19571005 198303 1 024

Pembimbing II

A. Terrisanna Syah, S.Pd., M.Pd
 NIP. 19860423 201503 2 005

Mengetahui

Kepada Prodi

Pendidikan Bahasa Inggris



Aninda Yulha, S.E., M.Hum
 NIP. 19871013 200501 2 006

PENGESAHAN DRAFT SKRIPSI

Setelah memperhatikan persetujuan para pembimbing atas Permohonan saudara (i) yang diketahui oleh Ketua Jurusan Ilmu Keguruan Fakultas Tarbiyah dan Ilmu Keguruan, maka draft Proposal yang berjudul : **Using Word Clap Game to Teach Vocabulary (An Experimental Research on the Third Grade Students of SDIT Darussalam Palopo,** dan yang ditulis oleh: Nuridaya Lahming NIM 15 0202 0067 dinyatakan sah dan dapat diproses lebih lanjut

Palopo, 25 Juni 2019
a.n. Dekan
Wakil Dekan I Akademik
Dan Kelembagaan



Munir Yusuf, S.Ag., M.Pd
NIP. 19740602 199903 1 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
FAKULTAS TARBIYAH & ILMU KEGURUAN
 Jl. Agama Telp. 0471-32076 Fax. 0471-325195 Kota Palopo
 Email: ftk@iainpalopo.ac.id Web: www.ftik-iainpalopo.ac.id

Nomor : 899 /In.19/FTIK/HM.01/07/2019
 Lampiran : -
 Perihal : **Permohonan Surat Izin Penelitian**

08 Juli 2019

Yth. Kepala Badan Kesbangpol dan Linmas
 Kota Palopo
 di -
 Palopo

Assalamu Alaikum Wr. Wb.

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu :

| | |
|----------------|-----------------------------|
| Nama | : Nuridaya Lahming |
| NIM | : 15 0202 0067 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Semester | : VIII (delapan) |
| Tahun Akademik | : 2018/2019 |
| Alamat | : - |

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi SDIT Darussalam Palopo dengan judul: **"Using Word Clap Game to Teach Vocabulary (An Experimental Research on the Third Grade Students of SDIT Darussalam Palopo"**. Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

 M. M. Murtadin K, M.Pd.
 19681231 199903 1 014



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 508246

ASLI

IZIN PENELITIAN
 NOMOR : 910/PP/DPMPPTSP/III/2019

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK,
2. Peraturan Menteri Nomor 64 Tahun 2011 tentang Pedoman Penetapan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Menteri Nomor 7 Tahun 2014,
3. Peraturan Walikota Palopo Nomor 28 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo,
4. Peraturan Walikota Palopo Nomor 22 Tahun 2018 tentang Fendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo

MEMBERIKAN IZIN KEPADA

Nama : NURIDAYA LAHMING
 Jenis Kelamin : Perempuan
 Alamat : Jl. Anggrek Kota Palopo
 Pekerjaan : Mahasiswa
 NIM : 15 0202 0087

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

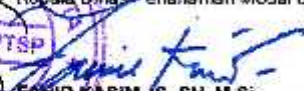
USING WORD CLAP GAME TO TEACH VOCABULARY (AN EXPERIMENTAL RESEARCH ON THE THIRD GRADE STUDENTS OF SDIT DARUSSALAM PALOPO)

Lokasi Penelitian : SD IT DARUSSALAM PALOPO
 Lamanya Penelitian : 09 Juli 2019 s.d. 09 Agustus 2019

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian harus melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaatinya semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 09 Juli 2019
 Kepala Dinas Penanaman Modal dan PTSP

FARID KASIM S.S., SH., M.Si
 Pangkat : Pembina Tk. I
 NIP. 19630309 200312 1 004

Tembusan :

1. Kepala Badan Kepegang Pmo. Su. Sali
2. Walikota Palopo
3. Uraim 1403 SV/13
4. Kepala Palopo
5. Kepala Badan Pengembangan Pengembangan Kota Palopo
6. Kepala Badan Kepegang Kota Palopo
7. Instansi terkait untuk dipergunakan sebagaimana mestinya



PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SEKOLAH DASAR ISLAM TERPADU DARUSSALAM
 Alamat : Jl. KH. N. Rami No. Telp. 0471-24998 Kota Palopo NSS:J02196209002 NPSN:49316743
Akreditasi: A



SURAT KETERANGAN SELESAI MENELITI

Nomor : 421.2/060/SDITD-YMALP/VII/2019

1. Yang bertanda tangan di bawah ini :
 - a. Nama : **PARIDAH, S.Pd., SD.**
 - b. Jabatan : Kepala SDIT Darussalam Palopo Sulawesi Selatan

2. Dengan ini menerangkan bahwa :
 - a. Nama : **NURIDAYA LAHMING**
 - b. NIM : 15 0202 0067
 - c. Semester : **VIII**
 - d. Fakultas : **Tarbiyah dan Ilmu Keguruan**
 - e. Jurusan / Prodi : **Pendidikan Bahasa Inggris**
 - f. Instansi : **Institut Agama Islam Negeri Palopo**

Telah selesai melakukan penelitian di SDIT Darussalam Palopo Kelas III D, terhitung mulai tanggal 09 Juli 2019 sampai 09 Agustus 2019 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul *"USING WORD CLAP GAME TO TEACH VOCABULARY (AN EXPERIMENTAL RESEARCH ON THE THIRD GRADE STUDENTS OF SDIT DARUSSALAM PALOPO)"*.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Palopo, 18 Juli 2019



Sekolah,

PARIDAH, S.Pd., SD.

Pembina Tk.1

NIP. : 197012311992032003

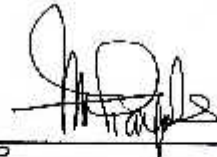
CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Nurdaya Lahming
NIM : 15 0202 0067
Jurusan/Program Studi : Ilmu Keguru/ Pendidikan Bahasa Inggris
Hari/Tanggal : Rabu / 04 September 2019
Judul Skripsi : Using Word Clap Game to Teach Vocabulary (An
Experimental Research on the Third Grade Students of SDIT
Darussalam Palopo)

Please revise the following items:

1. Misspelling words & ungrammatical sentences
writing technique
2. Research Question
3. Scope of the research
4. ~~Discuss~~ Theoretical framework
5. Discussion
6. Suggestion
7. Photographs

Pembimbing/Penguji,



NIP.

CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Nuridaya Lahming
NIM : 15 0202 0067
Jurusan/Program Studi : Ilmu Keguru / Pendidikan Bahasa Inggris
Hari/Tanggal : Rabu / 04 September 2019
Judul Skripsi : Using Word Clap Game to Teach Vocabulary (An
Experimental Research on the Third Grade Students of SDIT
Darussalam Palopo)

Lihat naskah

Pembimbing/Penguji,

in
Nurafmah Thanyib
NIP.

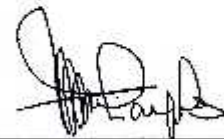
CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama : Nuridaya Lahming
NIM : 15 0202 0067
Jurusan/Program Studi : Ilmu Keguru/ Pendidikan Bahasa Inggris
Hari/Tanggal Ujian :
Judul Skripsi : Using Word Clap Game to Teach Vocabulary (An Experimental Research on the Third Grade Students' of SDIT Darussalam Palopo)

Please revise the following items:

1. Misspelling words, ungrammatical sentences, writing technique
2. Problem statement
3. Conceptual framework
4. Discussion
5. Use grammarly to check your thesis

Pembimbing/Penguji,



NIP.

CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama : Nuridaya Lahming
NIM : 15 0202 0067
Jurusan/Program Studi : Ilmu Keju / Pendidikan Bahasa Inggris
Hari/Tanggal Ujian :
Judul Skripsi : Using Word Clap Game to Teach Vocabulary (An
Experimental Research on ther Third Grade
Students' of SDIT Darussalam Palopo

di.

Pembimbing/Penguji,

JL

NIP. _____