DEVELOPING STUDENTS' VOCABULARY MASTERY BY USING WALL CLOCK MEDIA AT SMAN 4 LUWU

A THESIS

Submitted to the Tarbiyah and Teacher Training Faculty of IAIN Palopo
to conduct Skripsi research in the context of completing undergraduate study
at an English Language Education Study Program

Compiled by:

HASMA

REG. NUMBER 16 0202 0024

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2020

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Supervised By:

1. Wahibah, S. Ag., M. Hum

2. Drs. H. Muh. Abduh, M.Pd.I

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

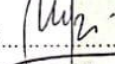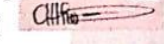**STATE ISLAMIC INSTITUTE OF PALOPO**

2020

THESIS APPROVAL

This thesis entitled **"Developing Students' Vocabulary Mastery by Using Wall Clock Media at SMAN 4 Luwu"** Which is written by Hasma, **Reg. Number. 16.0202.0024**, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on Friday, 30th of Maret 2021 M, coincided with **Ramadhan 18th 1442 H**, it is authorized and acceptable as partial fulfillment for S.Pd. degree in English language teaching.

<u>**Friday, 30th of March 2021**</u>
Ramadhan 18th 1442 H

COMMITTEE OF EXAMINATION

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                      Clock Media At SMAN 4 Luwu

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NOTA DINAS PEMBIMBING

Hal : Skripsi

Lampiran : -

Kepada Yth

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

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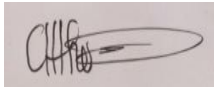
Assalamu' Alaikum Wr.Wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini :

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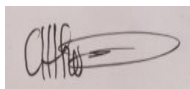
Judul : Developing Students' Vocabulary Mastery By Using Wall Clock Media At SMAN 4 Luwu

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan. Demikian untuk diproses selanjutnya.
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EXAMINER APPROVAL

Thesis Entitled   **Developing Students' Vocabulary Mastery by Using Well Clock Media at SMAN 4 Luwu**

Written By   :

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Has been corrected and approved to be Munaqasyah examined.

Palopo, 23th April 2021

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PRONOUNCEMENT

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With all awareness and consciousness, the researcher who signs below, pronouncement that this thesis is literally work of researcher her self. This thesis not lawful if someday there is not a shared evidence that this thesis duplicated copied, or made by other people wholly or partially

Palopo 6 Mei 2021

Researcher

Hasma

<p align="center">بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيم</p>

ACKNOWLEDGMENT

The researcher expressed her appreciation to Allah Swt by saying alhamdulillah rabbil 'Alamin. The Most Merciful, who has given guidance, blessings, and grace for this A thesis of English education study program faculty of tarbiyah and teacher training state is Islamic institute of palopo on the title "Developing Students' Vocabulary Mastery By Using Wall Clock Media At SMAN 4 Luwu" to be completed. Shalawat and Taslim are just for our beloved prophet, the chosen on Muhammad saw. Safety and peace be upon him.

The researcher expressed her gratitude and appreciation to everyone who helped her finish this thesis by providing inspiration, encouragement, and suggestions. The special thanks to :

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   preliminary until the researcher can finish this thesis.

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Palopo, 2021

The Researcher

Hasma

Reg. Num. 16 0202 0024

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ABSTRACT

Hasma, 2021. ''*Developing Students' Vocabulary Mastery By Using Wall Clock Media At SMAN 4 Luwu''.* A Thesis Of English Study Program Tarbiyah and Teacher Training Faculty State Institute For Islamic Studies (IAIN) of Palopo. Under Supervisor (1) Wahibah, (2) H. Muh. Abduh,

At SMAN 4 Luwu, this research focuses on developing students' vocabulary mastery through the use of wall clock media. This study aims to see whether the development of students' vocabulary mastery by using wall clock media at SMAN 4 Luwu can be done. This study used a pre-experimental design. Participants in this study were students of class X SMAN 4 Luwu. The population in this study amounted to 150. The research sample was 20 students of class X MIPA 1, amounting to 20 students. Wall clock media is used as a student data collection technique in the research conducted. The vocabulary test is used as a learning tool. The pre-test is given to determine the basic abilities of the students' vocabulary and the post-test is given to find out the students. The test consisted of 30 items then the test was calculated and analyzed using SPSS 20. The findings of the researchers showed that using a vocabulary test to develop students' vocabulary mastery when using the wall clock media at SMAN 4 Luwu. There is a significant difference between the pre-test and post-test results, with the post-test being higher than the pre-test, with a pre-test mean score of 65.0 and a post-test mean score of 90.0. Where Account score (15,343) is higher than table score (2,093) or 15,433> 2,093. That is, the Development of Students' Vocabulary Mastery by Using Wall Clock Media at SMAN 4 Luwu.

Key Word: Developing, Vocabulary, Wall Clock.

CHAPTER I

INTRODUCTION

A. Background

<div dir="rtl">

اِنَّ رَبَّكَ هُوَاَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيْلِهٖ وَهُوَاَعْلَمُ بِالْمُهْتَدِيْنَ ‹‹١٢٥ : ١٦››

</div>

"Surely your educator knows better about who has strayed from his path and knows the people who got the lead." (QS. 16: 125). [16]

<div dir="rtl">

بِالْعِلْمِعَ فَعَلَيْهِ الآخِرَهَ أَرَادَ وَمَنْ ، بِالْعِلْمِ فَعَلَيْهِ الدُّنْيَا أَرَادَ مَنْ

</div>

"Whoever wants to want the world, then let him master the knowledge. Whoever wants the afterlife, let him master the knowledge. And whoever wants both (the world and the hereafter), let him master the knowledge." (HR. Ahmad)

A vocabulary is a set of words that belong to someone or something else, or that are part of a specific language. A person's vocabulary is described as a collection of all the words that the person understands or is likely to use in the construction of a new sentence. A person's vocabulary is commonly regarded as an indicator of intellect or educational attainment. As a result, many regular exams, such as the SAT, include questions that measure vocabulary. The improvement of a person's skill in a mastered language or the addition of a person's vocabulary, in general, is considered an integral aspect of both the learning process and the development of one's ability in a mastered language. Many people consider vocabulary construction to be an enjoyable and educational practice, and many school children are taught new words as part of those subjects.

On April 22, 2019, at that time the researcher conducted an observational study at SMAN 4 Luwu, here at the time made observations in two classes namely class at the time MIPA 3 and MIPA 5 here too at the time got a problem for the students, as for the problems at the time got that is about

mastery of students' vocabulary that is still minimal and some students still do not understand and understand what vocabulary is, therefore taking the initiative gives a challenge or some kind of question to students to know the extent of their understanding of vocabulary and correctness from some who do not understand even time at the time gave a question about their vocabulary just silent and big about the vocabulary, for that at the time want to make a change to these students they might understand that they are just lazy to learn and the teacher if they just learn without repeating the previous material and this too become the most basic thing for students because if asked they were silent and did not know what the vocabulary was[1].

يَرْفَعِ اللهُ الَّذِينَ ءَامَنُوا مِنكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللهُ بِمَا تَعْمَلُونَ خَبِيرُ

"Allah will exalt those who believe among you and those who are given several degrees of knowledge" (Q.s. al-Mujadalah: 11) [2]

وَهُمنُ الصُّدُوْرِ فِى لِمَا وَشِفَاءٌ رَبِّكُمْ مِنْ عِظَةٌ مَوْ تْكُمْ قَدْجَاءَ يَاأَيُّهَاالنَّاسُ

"O all human beings, have come to you mauizhah from your education, a cure for the diseases that reside in the chest, guidance, and mercy for those who believe." (QS. 10:57) [13].

The student problem that at the time got, here will take a change of learning or a strategy for them and will use learning media for students using wall clock media, from this learning media change it to be as interesting as possible and well understood by students, here at the time will change this wall clock media into their vocabulary learning media wherefrom the clock numbers to this at the time will give the vocabulary behind the numbers later and at the time will call them one by one to go up and choose from the wall clock numbers 1-12, hopefully, this learning medium at the time can use it to change students to be more active in learning and if asked about their vocabulary they can answer it, from this problem can be concluded or a solution that they have to be more active in learning, they have to know and

---

[1] Jeremy Harmer, *The Practice of English Language Teaching*, 3rd and (Harlow, united kingdom, 2001).

can master vocabulary more than we think. There are still many students who are unable to comprehend the vocabulary The teacher does not involve his students at the time of learning and the teacher is more motivated in the media of his book without any repetition of the subjects The lack of teachers using the media so that students, when asked about student vocabulary, are confused limited use of teacher media in learning so students still lack mastery of vocabulary.

As a result of the definition, the researcher plans to students' vocabulary *"Developing students' vocabulary mastery by using wall clock media at SMAN 4 Luwu"*.

A. Problem Statement

The research problem statement is as follows: Is the use of wall clock media successful in improving students' vocabulary mastery at SMAN 4 Luwu, based on the problems in the background?

B. The objective of the Research

This study aims to see if wall clock media will help students at SMAN 4 Luwu improve their vocabulary mastery. The following are the importance and benefits of this study. The extent of students' knowledge of vocabulary and researcher can find out whether students are difficult to learn vocabulary.

C. The Significances of Research

The study aimed to see how effective wall clock media is at improving students' vocabulary mastery at SMAN 4 Luwu. This research aims to see if the wall clock media is successful in improving students' vocabulary mastery and to see how much students' vocabulary awareness has progressed. The research study's contribution to the teaching of vocabulary in senior high school is important, as described below.

1. **For student**
   a. Can make it easier for students to learn vocabulary and better understand the importance of increasing vocabulary mastery.
   b. Students can find out the meaning of vocabulary and parts of vocabulary.
2. **For teacher**

   Increase teacher knowledge about wall clock learning media and use the media in their learning so that teachers gain direct experience through the wall clock media.

E. **Scope of the Research**

   The priority of the researcher is on developing students' vocabulary mastery using wall clock media in teaching vocabulary. The vocabularies are emphasizing on Noun, Verb, and Adjective.

F. **Operational Definition**

   The Operational definition of the research is described as follows.
   1. Develop in learning is an effort to expand knowledge about something in purpose to be better.
   2. Wall clock media is a medium to use because the wall clock media can help students calculate and guess the vocabulary located behind the wall clock numbers.

CHAPTER II

REVIEW OF RELATED LITERATURE

1. Previous Studies

Faikatul Himma (2017,) *The difficulty of elementary school students to learn English*. This study aims to see how angular clock learning media affects English class III students' learning outcomes in SMP 3 Bua Ponrang Type Material and Large Angles. Quantitative experimental analysis with the form of Pre Experimental Design type One Group Pre-test Post-test Design was used in this study. The normality test, hypothesis test, and Eta squared measurement were used as data analysis techniques. The findings revealed that angular clock learning media had an effect on the learning outcomes of English students in class VIII at Bua Ponrang Junior High School 3 content form and angle scale.

The magnitude of the influence in this study can be seen from the calculation of Eta Squared, which shows a result of0.90, as shown by the results of measurements that indicate that from the partial value of students in English subjects 18.44> table2.02, there are accepted and rejected, and the magnitude of the influence in this study can be seen from the calculation of Eta Squared, which shows a result of 0.90.

It can be concluded that the results of the research carried out by the researcher concluded that wall clock props can improve the learning outcomes of class 3 students of Bua Ponrang Junior High School 3, the authors suggest that: Schools should use teaching aids to facilitate learning in schools.

Classroom Action Research (CAR) with two cycles was used in this analysis, with each cycle consisting of planning, implementation, observation (observation), and reflection (reflection). This research concludes that learning by using wall clock props can improve (1) learning activities of class IV students in Mathematics subject matter in angular measurement at MIN

Nanjungan; (2) learning achievement of class IV students in mathematics subject.

Elyana Tiara. 2019. Improving *Students' Vocabulary Ability through the Wall as Media Class VIII Students' in SMA Negeri 2 Sumowono in Academic Year 2019/2020.* Graduation Paper, Salatiga's State Institute for Islamic Students' (IAIN) Department of English Education, Teaching, and Faculty of Education Adviser: Setia Rini, M.Pd. The objectives of this study are to:(1) determine the implementation of students' writing and vocabulary skills in the material through the wall as a medium for grade VIII students at SMP Negeri 2 Sumowono, and(2) determine if there is an increase in students' writing and vocabulary in the material through the wall clock as a medium for eighth-grade students at SMA Negeri 2 Sumowono. Classroom Action Analysis is the research approach used in this study (CAR). The research was divided into two cycles, each with four steps: preparation, intervention, evaluation, and reflection. Via observation and recording, 35 students from class VIII-A of SMP Negeri 2 Sumowono were the subjects of this research.

Singgih Widodo Limantoro, 2018 facing the challenge of Teaching English (ELT) today, English teachers can facilitate language learning in an effective and fun way by creating wall clock games using wall clock media are designed and developed to be an effective strategy for improving students' vocabulary and grammar for writing. There are twenty-one students who participated in this class action research. It is also important to know how English teachers can meet their needs and level of competence and design effective word card games for learning English. It's unique to make four-game topics, such as Synonyms, Antonyms, Comparative Degree, and making Sentence using the same card, to apply pedagogical principles, and also choose goal scorers for each group to help make a successful game. Wall clock media games also need some continuous improvement b trying to play a wall clock game with different respondents or players to get the feedback needed to increase vocabulary shortages. In this study, most of the students or

respondents gave positive feedback from games to learn English, especially to increase the excitement of learning and strengthen their writing skills, and also improving students' vocabulary as explained earlier.

From some of the studies above, I use media wall clocks as wordplay such as verbs, verbs, my research uses media wall clocks because I use this media to find out how much vocabulary mastery is offered by students in Public High School 4 Luwu, then from here I took the initiative to use the wall clock media in the room to comprehend the students' command of the English language Here I am doing a game using a wall clock as my media to do the mastery of their words and do text, post text and also question and answer to students or I have one student go up and choose a number from the wall clock.

2. **Theoretical Review**

Vocabulary: According to Soedjito (2009: 24) vocabulary or vocabulary is interpreted as:

a. All words contained in a language.

The language needs to be defined in the content that is more than the others and contained in a standard grammar and students can understand.

b. The wealth of words owned by a speaker or writer

c. In the speaker's words or sweaty writers, writers have wider is not wrong or can be said to be more passive in the wealth of a language I have.

d. Words used in a field of science

In science, some words need to be used and not used because not all fields of science use words that are used in them.

e. List of words arranged like a dictionary and brief and practical explanations.[2]

In the language, there are several lists of words that need to be compiled for example in a dictionary list and explanations that are brief and more practical to know or use.

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[2] Mojito, *Vocabulary or Vocabulary Is Interpreted* 2009.

a. Richards, Platt, and Webber (2006) define vocabulary as a collection of lexemes that includes single words, compound words, and idioms. Meanwhile, according to Valette (1977), vocabulary is a word or group of words with specific meanings. From the above, it can be inferred that vocabulary refers to words with meaning that humans use and use in language and communication.

b. According to Hurlock (2001: 187), children learn There are two types of vocabulary: common and special vocabulary. General vocabulary consists of words that can be used in a variety of different situations. Special vocabulary is made up of words with unique meanings that are only used in specific circumstances.

3. **The Concept of Vocabulary[3]**

   1. **Definition of Vocabulary**

      When students are studying a language, one of the elements that must be learned is vocabulary. According to Nunan (2003:101), vocabulary is more than a list of target language terms. Vocabulary and grammar are inextricably linked as part of the language structure. In reality, most languages' lexical systems can be divided into "grammatical phrases," such as prepositions, articles, and adverbs.

      Word walls, according to Jackson and Narvaez(2013), are visual scaffolds that are also a classroom strategy for reinforcing reading and writing skills. They go on to describe the word wall as large black words on the wall with a meaning and a picture of the word.

      Interactive word walls, according to Erin(2011), highlight well-selected words and assist teachers in laying a framework for student material vocabulary comprehension. They also aid word learning by emphasizing root terms, suffixes, and prefixes, as well as their meanings. This aids students in decoding text context. Additionally, students become more aware of terms and meanings as they

use the word walls. This aids comprehension of the text. It also aids students in becoming more conscious of words in their surroundings.

Harmer (1992:154) states that as incidental to the main purpose of language teaching. The acquisition of grammatical information about the language vocabulary was important to give students something to hold on to while studying the structure, but it was not always a primary focus of learning.

Vocabulary, according to the description above, is a set or sum of words, terms, or codes that people know and use in a specific language Vocabulary would not only be based on the learning process that contributes to language improvement for students. Furthermore, vocabulary will inform students about cultural education by examining its meaning; however, the vocabulary product learned is not the same as the Indonesian language.

2. **Types of Vocabulary**

The stock of lexical items in a language is referred to as vocabulary. Rahman (1993:16) divides vocabulary into two types for learning and teaching purposes: responsive and productive vocabulary.

a. Receptive vocabulary is a term for lexical elements that can only be known and understood in the sense of reading and listening.

b. Words that can be remembered and used properly in writing and speech are referred to as productive vocabulary.

Besides, Thomas (1994:461) divided vocabulary into four kinds of vocabulary, namely:

1) Oral vocabulary is made up of words that are actively used in speech; they are the words that come easily to mind in conversation; the more frequently a person utters a word, the more readily it comes to mind.

2) Writing vocabulary is made up of words that come naturally to one's mind.

3) Listening vocabulary is a set of words to which one responds with meaning and which one comprehends when others speak.

4) Reading vocabulary is a set of terms that respond to what they mean and how they are understood in writing.

3. **The Principle of Teaching and Learning Vocabulary**

Wallace (in Hasbiani,2014:6) identifies the following guidelines for teaching and learning vocabulary:

1) Aims.

Whatever program or operation is responsible for, it always comes with its own set of rules. When teaching vocabulary, we must be specific on our objectives and how many words have been learned.

2) Quantity

We will decide on the quantity of vocabulary to be taught and the number of hem terms that the students can learn based on the quantity of vocabulary to be taught.

3) Need[4]

In most cases, the vocabulary is chosen by students, as well as the vocabulary is chosen by the instructor, which would be related to the course's goals and the goals of each lesson.

4) Frequent exposure and repetition.

Unless the students have shown that they have learned the target expression. The simplest method for recognizing the target and determining its significance.

5) The situation of a meaningful presentation

Students must have a straightforward and specific understanding of what words mean or refer to during a presentation vocabulary lesson. This necessitates the presentation of words in such a way that their detonation and comparison are flawless and unambiguous.

4. **Systematic Arrangement of Topics (Part of Speech). They are two classification parts of speech**
   1. Content Words

Nouns, verbs, adjectives, and adverbs are the most common content terms. A noun identifies the object, while a verb describes the action taking place or the state. Adverbs teach us how, where, and where something is done, while adjectives tell us about things and people. Nouns, verbs, and adjectives provide crucial details for comprehension.

a. **Noun** = person, place, or thing
b. **Verb** = action, state
c. **Adjective** = describes an object, person, place, or thing.

Examples:

Noun	Verb	Adjective
House	Enjoy	Heavy
Lake	Visit	Difficult
Computer	Purchase	Careful
Peter	Understand	Expensive
Student and Science	Believe and Look Forward to	Soft and Fast

a. Noun.

A noun is a name for an abstract person, object, animal, location, or idea. This English noun is one of eight parts of speech.

b. Various Kinds of Nouns

A noun can be divided into countable and Uncountable nouns, proper and common nouns, abstract and concrete nouns, and collective nouns are all examples of uncountable nouns.

c. Countable and Uncountable Noun

Uncountable nouns include collective nouns, proper and common nouns, abstract and concrete nouns, and collective nouns.

Countable Noun		Uncountable Noun
Singular	plural	
Book	Books	Wind
Tomato	Tomatoes	Cheese
Man	Men	Sugar

Regarding Countable Noun

d. Proper and Common Noun

A proper noun is a type of noun that starts with capital letters (for example, Jakarta, Gramedia), while common nouns start with lowercase letters (city, shop).

e. abstract and Concrete Noun

A noun that can't be seen through the five senses is called an abstract noun (love, romance). Concrete nouns, on the other hand, can be detected using all five senses (book, fluorine). Problem Abstract-Concrete Noun.

f. Collective Noun, A collective noun is a word that is used to describe a group or its name (class, deer)

2. Noun Phrase and Compound Noun

In addition to being simple in form of only one word, a noun may be in the form of a phrase called noun phrase where the phrase is the result of a combination of a noun (as head) with a modifier such as Determiners (a, an, the, this, that, my, his, her, each, every), adverbs (too, really, so), adjectives (beautiful, humorous, interesting, lovely), and other nouns A book, this hat, my car, and such a lovely day are examples of noun phrases.

Compound nouns are formed when nouns collaborate with other nouns or other parts of speech such as verbs, prepositional phrases, or adjectives to create terms with new meanings. Example Combination Example Compound Noun.

Noun + Noun	Toothpaste
Noun + Verb	Road show waterfall
Noun+ preposition phare	Father-in-law
Adjective + noun	Whiteboard

3. Noun Substitute

A noun substitute is a construction that takes the place of a noun, such as a gerund, infinitive, or noun clause.

a. Gerund (verb + ing) and infinitive (to + verb)

A gerund is formed from the simple form of the verb (bare infinitive) added by the suffixing, while the infinitive consists of the particle to and simple form of the verb. Although it functions as a noun, gerund and infinitive still behave like verbs, for example, it can be accompanied by direct objects, adverbs, or prepositional phrases. Examples of Gerund and Infinitive Sentences:

I. love swimming	(I like to swim.) Gerund (direct object)
2 . I love swimming in the sea.	(I wonder if he is angry.) Gerund + prepositional phrase "in the sea"
3. We need to talk.	(We need to talk.) Infinitive (direct object
4. I just want to talk to you.	(I just want to talk to you.) Infinitive + prepositional phrase "to you"

b. Noun Clause

A dependent clause that acts as a noun is known as a noun clause. The clause starts with a question word (5w + 1h), if/whether, or that. Example sentence Noun Clause :

1. I understand what you said	(Saya mengerti apa yang kamu katakana)
2. I wonder if he was angry	(Saya bertanya-tanya apakah dia marah)

5. Adjective

The adjective is a term that describes a noun (noun) or a pronoun (pronoun) (pronoun) which can be a person (person), place (place), animal (animal), object, or abstract concept (thing). This English adjective is one of eight parts of speech. The word red in "the red car" is an adjective, a word belonging to one of the major form classes in any of numerous languages and typically serving as a modifier of a noun to denote a quality of the thing named, to indicate its quantity or extent, or to specify a thing as distinct from something else. Definition of *the adjective* (Entry 2 of 2)

a**:** an adjective clause that is of, relates to, or functions as an adjective

b: not able to stand on its own: reliant

c: requiring or making use of a mordant adjective

d: law procedural adjectival

Nouns and pronouns are defined or modified by adjectives, which limit or restrict their meaning. They may use words like massive, red, furious, enormous, special, unusual, and so on to describe various qualities.

"A red dress," "fifteen boys" are examples of adjectives that come before nouns. ''When an adjective follows a linking verb such as *be* or *seem*, it is called a *predicate adjective*: "That building is *huge*," "The workers seem *happy''* While some adjectives are often used before a noun, most adjectives can be used as predicate adjectives. Similarly, a few adjectives can only be used as predicate adjectives and are never used before a noun.

Examples of *adjective*s in a Sentence, Noun: The words *blue* in "the blue car," *deep* in "the water is deep," and *tired* in "I'm very tired" are *adjectives*. Adjectives may be simple in form of only one word or form phrases, namely: adjective phrases that result from a combination of adjectives as head and modifier and/or determiner.

Adjective Example	Adjective Phrase Example
Dark	Very dark chocolate (modifier + adjective
Hot	These hot drinks (determiner + adjective)
Young	Many young men (Determiner + adjective)

Adjectives may also be able to join other parts of speech such as nouns or verbs to form new words called compound   adjectives. Example :

Combined	Adjective
Adjective + Noun	High-sped cameras
Adjective + past participle	Well – known authors
Adjective + present participle	Good – Looking men
Noun + adjective	Oil-free product

Adjective Position and Adjective Order

In a phrase or sentence, the adjective may be in the attributive position placed in front of the noun, the positive post behind the noun (without an interrupted linking verb), or predicative placed after the noun with an interrupted linking verb.

Position	Adjective
Attributive	**Beautiful girls** They are **beautiful** girls. Mereka adalah gadis-gadis yang cantik.
Postpositive	Someone Special
Predicative	They are beautiful

If there are several adjectives in front of the noun, we must obey the adjective order by category: opinion, size, form, age, color, origin, material, and meaning. Adjective Order Examples: He had two happy big brown pigeons. (He used to have two cheerful big doves.), Information: adjective clause and reduced adjective clause.

Happy	Opinion
Big	Size
Brown	Color

A subordinate clause that acts as an adjective to explain nouns or pronouns in the main clause of a complex sentence (complex sentence= main clause + adjective clause) is known as an adjective clause.

This English clause is formed by a relative pronoun (whoever), who (ever), whose, ever (which), that) or a relative adverb (where, when, why). adjective clause = relative pronoun +/- subject + verb adjective clause = relative adverb + subject + verb. By eliminating the relative pronoun and modifying the verb to be participle, an adjective clause may be shortened (reduced) to a reduced adjective clause.

Examples of Adjective Clause	Sentences Example of Reduced Adjective Clause Sentences
The student who always goes to school by bus is my friend.	The student who always goes to school by bus is my friend.

Various Adjectives, There are several types of adjective classification, including stative and dynamic adjective, as well as an inherent and non-inherent adjective. Stative adjective characterizes conditions that tend to be permanent (small, black, tall), whereas dynamic adjective is related to behavior (foolish,

friendly, playful). The inherent adjective specifically defines the noun it represents (someone special= special identifies someone special), while the non-inherent adjective does the reverse (my old friend= not "my friend who is old," but old identifies a long-standing friendship).

6. Verb

Verbs (verbs) are words (words) that indicate behavior (bring, kick, read) or event (happen, become) or state (to> be, exist), as well as attitude (to> be, exist) (agree, disagree, blame). Since verbs are such essential elements in many languages, including English, they are given special attention and care in any grammar. In English itself, the verb is a grammar that is often confused by students even by native speakers themselves because some of them do not follow the standard form and can only be memorized.

a. Verb Types and Functions.
  1. Transitive Verb

Is a verb that necessitates the use of a sentence object. To be considered a perfect sentence, verbal sentences must use transitive verbs and have a sentence object (can provide understanding). Explanation of Verb Types and their Functions Which include transitive verb include: Cristiano Ronaldo kicked the ball into the goal after she opened the window every morning. I still drink a glass of water before going to sleep.

  2. Intransitive Verb

Is a verb that does not necessitate the use of a sentence topic. Intransitive verbs include: My son is sleeping soundly, The bus will travel at speeds of over 100 miles per hour, and Radit screamed when a ghost appeared in front of him.

  3. Linking Verb

Specifically, verbs that serve as a connection between the topic and the complement (complement). The word subject complement refers to the word that

is synonymous with the subject. Appear, be (am, is, are, were, etc.), become, sound, look, taste, stay, remain, seem, and smell are some of the connecting verbs.

4. Verb with an auxiliary feature (auxiliary verb)

Is a verb that acts as a supporter for the main verb in a sentence. The essential substance of the sentence is not lost if the auxiliary verb is omitted. Is, are, were, do, does, has, had, should, could, might, will, would, will, should, must, ought to, had better are all included in the Auxiliary verb.

Example: On this blog, Rahmat published an article.

For this role, I looked for an assistant

Roshan went for a morning walk on the boulevard yesterday.

5. Irregular Verb

Namely, verbs that change because of tenses in an irregular form, so that the form II and III cannot be known except looking in the dictionary. Which includes irregular verb are: sleep> slept, wake> woke> woken, go-went-gone etc.

Example: She had gone before I came.

Mr. Brown the song on the roof of my home.

My teacher wrote the lesson on the blackboard.

Thus the post about Verb Understanding, Types, and Examples (Verbs), hopefully, helps and if you think this article is useful, please share it via the Like button or by leaving a comment below.

b. Function Words

Function words (also known as a function)[1] are words with little or unclear lexical meaning that convey grammatical relationships among other words within a sentence or define the speaker's attitude or mood. They serve as the glue that keeps sentences together by indicating the structural relationships between terms. As a result, they play an important role in sentence structures.

Content terms (also known as open class words, lexical words, or auto semantic words) are words that do not function words, such as nouns, verbs, adjectives, and most adverbs (although some adverbs are function words) (e.g., then and why). Dictionaries can only explain the general usages of function terms,

but they can specify the basic meanings of content words. Grammars, on the other hand, go into great depth about the usage of function words while only discussing lexical words in broad terms. Since its inception in1952, when C. C. This distinction between function/structure words and content/lexical words, according to Fries, has had a significant impact on the grammar used in second language acquisition and English language teaching.

Prepositions, pronouns, auxiliary verbs, conjunctions, grammatical particles, and particles are all examples of closed-class words that can be used as function words. Interjections are often referred to as function words, but they are open-class words. Function words may or may not be inflected, and they may or may not have affixes.

Function words belong to the closed class of words in grammar because new function words are seldom formed during expression, while new words can easily be introduced to the open class of words (nouns, verbs, adjectives, or adverbs) (such as slang words, technical terms, and adoptions and adaptations of foreign words). See neologism. Each function word either provides grammatical details on other words in a sentence or clause that cannot be separated, or it can suggest the speaker's mental model of what is being said. The following is a list of the kind of words considered to be function words:

1. The and an are two types of posts. The articles in some inflected languages can take on the case of the following noun's declension.
2. inflected pronouns, such as he— him, she— her, and so on.
3. Add positions— in English, they are uninflected.
4. in English, uninflected conjunctions— and
5. subordinating conjunctions, such as if, then, well, however, therefore, and so forth
6. auxiliary verbs— often inflected auxiliary verbs that are part of the conjugation (pattern of tenses of main verbs).
7. Up, on, and down are the seven particles.
8. interjections, also known as "packed pauses"

9. expletives— among other things, they can be used to replace sentences.

10. pro-sentences — *yes*, *okay*, etc.

c. Articles and Determiners

Articles and determiners change nouns in the same way as adjectives do, but they are distinct in that they are needed for proper syntax in a sentence. Examples include articles such as a, an, and the; determiners such as these, that, and those; plenty, many, few; and which, what.

a. Preposition

Prepositions indicate how a noun (or a pronoun) interacts with the other words in a sentence. They are found at the beginning of a prepositional expression. For instance: up, over, against, by, for, into, near, out of, apart from.

b. Conjunction

In a sentence, conjunctions connect terms, phrases, and clauses. and, yet, or, yet, with are some examples.

c. Interjection

Interjections are statements that can be used as complete sentences on their own. They're terms with a lot of feeling attached to them. Ah, whoops, ouch, yabba dabba do! are some examples.

1. The teaching steps use a wall clock

The steps in this research are the use of wall clocks as a medium to increase the activities and learning achievements of class X MIPA 1 students in English Subject Vocabulary Subjects. The steps of this research are to

a. Be alert and increase the educational programs of class X MIPA 1 students in English subject matter vocabulary

b. The key focus is a vocabulary to see and develop the learning results of class X MIPA 1 students in English.

Students in class X MIPA 1 at SMAN 4 Luwu were the subjects of this research. The experimental testing approach was used in this study. Learning can be improved by using wall clock teaching aids, according to the findings of this study.

1. Student learning activities of class X MIPA 1 in English.

2. Student achievement in class X MIPA 1 in English subject to measure students' vocabulary.

The following are various vocabulary used by students at SMAN 4 Luwu in learning English and also in using wall clock media.

VERB	NOUN	ADJECTIVE
1. Pergi – go	1. Rumah – house	1. Cantik – beautiful
2. Datang – come	2. Jalan – road	2. Tampan – handsome
3. Melihat – see	3. Kayu – wood	3. Baik – good
4. Mendengar – listen	4. Besi – iron	4. Buruk – bad
5. Mencium (bau) -smell	5. Bola – ball	5. Jauh – far
6. Menulis – write	6. Meja – table	6. Dekat - near
7. Membaca – read	7. Kursi – chair	7. Tinggi – tall
8. Belajar – study	8. Kaos - t-shirt	8. Pendek – short
9. Bermain – play	9. Celana – pants	9. Besar – big
10. Tidur – sleep	10. Sepatu – shoes	10. Kecil – small
11. Berjalan – walk	11. Kaos kaki – socks	11. Dingin – cold
12. Berlari – run	12. Topi - hat, cap	12. Panas - hot
13. Duduk – sit	13. Jaket – jacket	13. Gemuk – fat
14. Berdiri – stand	14. Tas – bag	14. Kurus – thin
15. Melompat - jump	15. Bunga – flower	15. Lurus – straight
16. Menari – dance	16. Piring – plate	16. Keriting – curly
17. Menyanyi – sing	17. Gelas – glass	17. Kaya – rich
18. Berenang – swim	18. Sendok – spoon	18. Miskin – poor
19. Membawa – bring	19. Garpu – fork	19. Kuat – strong
20. Menaruh - put	20. Pisau – knife	20. Lemah – weak
21. Meminjam – borrow	21. Kertas – paper	21. Ringan – light
22. Membuat – make	22. Buku – book	22. Berat – heavy
23. Memanggil – call	23. Pensil - pencil	23. Ramah - friendly
24. Menyapu – sweep	24. Pulpen – pen	24. Sombong – arrogant
25. Makan – eat	25. Penggaris – ruler	25. Gelap – dark
26. Minimum – drink	26. Lampu – lamp	26. Cerah – bright
27. Menangkap – catch	27. Kasur – bed	27. Manis – sweet
28. Membeli – buy	28. Bantal – pillow	28. Pahit - bitter
29. Menjual – sell	29. Jam – clock	29. Asin – salty
30. Menonton – watch	30. Pintu – door	30. as – sour
31. Membuka – open	31. Jendela – window	31. Pedas – spicy
32. Menutup – close	32. Lantai – floor	32. Malu – shy
33. Melempar – throw	33. Beras – rice	33. Berani – brave
34. Memakai – wear	34. Sepeda – bicycle	34. Marah - angry
35. Melakukan – do	35. Koran – newspaper	35. Tenang – calm
36. Menendang – kick	36. Mobil – car	36. Mahal – expensive
37. Terbang – fly	37. Pohon – tree	37. Murah – cheap
38. Menyalakan - turn on	38. Gelang – bracelet	38. Bersih – clean
39. Mematikan - turn off	39. Kalung – necklace	39. Kotor - dirty

40. Membakar – burn	40. Cincin – ring	40. Imut – cute
41. Mencium – kiss	41. Kacamata -eyeglasses	41. Dalam – deep
42. Memberi – give	42. Batu – stone	42. Kering – dry
43. Bekerja – work	43. Daun – leaf	43. Basah – wet
44. Mengendarai – ride	44. Kaleng – can	44. Gampang – easy
45. Menyentuh – touch	45. Kompor – stove	45. Terkenal – famous
46. Mengirim – send	46. Air – water	46. Bahagia – happy
47. Berbicara – speak	47. Boneka – doll	47. Sedih – sad
48. Menggigit – bite	48. Sarung tangan – gloves	48. Segar – fresh
49. Menunjukan - show	49. Pita – ribbon	49. Bebas – free
	50. TV - television	50. Rajin - diligent

2. Learning targets at SMAN 4 Luwu.

Learning targets used in learning, especially in learning English to students, are as follows:

a. Teachers or researchers use targets that are easier and more efficient for students.

b. The teacher does a more elegant learning style and the teacher also adapts himself to the students so that students are calmer in learning.

c. The teacher uses the vocabulary memorization target for students where the memorization is only 10 minutes long, the memorization is done face-to-face but with the coronavirus outbreak, the teacher only gives the memorization through the Whatsapp group or usually the teacher replaces it with English and vocabulary questions. give the teacher randomly be it a verb, noun, and adjective.

d. The teacher did a good target and it was easier for the students to understand because where many students still did not understand the vocabulary in English.

e. When the teacher does the lesson or starts the lesson, the teacher aims for students to be able to memorize vocabulary in just one day.

D. Media

1. Definition of Media

One of the significant factors in the teaching and learning process is media. According to Southerland(2011:1), elementary teachers often employ a

variety of techniques and engaging media in their classrooms, while junior high school teachers often rely on conventional instructional methods and minimal media. As a result, junior high school teachers must figure out the most effective way to teach vocabulary to their students.

According to that statement, Kasihani (2010:101) states that in learning activities, The use of media will assist the instructor in presenting materials to students in a way that they can appreciate. It means that media is needed in an English language teaching-learning process.

Media as teaching aids are needed to aid students' comprehension and to improve the effectiveness of teacher-student contact during the teaching and learning process. It's also used to boost students' motivation and interest in the subject [5]lesson.

Media is a tool that helps the learning process and functions to clarify the meaning of the message conveyed to achieve the goal of better learning (Kustandi, 2011: 9).

Whatever the limits are given, some combinations can be combined that the Anything that can be used to relay messages from the sender to the recipient to enhance the students' emotions, feelings, and desires for the learning process to take place is considered media (Sadiman et al, 2002).

b. Kinds of Media

Harmer (2004:89) divides media into three kinds,1,2,3:

1. Visualization

The media is the media that is based primarily on the sense of sight. This media displays still images such as graphs, diagrams, charts, posters, drawings, or paintings.

2.Audio

Herson M, '*'Teaching Vocabulary Through Picture Story At The Eighth Year Students' Of MTs BATUSITANDUK'' 2002*.

Media is the media that relies solely on a sound only, such as radios, tape recorders, and language laboratories. The records medium is not suitable for people that have a hearing.

3. Audiovisual

Media is a medium that has form elements and images. Media is divided into still projected media such as overhead Tv, television, video on VCD/DVD, and computers are all examples of predicted motion media.

c . The Function of Media

Visual media/visual aids can construct an ideal atmosphere, both physically and mentally, according to DePorter and Hernacki(2000) in their book Quantum Learning. The most important thing is that the media can inspire students to talk and write and that the teaching and learning process, as well as the relationship between students and teachers, can be effectively formed by using the media. Learning media is used in Sydney Micro Skill to:

a. Awaken and keep students' attention.

To arouse the enthusiasm of our students as teachers, what is needed by students and motivate students to learn and allow them to learn what material or what they are interested in and maintain the remaining interest to always learn.

b. Stimulate the brains of students to think with a concrete foundation.

To stimulate students' brains in learning need some ways or things that are prioritized for example students are given more understanding than before so that the material before and the new ones are always remembered.

c. Gain a high level of understanding efficiently and a degree of permanence in the learners here we as teaching provide a good understanding and can be understood by students efficiently so that students are more mastered than the previous material.

d. The Benefits of Media

According to Sukartiwi (1996), several benefits can be achieved by using the media, namely:

1)   Boost student enthusiasm

2)   avoid student boredom while pursuing a teaching and learning method

3)   Making the learning process run more systematically

4)   Ensuring that students understand the teacher's instructions during the teaching and learning process.

5)   Strength students' understanding of the intended context of learning.

E. The Concept of wall O'clock

a. Definition of wall clock media.

A wall clock is a clock that is functioned in a location, or usually on a wall. Wall clocks can also usually be used as displays or as decorations in the room. Unlike a watch that has a small size, the wall clock has a large enough size so that this wall clock will be easily visible even from a distance. One of the significant factors in the teaching and learning process is media. As a consequence, junior high school teachers must find out the best way to teach the students vocabulary. It means that media is needed in an English language teaching-learning process.

Media as teaching aids are needed to aid students' comprehension and to improve the effectiveness of teacher-student contact during the teaching and learning process. It is also used to increase the students' enthusiasm and interest in the lesson. Media is a tool that helps the learning process and functions to clarify the meaning of the message conveyed to achieve the goal of better learning. Whatever the limits are given, some combinations can be combined that the Anything that can be used to relay messages from the sender to the recipient to stimulate the students' emotions, feelings, and desires for the learning process to take place is referred to as media.

Wall clocks are not new to us, we have known them for years. These objects that are so useful for us always exist In a place where we do actives such as in the house, at school, in the office, even in a public place. A wall clock is a clock that is functioned in a location, or usually on a wall. Wall clocks can also

usually be used as displays or as decorations in the room. Unlike a watch that has a small size, the wall clock has a large enough size so that this wall clock will be easily visible even from a distance.

Media as teaching aids are needed to aid students' comprehension and to improve the effectiveness of teacher-student contact during the teaching and learning process. It is also used to increase the students' enthusiasm and interest in the lesson. Media is a tool that helps the learning process and functions to clarify the meaning of the message conveyed to achieve the goal of better learning.

H . Examples of material from wall clock media

According to the author, teaching English is one example of teaching material or themes about hours, so this demands teacher creativity. Teachers don't just teach traditionally anymore. In this advanced age, it would be left behind if teachers still adhere to the old teaching methods, limited media, and so on.

In the era of information and communication technology, a teacher should take advantage of the progress of media today such as TV, computer, LCD. Children will feel more challenged and not saturated or monotonous when they are shown pictures, videos, and audio-visual. With the aid of the above-mentioned media, children can gain a better understanding of the issue.

An example of this wall clock media is where this learning uses media where the media is in the form of a wall clock, simply the researcher uses a wall clock media because the researcher has previously made an observation and from these observations, some students are still minimal in English, especially in vocabulary, therefore researchers using this wall clock as a source of research with students.

F. Conceptual Framework

The emphasis of this study will be on teaching vocabulary mastery through the use of wall clock media. The diagram below depicts the research's conceptual context.

```
┌─────────────────────────────────────────┐
│   Developing Students' Vocabulary Mastery At │
│              SMAN 4 Luwu                  │
└─────────────────────────────────────────┘
                     ⇓
         ┌──────────────────────────┐
         │   Using Wall clock Media  │
         └──────────────────────────┘
```

```
                    ┌──┐
        ┌───────────┴──┴───────────┐
        │    Students' Vocabulary   │
        │          Mastery          │
        └───────────────────────────┘
```
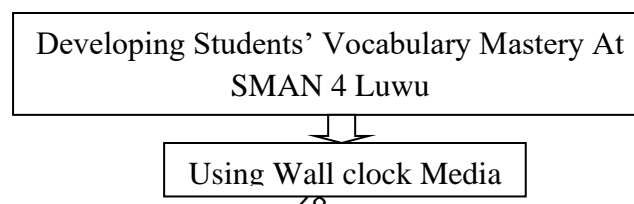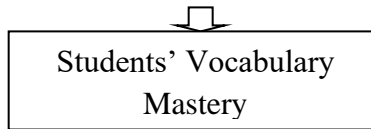
Figure 2.2 Conceptual framework

The researcher will concentrate on improving students' vocabulary mastery while conducting this study. The diagram above depicts the steps involved in performing the study. The procedure will begin with a pre-test, after which the researcher will provide an opportunity to develop vocabulary.

` The next step is giving treatment. In this step, the researcher conducts three meetings in implementing the use of wall clock media. The final step is to administer a post-test, after which the researcher can fill out a vocabulary form.

G. Hypothesis

H_0: There is no statistically significant difference between the results of the student's pre-test and post-test by using wall clock media in lesson study activity at nine grade students of SMAN 4 Luwu.

H_1: When comparing the pre-test and post-test results of students, there is a noticeable difference between wall clock media in lesson study activity at nine grade students of SMAN 4 Luwu.

CHAPTER III

RESEARCH METHOD

A.   Method and Design of Research

1. Method

This study employed a pre-experimental approach. It aims at finding out is by using wall clock media inactivity for students.

$$\mathbf{E \quad = \quad OI \qquad X \qquad O2}$$

Where :

E   = Experimental

OI   = Pre test

X   = Treatment

O2   = Post-test

B.   Population and Sample

a.   Population

The population of this study SMAN 4 Luwu is tenth-grade students 2019/ 2020 Academic Year. There is the tenth class. The population is 150 students.

b.   Sample

Purposive sampling was used in this study, which means the sample was drawn from the whole population. This study's sample is class X MIPA1, which has a total of 20 students. The researcher chose it because he discovered that a lack of vocabulary was the cause of many of the students' ineffective participation in the learning process.

C.   Instrument of the Research

A test is the research's tool. A vocabulary test is an example of this type of test, which includes a pre-test and a post-test, is used to determine students' vocabulary mastery on the wall clock numbers, and the participants or students write whatever they get from the wall clock numbers as noun and verb.

D. The procedure of Collecting Data.

        The researcher used the following procedures to collect data:

1. Pretest

        The pre-test is conducted to determine students' vocabulary knowledge before giving treatment.[6]

2. Giving Treatment.

  a. First Meeting

        In this meeting, the researcher introduces herself and then tells the students about the purpose of her presence. After that, the researcher explains the material about verbs, nouns, and adjectives to the students. The researcher explains vocabulary related to wall clock media learning them in. The researcher then divides the students into five groups, each of which has six students. Then, the researcher explains about the wall clock media. The teacher prepares several vocabulary words about animal, fruit, color, family, regular and irregular. The group that can guess the vocabulary in the first clue a higher score.

  b. Second Meeting

        Before moving on to the next treatment, the researcher reviews the information from the previous meeting. Researchers explain nouns, verbs, and place adjectives as themes for vocabulary learning. The researcher divided the students into 5 groups consisting of 6 students. Researchers prepare some vocabulary about family names, colors, fruits, animals, and so on. Then the researchers monitored student activity. The group that can guess the vocabulary in the first clue is entitled to a higher score. If students are asked to repeat the vocabulary as the next guess. The group with the most vocabulary gets is the maximum score. And finally, researchers and students summarize the vocabulary together.

---

[6]

c. Third Meeting

The researcher repeated the previous meeting's lesson at this meeting. Researchers teach about types of vocabulary (nouns, verbs, and adjectives). In the next activity the researcher divided the students into 5 groups consisting of 6 groups was asked to write as many words as possible and determine which vocabulary is meant in the vocabulary of verbs, nouns, and adjectives according to the name of the purpose they have. has been shared before. The sentence on the wall clock that has been provided. Researchers give 20 minutes for students to do it. After that, the researcher examined the work of each group by correcting together the answers from each group. In the last activity, the researcher reflected on the learning that had been done.

d. Fourth Meeting

The researcher analyzed the previous meeting's learning at the most recent meeting. The teacher examines the parts of the students' vocabulary that they have previously known in this first and last meeting, whether it is the vocabulary of verbs, nouns and or adjectives. After that, the researcher divided the students into six classes, each with six students. Each group gets a vocabulary quota. Then the researchers gave 20 minutes to do it. After that, each group representative presented the results of the work that had been done or had been discussed.

3. Post-test

Finally, the researcher gives a post-test. The post-test contains ten numbers in the multiple-choice test. The researcher gave one minute for each number, so the students had ten minutes to do the test. Give a post-test to see how well the English riddle technique worked in the care.

E. The technique of Analysis Data.

The data that was obtained from the sample was analyzed by this researcher using the following techniques:

a. Scoring the students' points using the following formula

b. To understand the level of the students' score the following classification used:

$$\frac{\sum \text{ Students who complete English learning}}{\sum \text{ STUDENTS}}$$

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

Information

X	=	Average value
$\sum X$	=	Number of all student grades
$\sum N$	=	Number of student

c. Score or the test is classify in criteria as follows

Excellent	:	90-100 is classified as excellent
Very good	:	80- 90 is classified as very good
Good	:	70-80 is classified as good
Fairly	:	60-70 is classified as fairly good
Fairly	:	50-60 is classified as fairly
Fairly poor	:	30-50 is classified as fairly poor
Poor	:	20 is classified as poor

d. Using the software WORD WALL CLOCK MEDIA edition, calculate the mean score, standard deviation, and test significance.

F. Criteria of Hypothesis Acceptability

The acceptance of when it is said that the hypothesis is successful and is said to be failed. The acceptance of when it is said that the hypothesis is successful and is said to be failed, namely It is said to be successful if an alpha value of more than 0.05 is said to be successful and it is said to fail when the alpha value is greater $\geq$ < or equal to 0.05

t-table $\geq$ t-count	:	The rejected H_0 hypothesis
t-count < t-table	:	Received H_1 hypothesis.

CHAPTER IV

FINDINGS AND DISCUSSION

The results were described and the study was discussed in this chapter. The study findings section dealt with the findings of the field data review, while the discussion section dealt with the justification and further interpretation of the findings.

A. *Findings*

The results of this study included the rate percentage of students' pre-test and post-test scores, as well as the mean score and standard deviation of students' pre-test and post-test scores. The key instrument used in this study was data from students' pre-and post-tests. The pre-test was given before the treatment was given, and the post-test was given after the treatment was given.

1. The analysis of students' test score in pre-test and post-test

   a. Students' score in the pre-test

In this segment, the study demonstrates the total score of the students' vocabulary in pre-test humor stories. The researcher will put them in tables and use SPSS20 to measure the ranking. It is tabulated by the following table.

Table 4.1

The score students' vocabulary in the pre-test

Respondents	Correct answer	Score
R1	9	45
R2	12	60
R3	8	40
R4	9	45
R5	7	35
R6	8	40
R7	11	55
R8	6	30
R9	13	65
R10	11	55
R11	8	40
R12	10	50

R13	11	55
R14	7	35
R15	6	30
R16	6	30
R17	10	50
R18	8	40
R19	7	35
R20	10	50

The table above indicates that 3 students received a score of 30; 3 students received a score of 35; 4 students received a score of 40; 2 students received a score of 45; 3 students received a score of 50, and 3 students received a score of 55. (55)

Table 4.2

The mean Score of Students' Correct Answer in Pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	30.00	65.00	44.2500	10.42202
Valid N (listwise)	20				

According to table4.2, the highest score achieved by students is 65The lowest score is30, and the mean score of the students' vocabulary test (noun) in the pre-test is44.2, with a standard deviation error of 10.4.

Table 4.3

Classification of the score students' vocabulary in the pre-test

No	Classification	Score	Frequency	Percentage
1.	Excellent	90-100	0	-
2.	Very good	80-90	0	-
3.	Good	70-80	0	-
4.	Fairly good	60-70	2	10%
5.	Fairly	50-60	6	30%
6.	Fairly poor	30-50	12	60%
7.	Poor	20	0	0
	Total		20	100%

Table 4.3 shows that none of the 0 students (0 percent) who received the treatment b using wall o'clock media received a ''Excellent'' or a ''very good''

classification before receiving the treatment b using wall o'clock media. Out of 20 students, 0 students (0%) received a decent classification, 2 students (10%) received a ''Fairly good" classification, 6 students (30%) received a ''Fairly" classification, 12 students (60%) received a ''Fairly bad" classification, and 0 students (0%) received a ''Poor" classification. Based on the data above, it can be seen that students who received a very bad or poor score outnumbered students who received a good score. The students' vocabulary was still low, it was concluded.

c. Post-test

Students' scores were evaluated based on their test results. The data can be seen in the following table:

Table 4.4

A score of the students' vocabulary in the post-test

Respondents	Correct answer	Score
R1	15	75
R2	16	80
R3	18	90
R4	17	85
R5	15	75
R6	16	80
R7	17	90
R8	18	90
R9	15	75
R10	18	90
R11	17	85
R12	16	80
R13	17	85
R14	15	75
R15	15	75
R16	15	75
R17	17	85
R18	16	80
R19	17	85
R20	17	85

Table 4.4 shows that 20 students received a score in the post-test. The highest possible score was90, and the lowest possible score was 70. 4 students

scored (90), 6 students scored (85), 4 students scored (80), 5 students scored (75), and 1 student scored (70). (70). As a result, we can infer that the student's vocabulary was upgraded as a result of their exposure to wall o'clock media.

Table 4.5

The mean score of students' vocabulary in post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	20	75.00	90.00	82.0000	5.71241
Valid N (listwise)	20				

According to table4.5, the highest student score is90, while the lowest score is 75. It also shows that the mean score on the post-test vocabulary test for students is82.0, with a standard deviation error of 5.71.

On the other hand, the researcher has the students' correct response score after treating them, which is shown in the table rate score.

Table 4.6

Classification of the score students' vocabulary in the post-test

No	Classification	Score	Frequency	Percentage
1.	Excellent	90-100	4	20%
2.	Very good	80-90	9	45%
3.	Good	70-80	6	30%
4.	Fairly	60-70	1	5%
5.	Fairly	50-60	0	0
6.	Fairly good	30-50	0	0
7.	Poor	20	0	0
	Total		20	100%

The post-test score classification of the students is shown in the table. According to the data above, 4 students(20%) were classified as outstanding in the post-test, 9 students(45%) were classified as very good, 1 student(5%) was classified as good, 0 students(0%) were classified reasonably, and 0 students(0%) were classified as ''fairly" in the post-test. It means that the students' Vocabulary ability was improved after treatment.

Aside from that, the researcher will present the overall mean score and standard deviation for both the pre-test and post-test, and compare the two. As shown in the table descriptive statistic, the outcome will be presented as follows.

Table 4.7
The mean score and students' vocabulary in pre-test and post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	30.00	65.00	44.2500	10.42202
Posttest	20	75.00	90.00	82.0000	5.71241
Valid N (listwise)	20				

Table 4.7 shows that the pre-test standard deviation was 10.4 and the post-test standard deviation was 5.7. It also reveals that the students' average pre-test score was 44.2. And the mean score of the students in the post-test was 82.0. The mean score of students in the post-test was higher than the mean score of students in the pre-test, as seen in the table above. It was concluded that teaching vocabulary using wall o'clock was successful.

The researcher used test analysis and measured it using SPSS 21 to determine if the pre-test and post-test were substantially different, as well as the acceptability of the study hypothesis. The table of a paired sample statistic, paired sample correlation, and paired sample test can be used to display the results. It was presented in the following table.

Table 4.8

The paired sample statistics of Pre-test and Post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	82.0000	20	5.71241	1.27733
	Pretest	44.2500	20	10.42202	2.33043

The value of students' deviation in pre-test was 5.71241 and 10.42202 in post-test, according to the table paired sample statistic of pre-test and post-test. Furthermore, the pre-test standard deviation error was 1.27733, while the post-test standard deviation error was 2.33043. The students' score increased from 82.0000 to 44.2500, according to the results.

Table 4.9
The paired sample correlation of Pre-test and Post-test
Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Posttest & Pretest	20	.181	.444

The correlation of the students' ability before and after treatment is0.181, as shown in the table paired sample correlations of pre-test above. It means that there was a major connection between students' vocabulary instruction before and aftercare by using wall o'clock.

Table 4.10
The paired sample of pre-test and post-test

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	37.75000	10.93943	2.44613	32.63019	42.86981	15.433	19	.000

The researcher obtained the following information from table sample test4.10: t0 (Account) = 15.433 and do (degree of freedom)= 19. The value of tt=2.093, according to gay. It had a significance level of 0.05 and a degree of freedom (df) of 19. The researcher concluded that t0 (Account) was higher than tt (table) and that t0>tt.

$$15.433 > 2.093$$

The fact that Account was higher than the table (t0, tt.) indicates that the null hypothesis (H0) was rejected and the alternative hypothesis (Hi) accepted. It was concluded that before and after using the wall clock, there was a significant difference in vocabulary. As a result, the researcher concluded that the wall clock was accurate in vocabulary at SMAN 4 Luwu ninth year.

B. Discussion

This segment presents the study results as a result of data analysis. From pre-test to post-test, it discusses the use of vocabulary wall o'clock media in class X 'Mipa 1 Senior High School.

The researcher asked students to pair vocabulary with its true sense in the pre-test. . This study was a vocabulary test. Teach the noun, verb, and adjective found in a wall o'clock media based on the thematic topic. Of the twenty respondent researcher take only one example of the pre-test namely:

a. From the word nouns, students are only to answer some questions, namely: bar, cup, bowl, and plate.

b. From the word verb, the students' were only able to answer questions, namely: more talkative, exciting, gorgeous, and sweetest.

c. From the word adjective, the students were only able to answer questions, namely: Their, his, staying, our, and wear.

Then the researchers gave the four treatment sessions to train the students' vocabulary in answering questions property, It is done to assess the improvement in students' vocabulary and to obtain a score on the pre-test. In the post-test, researchers give test vocabulary nouns, verbs, and adjectives. After providing the care to the students four times, a post-test is administered to determine the post-test score and to improve the students' vocabulary. Students' post-test classifications were found to be very accurate.

Based on the above results, it can be concluded that the post-test is successful in improving students' vocabulary through wall o'clock. Of the twenty respondents researcher take only one example of post-test namely :

a. From the word nouns, students were able to answer some questions, namely: our, bottle, bag, and cup.

b. From the word verb, the students were able to answer a few questions namely: friendly, trustworthy, simple, and hardest.

c. From the word adjective, the students' were able to answer a few questions namely: his, her, staying, green apple, and me.

From the discussion above, the teaching vocabulary through wall o'clock. The researcher found using wall o'clock in the learning and teaching process improves SMAN 4 Luwu students' vocabulary in the eighth grade. And the wall o'clock was one of the alternative teachings to encourage Senior High School students' to arrange their vocabulary of English.

Who states that using media with creativity will be enabling to students to learn more effectively and enhance their results in the areas that they need.

In using wall o'clock, teachers should carefully consider the images that they choose to use of the wall clock that will be used after that the teacher explains the learning objectives, if the teacher has explained everything, The students are split into five classes, each of which has six students. Furthermore, the teacher asks students about the wall clocks and vocabulary they already know. But before students explain, the teacher asks questions, then the teacher invites students to discuss the discussion or learning they will do later in the next meeting.

In this segment, the researcher not only presented the results of the data analysis but also demonstrated some Wall clock procedures. The study's findings demonstrated that using a growing vocabulary would lead to improved results. The study's findings can be backed up by a variety of factors.

After completing the research in SMAN 4 Luwu with the title of '' Developing Students' Vocabulary Mastery By Using Wall Clock Media SMAN 4 Luwu". The researcher found some advantages in using the wall clock media. So the conclusion of the advantages and disadvantages wall clock that teachers vocabulary with a wall clock that focused on the Noun, Verb, and Adjective.

The findings of this study were combined with those of previous studies research found the same result, Faikatul Himma was found that there was an influence of angular clock learning media on the class's English students' learning outcomes III at Bua Ponrang Junior High School 3 material type and angle size. Elyana Tiara. Was found that using the wall as media was effective to improve students' vocabulary in SMA Negeri 2 Sumowono. Singgih Widodo Limantoro the result It was discovered that the majority of students or respondents gave

positive responses feedback from games to learn English, especially to increase the excitement of learning and strengthen their writing skills and also improving students' vocabulary as explained earlier.

After analyzing the students' data vocabulary The tcount (t0) with a value of(15.433) was found to be higher than the ttable (tt) with a value of(2.093) and a degree of freedom (df) of 19. Since the significance level is0.05, the null hypothesis (H0) is dismissed and the alternative hypothesis (H1) is accepted, indicating that the pre-test and post-test results vary significantly.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. *Conclusion*

The researcher should conclude that the use of wall clocks is successful in improving the vocabulary achievement of grade ten Mipa 1 students at SMAN 4 Luwu based on the findings and discussion in the previous chapter. It was shown by the study findings, which revealed a substantial change in the students' mean pre-test and post-test scores.

Furthermore, the results of the data that was analyzed using the T-test at the significance stage (a) 5%(0.05) with a degree of freedom (df)=19, yielded tt=2, 093 and t0 = 15.433. As a result, the analysis concludes that t0 (count) is greater than tt (table), 15.433 > 2.093. This means that the null hypothesis (H0) is dismissed, while the alternative hypothesis (H1) is accepted as a viable alternative for teaching vocabulary.

B. *Suggestion*

The success of a teacher is determined not only by the lesson plan but also by how the teacher approaches the lesson and uses different methods to make the class more lively and enjoyable There are several ways in which a researcher can assist an instructor, as well as numerous opportunities for students to participate actively in the teaching and learning process. Teachers, researchers, and subsequent students, as well as the next researcher and students, receive feedback from researchers as follows:

a. Teachers must be more selective in choosing the suitable way of teaching English, especially student vocabulary such that students are more interested in learning and excited about it. It is recommended that an English teacher who wishes to teach vocabulary using an effective method, as this method is an effective way to teach students. Through the inquiry way, the students are given opportunities to work or share their ideas group**.**

b. The students' can practice more about wall clocks or other material by applying inquiry way. The students will be more active because this research

shows that the inquiry way more alive and effective than the discussion would be. After all, it makes it each student are easier to express their ideas. Each student has more roles in the group to be active in the discussion to help his or her friends to finish the task.

c.   For students, it is recommended that they develop their English skill mastery. It focuses not only on vocabulary but also on other aspects of the English language. Consider the use of a wall clock.

 d. This method can be used not only in teaching vocabulary, but also in reading, hearing, writing, and listening skills by the next researcher who wants to continue this study in the future using this wall clock.

So the conclusion of the advantages and disadvantages wall clock that teachers vocabulary with a wall clock that focused on the Noun, Verb, and Adjective, should use a wall clock where a scene is played in the image must be by what is in say. Because when using an image that does not fit as in the image only using a noun, verb and adjective are not just words or objects displayed and no adjective.

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APPENDICES

APPENDIX 1 PRE-TEST AND POST-TEST
Pre – Test

1) A school is the place where students … with their teachers.
    A. teach   B. work

    C. play   D. study

2) Bunga is celebrating her birthday. Now Bunga feels ……
    A. happy   B. easy
    C. angry   D. hungry

3) Intan : Amir, your new shoes are good and really fit in your …… . You look charming and cool. Amir: Thank you Nita.
    A. body   B. feet
    C. finger   D. hand

4) There is a clown in my friend's birthday party. He is very … . He makes all children laugh and happy.
    A. angry   B. noisy
    C. funny   D. quiet

5) My little sister and brother are very hungry, so I …… lunch for them.
    A. prepare   B. wear
    C. throw   D. kick

6) Thomas ….. the competition in a National Olimpiade. He looks very happy.
    A. jumped   B. lost
    C. celebrated   D. won

7) My younger brother went to dentist two days ago because his ….. were in pain.
    A. teeth   B. ears
    C. hands   D. fingers

8) Fena : Can you lend me a hand?
  Rissa : Yes, of course. What can I help you?
  Fena: Please, ….. these textbooks to my office.
  Rissa : Yes sure, Sir.
    A. put   B. give
    C. bring   D. read

9) The exam was too ….. for her. She got an A!
    A. easy   B. expensive
    C. difficult   D. high

10) Tina's bicycle is broken. Tina is really …… now.
    A. charm   B. happy
    C. sad   D. confused

11) My sister is a nurse. She works in Anak Bunda Hospital. She ….. every patient there.
    A. sees   B. thinks
    C. ignores   D. helps

12) John : French Fries and fried chicken are my favorite foods.
Vira: Yes, I like them too. These French Fries and fried chicken are very … .
    A. salty   B. sour
    C. delicious   D. bitter

13) You can find …. in your kitchen.
    A. pillow   B. stove
    C. television   D. sofa

14) My mother is a tailor. She sews and makes … .
    A. books   B. foods
    C. chairs   D. clothes

15) My father always reads ….. every morning in living room.
    A. newspaper   B. radio
    C. computer   D. television

Post – Test

1) The gardener that works at my school … the grass and plants a very beautiful flower every Friday.

      A. throws   B. plants
      C. cuts   D. goes

2) My friend's …… are sick, so he cannot hear anything well.

      A. cheeks   B. nose
      C. eyes   D. ears

3) Candy is … , but honey is sweeter than candy.

      A. sweet   B. salty
      C. sour   D. smooth

4) Danu is a … . He teaches Biology in our class. Every student loves him.

      A. selfish teacher   B. kind teacher
      C. emotional teacher   D. arrogant teacher

5)   Ahmad : Do you have a ….. ?

   Shopkeeper : Of course, we do. You can find it in the book section over here.

      A. football shoes   B. black pen
      C. red apples   D. drawing book

6)   Dina : I will wear my white and blue dress to Frieda's birthday party.   What do you think?

   Vina : In my opinion, the pink one is better for you.

   Dina : Really? Okay I will …… the pink dress.

      A. go   B. lose
      C. hang   D. wear

7) The classroom looks very … . The students should clean it soon before the teacher comes.

      A. dirty   B. tidy
      C. shiny   D. rough

8)   Dino : When do you usually get up in the morning?

   Alden : ……

      A. I have breakfast with my family   B. I get up at 5 a.m.
      C. I go to bed   D. I am sleepy

9)   Aulia : Drake, where do you want to go?

   Drake : I want to ….. to Europe with my parents and siblings.

A. walk   B. stay

C. run   D. move

10) Linda did not study hard, so she did not … the exam.

A. study   B. pass

C. break   D. go

11. Where do people go to send the letter …

a. Beach   c. Zoo

b. Post office   d. Station

12. What do you wear to go to bed …

a. Dress   c. Uniform

b. Jacket   d. Pajamas

13. A … makes some food.

a. Teacher   c. Chef

b. Doctor   d. Lawyer

14. My mother usually slices some meat with a …

a. Stick   c. Knife

b. Fork   d. Spoon

15. After eating or drinking in the restaurant, you give the bill to the …

a. Waiter   c. Waitress

b. Cashier   d. Manage

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah   : SMAN 4 Luwu
Mata Pelajaran   : BAHASA INGGRIS
Komp. Keahlian   : BAHASA INGGRIS
Kelas/Semester   : X / I
Tahun Pelajaran : 2019-2020
Alokasi Waktu   : 6 X 45 menit

A. Kompetensi Inti
3. Pengetahuan.

Memahami, menerapkan, menganalisis ,dan mengevaluasi tentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian/kerja Bahasa Inggris Kls X pada tingkat teknis, spesifik, detil, dan kompleks,berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

4. Keterampilan.

Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja Bahasa Inggris Kls X Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerjaMenunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif,komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. Kompetensi Dasar
  1. KD pada KI pengetahuan
    3.1   Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yg melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penngunaannya. (perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)

2. KD pada KI keterampilan
   4.1 Menyusun teks interaksi transaksional, lisan dan tulis pendek dan sederhana yang melibatkan tindakan memeberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya.

C. Indikator Pencapaian Kompetensi
1. Indikator KD pada KI pengetahuan
   3.1 1. Student are able to introduce their self.
       2. Student are able to introduce about their friend
       3. Student are able to understand pronoun: subjective, objective, possessive.

2. Indikator KD pada KI keterampilan
   4.1 1. Student are able to understand introducing their self.
       2. Student are able to arrange the sentences according to the tenses
       3. Student are able to make sentence pronoun with correct text structure

D. Tujuan Pembelajaran

1. Mampu mengidentifikasi makna, tujuan komunikasi, struktur teks dan unsur kebahasaan yang terdapat dalam teks interaksi transaksional lisan dan tulis yang terkit dengan jati diri, dan hubungan keluarga sesuai dengan konteks penggunaannya

2. Mampu meminta dan memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan struktur teks yang tepat sesuai konteks penggunaan.

3. Mampu meminta dan memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan unsur bahasa yang tepat sesuai konteks penggunaanya.

E. Materi Pembelajaran
Pola dasar yang dipakai dalam talking about self :
1. Social Function :
   Introducing and mentioning identity to depelop interactional communications with others.
2. Text Structure :
   Responding to convey
   Transactional text : opening, exchange(talking about identity, closing
3. Language Feature :
   Vocabulary : Family, colour, animals, irregular and regular
   Grammar : Verb, Noun and Adjective
4. Topic Related Activities
   Introducing oneself, parents, friends

5. Skill Focos
   Listening, Reading, Speaking, Writing.

F. Model dan Metode

1. Pendekatan : Scienific approach

2. Model   : Discovery based learning

3. Teknik   : RolePlay

G. Kegiatan Pembelajaran
1. Pertemuan Ke satu:
   ### a. Pendahuluan/Kegiatan Awal (15 menit)
   - Mengucapkan salam dan berdo'a bersama
   - Memberi literasi dengan menyuruh membaca bacaan baik yg ada hubungannya dengan pelajaran maupun tidak untuk menambah wawasan siswa dan memotifasi siswa untuk belajar.
   - Memberi brain storming berupa pertanyaan yg sesuai dgn materi yg akan disampaikan.
   - Menjelaskan tujuan pembelajaran atau kompetensi dasar yg akan dicapai.
   - Memberikan cakupan materi dan penjelasan uraian kegiatan yg akan dilakukan.

   ### b. Kegiatan Inti (70 menit)
   MENGAMATI (SURVEYING)
   - Mengamati atau memperhatikan gambar teks interaksi yg ada pada buku paket.
   - Memperhatikan ungkapan yg dipakai dalam teks.
   - Mengidentifikasi ciri-ciri noun, verb dan adjective (fungsi sosial,struktur teks, dan unsur kebahasaan).

   MENANYA (QUESTIONING)
   Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain bentuk-bentuk kalimat atau kata yang berhubungan dengan Verb, Noun dan Adjective dalam bahasa inggris, perbedaan ungkapan yg ada dalam bahasa indonesia dan kemungkinan menggunakan ungkapan lain.

   MENGUMPULKAN INFORMASI (INFORM COLLECTING)
   - Siswa secara mandiri dan kelompok mencari kata yg lain dari berbagai sumber
   - Siswa membaca contoh-contoh kalimat dengan unsur kebahasaan yg tepat
   - Membuat kalimat yg mengandung atau yang berhubungan dengan jam dinding.

MENGASOSIASI (ASSOCIATING)
- Siswa membandingkan ungkapan kalimat pronoun yg dipelajari dengan yg ada dari berbagai sumber
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil yg diperoleh dari bacaan dan teman.

MENGOMUNIKASIKAN (NETWORKING)
Mempraktekkan didepan kelas setiap kata atau Kalimat yang berhubungan dengan jam dinding.

c. Penutup (15 menit)
- Siswa diajak menyimpulkan kalimat atau kata dari Verb, Noun dan Adjective.
- Memberi pekerjaan rumah, Mencari contoh kalimat diinternet yg menggunakan kalimat/kata Verb, Noun dan Adjective dalam media jam dinding.

2. Pertemuan Kedua:
a. Pendahuluan/Kegiatan Awal (15 menit)
- Mengucapkan salam dan berdo'a bersama
- Memberi literasi dengan menyuruh membaca bacaan baik yg ada hubungannya dengan pelajaran maupun tidak untuk menambah wawasan siswa dan memotifasi siswa untuk belajar.
- Memberi brain storming berupa pertanyaan yg sesuai dgn materi yg akan disampaikan.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yg akan dicapai.
- Memberikan cakupan materi dan penjelasan uraian kegiatan yg akan dilakukan.

b. Kegiatan Inti (70 menit)
MENGAMATI (SURVEYING)
- Mengamati atau memperhatikan berbagai kalimat/kata yg terdapat di balik jam dinding
- Memperhatikan ungkapanyg dipakai dalam kalimat Verb, Noun dan Adjective..
- Mengidentifikasi ciri-ciri kalimat/kata (fungsi sosial,struktur teks, dan unsur kebahasaan) dari berbagai jenisnya

MENANYA (QUESTIONING)
Dengan bimbingan dan arahan guru, siswa mempertanyakan antara kalimat atau kata Noun, Verb dan Adjectve dalam bahasa inggris, perbedaan ungkapan yg ada dalam bahasa indonesia dan kemungkinan menggunakan ungkapan lain dan menyuruh siswa membaca teks kalimat yang lain untuk mencari informasi tentang kalimat aktif dan pasif.

MENGUMPULKAN INFORMASI (INFORM COLLECTING)

- Siswa secara mandiri dan kelompok mencari kalimat/ kata noun, verb dan adjective yg lain dari berbagai sumber.
- Siswa membaca menggali informasi tentang jam dinding
- Membuat kalimat yg mengandung ungkapan kata pronoun serta mendiskusikannya dengan teman atau kelompok

MENGASOSIASI (ASSOCIATING)

- Siswa membandingkan kalimat/kata noun, adjective dan verb yang dipelajari dengan yang ada dari berbagai sumber.
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil yg diperoleh dari bacaan dan teman.
- Menilai hasil unggkapan yg dibacakan oleh teman-teman dengan apa yg ada dibuku atau sumber lain

MENGOMUNIKASIKAN (WALL CLOK MEDIA)

Mempraktekkan media jam dinding di depan para siswa dan di praktekkan nantinya dan guru membentuk beberapa kelompok.

c. **Penutup (15 menit),**
- Siswa diajak menyimpulkan tentang media jam dinding.
- Memberi pekerjaan rumah, Mencari contoh kalimat diinternet yg menggunakan ungkapan pronoun.
- Mengakhiri pelajaran dengan memberikan penguatan materi tentang kalimat/kata pronoun.
- Salam penutup

H. Media, Alat/Bahan, dan Sumber Belajar
1. Media : Buku Paket bahasa inggris K-13 revisi, Whiteboard
2. Alat : Spidol,pulpen
3. Bahan : -
4. Sumber Belajar : Buku,jam dinding, Internet, Wiki Pedia

I. Penilaian Pembelajaran, Remedial dan Pengayaan
1. Teknik Penilaian

- Tes Tertulis
- Unjuk Kerja
- Observasi (pengamatan)

Teknik Penilaian: written and orally

- Penilaian proses berlangsung selama aktivitas pembelajaran berlangsung Membuat kalimat
- Unjuk Kerja (Kinerja/performance)
- Penilaian sikap selama proses pembelajaran:
- Sikap saat kegiatan diskusi
- Sikap saat kegiatan kerja kelompok

2. Instrumen Penilaian
   a. Pertemuan pertama
   ➢ Penilaian Sikap/ attitude:

   - Jujur

   - Percaya diri

   - Tanggung jawab

   b. Pertemuan kedua
   ➢ Penilaian pengetahuan/ knowledge:

   ➢ Written test Penilaian keterampilan/ skill;

   - Writing :

     Content , organization , vocabulary

   - Speaking :

Pronunciation , stressing , intonation, fluency

Rubrik Pembacaan kalimat

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Pelafalan (Pronuncing)	Lafal dapat difahami meskipun dengan aksen tertentu	Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat fokus dan kadang-kadang menimbulkan kesalahfahaman	Sulit dimengerti karena ada masalah dalam pelafalan dan frekuensinya sering.	Hampir selalu kelur dalam pelafalan sehingga tidak dapat dimengerti
Tata Bahasa (Grammar)	Hampir tidak ada kekeliruan tata bahasa	Terjadi beberapa kekeliruan tata bahasa namun tidak berpengaruh terhadap arti	Banyak terjadi kekeliruan tata bahasa yang mempengaruhi arti dan sering kali harus menyusun ulang kalimat percakapan	Tata bahasa sangat buruk sehingga percakapan sangat sulit difahami
Kosakata (Vocabulary)	Kadang-kadang pelafalan tidak tepat dan mengharuskan penjelasan lebih lanjut karena kosakata yang tidak sesuai	Sering menggunakan kosakata yang tidak tepat sehingga dialognya menjadi terbatas karena kosakata yang terbatas.	Menggunakan kosakata yang salah sehingga tidak dapat difahami.	Kosakata sangat terbatas sehingga tidak memungkinkan terjadinya dialog
Kelancaran (Fluency)	Dialog lancar, sangat sedikit menemui kesulitan	Tidak terlalu lancar karena menemui kesulitan bahasa	Sering ragu dan berhenti karena keterbatasan bahasa	Sering berhenti dan diam selama dialog sehingga dailog tidak tercipta

Pemahaman (Comprehension)	Seluruh isi percakapan dapat difahami meskipun sesekali ada pengulangan pada bagian-bagian tertentu	Sebagian besar Isi percakapan dapat dimengerti meskipun ada beberapa pengulangan	Sulit untuk mengikuti dialog yang dilakukan kecuali pada bagian dialog umum dengan percakapan yang perlahan-lahan dan banyak pengulangan.	Tidak dapat difahami bahkan dalam bentuk dialog yang singkat sekalipun

Cara Penilaian Pembacaan kalimat :

No.	Nama Siswa	Perolehan Skor					Jumlah skor perolehan
		Kriteria ke-1	Kriteria ke-2	Kriteria ke-3	Kriteria ke-4	Kriteria ke-5	
1.							
2.							
3.							
4.							

Rumus perhitungan nilai siswa, sebagai berikut :

Jumlah skor yang diperoleh siswa x 100 Skor maksimal/ideal

Keterangan:

- Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari kriteria ke-1 sampai dengan ke-5

- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 5 kriteria). Jadi skor maksimal/ideal= 4x5 = 20 Sehingga perhitungan nilai akhir siswa adalah :

1. $\frac{16}{20}$x $100 = 80$ 2. $\frac{15}{20}$x $100 = 75$

b. RUBRIK PENILAIAN SIKAP

1. Lembar Pengamatan Sikap pada Kegiatan Diskusi

No.	Sikap yang diamati	Terlihat ($\sqrt{}$)	Tidak terlihat ($\sqrt{}$)
1.	Partisipasi dalam diskusi		
2.	Rasa percaya diri dalam mengemukakan pendapat		
3.	Saling menghormati dan menghargai		
4.	Tanggung jawab dalam		

	menyelesaikan tugas		

2. Lembar Pengamatan Sikap pada Kegiatan Kerja Kelompok

No.	Sikap yang diamati	Terlihat (√)	Tidak terlihat (√)
1.	Kerja sama		
2.	Ketertiban		
3.	Tanggung jawab		
4.	Kepedulian		

Contoh Format Hasil Pengamatan Kegiatan Membaca

No.	Nama Siswa	Sikap 1		Sikap 2		Sikap 3	
		Terlihat	Tidak Terlihat	Terlihat	Tidak Terlihat	Terlihat	Tidak Terlihat
1.							
2.							
3.							
4.	....						

APPENDIX 3 (PICTURE OF THE WALL CLOCK MEDIA)

APPENDIX 4 (SCORE OF STUDENTS' PRE-TEST)

Table 4.1 The score students' vocabulary in pre-test

| Respondents	Correct answer	Score
R1	9	45
R2	12	60
R3	8	40
R4	9	45
R5	7	35
R6	8	40
R7	11	55
R8	6	30
R9	13	65
R10	11	55
R11	8	40
R12	10	50
R13	11	55
R14	7	35
R15	6	30
R16	6	30
R17	10	50
R18	8	40
R19	7	35
R20	10	50

APPENDIX 5 (SCORE OF STUDENTS' PRE-TEST)

Table 4.4 Score of the students' vocabulary in the post-test

Respondents	Correct answer	Score
R1	15	75
R2	16	80
R3	18	90
R4	17	85
R5	15	75
R6	16	80
R7	17	90
R8	18	90
R9	15	75
R10	18	90
R11	17	85
R12	16	80
R13	17	85
R14	15	75
R15	15	75
R16	15	75
R17	17	85
R18	16	80
R19	17	85
R20	17	85

DOCUMENTATION

Pengumpulan Data Siswa SMAN 4 Luwu
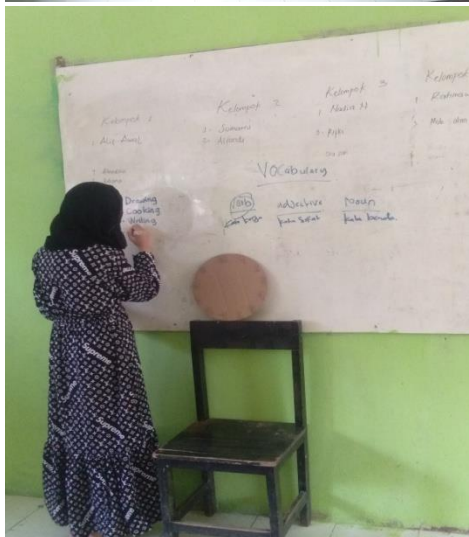
SURAT KETERANGAN

Yang bertanda tangan di bawah ini:

Nama	:	Amalia Yahya, SE., M.Hum
NIP	:	19771013 200501 2 006
Jabatan	:	Ketua Program Studi Pendidikan Bahasa Inggris

menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama	:	Hasma
NIM	:	16 0202 0024
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Fakultas Tarbiyah dan Ilmu Keguruan
Alamat/ No. HP	:	082393064893

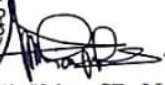Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 15 Maret 2021

a.n. Dekan
Wakil Dekan Bidang Akademik
Fakultas Tarbiyah dan Ilmu Keguruan

Ketua Program Studi

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NIP 19771013 200501 2 006

PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XI
UPT SMA NEGERI 4 LUWU

Alamat : Jl. Pendidikan No. 24 Kel. Padang Sappa Kec. Ponrang Kab. Luwu (91999)

SURAT KETERANGAN PENELITIAN

Nomor : 420.3/211 /UPT SMAN 4/Luwu/Disdik

Berdasarkan Surat dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Tentang Izin Melakukan Penelitian, maka Kepala UPT SMA Negeri 4 Luwu menerangkan :

N a m a	:	**HASMA**
NIM	:	16 0202 0024
Tempat/Tgl. Lahir	:	Bassiang, 08 Agustus 1998
Jenis Kelamin	:	Perempuan
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Desa Bassiang Kec. Ponrang Selatan
Judul Skripsi :		

"DEVELOPING STUDENT'S VOCABULARY MASTERY BY USING CLOCK MEDIA AT SMAN 4 LUWU"

Telah melakukan Penelitian di UPT SMA Negeri 4 Luwu mulai tanggal 08 Januari s/d 08 Februari 2021.

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Padang Sappa, 10 Maret 2021
Kepala Sekolah,

SARIKA ALLA MANURUN, SS.,M.M.Pd
NIP. 19680512 200701 1 033

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Hasma

Nim : 16 0202 0024

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 23 Maret 2021

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
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CURRICULUM VITAE

The researcher, Hasma was born on August 08st 1998 in Bassiang Kecamatan Ponrang Selatan, Kabupaten Luwu. She is nine child from two sister's and six brother's. Her father's name is Abidin and her mother's Jumrah. The researcher finished her study at SDN 56 Bassiang she graduated in 2010 and then she continued her study at SMP

Paradiba Passampa, she graduated in 2013. Next, she keeps going to continue her education at SMAN 4 Luwu, she graduated in 2016. She continue her study at the State for Islamic Studies (IAIN) Palopo and taking English Language Education Study Program. She finished his study in 2021.

In the end study at the State Institute for Islamic Studies (IAIN) Palopo wrote a thesis entitled **" Developing Students' Vocabulary Mastery by Using Wall Clock Media at SMAN 4 Luwu ''.**