

**USING WORD CLAP GAME WITH A SONG TO IMPROVE STUDENTS'
VOCABULARY (A CLASSROOM ACTION RESEARCH AT
THE EIGHTH GRADE OF SMPN 5 PALOPO)**



IAIN PALOPO

A THESIS

*Submitted to the English Education Program of Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo as Partial Fulfillment of
Requirements for S.Pd Degree in English Education*

NOVI SULASTRI

REG. NUM. 14.16.3.0089

**ENGLISH EDUCATION DEPARTEMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2018

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By

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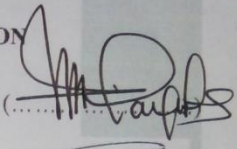
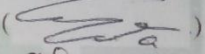
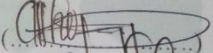


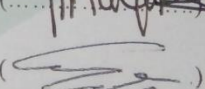
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THESIS APPROVAL

This thesis entitled "Using Word Clap Game with a Song to Improve Students' Vocabulary (A Classroom Action Research at the Eighth Grade of SMPN 5 Palopo)", which is written by Novi Sulastri, Reg. Num. 14.16.3.0089, S1 English 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 Tuesday, 9th of October 2018 M, coincided with 28th Muharram 1440 H. It is authorized and acceptable as partial fulfillment for S.Pd. degree in English language teaching.

Palopo, 9th October 2018 M
28 Muharram 1440 H

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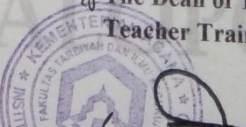
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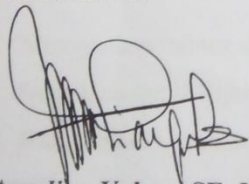
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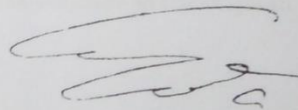
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With all awarness and consciousness, the research who signed bellow, pronounces that this is literary work of research herself. If it is proven that this thesis is duplicated, copied or made by other people as whole or partially, it causes this thesis is invalid for law.

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Finally, the writer pray to the God, Allah SWT gives regard to all of the people who have helped the writer. And the writer hopes this thesis can be useful and give postive contribution for the readers and the others.

Palopo, 13th September 2018

The Researcher

Novi Sulastri

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ABSTRACT

Novi Sulastri, 2018. Using Word Clap Game with a Song to Improve Students' Vocabulary (A Classroom Action Research at the Eighth Grade of SMPN 5 Palopo). A Thesis of English Education Department Faculty of Tarbiyah and Teacher Training State Islamic Institute of Palopo. Supervised by (1) Amalia Yahya, S.E., M.Hum (2) Syamsudarni, S.Pd., M.Ed

Key Words: *Word Clap Game, Song, Vocabulary*

This thesis is about Using Word Clap Game with a Song to Improve Students' Vocabulary (A Classroom Action Research at the Eighth Grade of SMPN 5 Palopo). The problem statements of this research is what are the appropriate way in teaching vocabulary using word clap game with a song to improve students' vocabulary at the eighth grade of SMPN 5 Palopo. The primary objective of this research is find out the appropriate way using word clap game with a song to improve students' vocabulary at the eighth grade of SMPN 5 Palopo.

In this case Classroom Action Research (CAR) design since it is most appropriate research design which is related to solve the classroom problems Which consists of two cycles. The research conduct collaboration with her friends and the researcher as teacher of the class. This research is conducted at the VIII.3 grade of SMPN 5 Palopo 2018 which are consists of 28 students.

The result of data analysis and the findings in using word clap game with a song to improve students' vocabulary applied in learning outcomes cycle I, students get an average score 74% while the scores of students learning outcomes in the second cycle is 79% can be categorized student learning outcomes improve. The appropriate way in teaching vocabulary using word clap game with a song are: (1) Giving a list of meaningless vocabulary and asked students to search the meaning of the words and memorize. (2) The researcher write the list of vocabulary in the whiteboard that has been given before. (3) Asked students to compete in writing down the meaning of the word that the researcher has written in the whiteboard. (4) The researcher corrects the writing of students. (5) The researcher teaches how to say the word correctly. (6) The researcher asks students to memorize the vocabulary and give students questions and answers to students' memorization. (7) The researcher divides students into two groups, and appoints each one of group that will mention the first word about noun (*animals, things, or public places*) using word clap game with a song. (8) The game is ends when there is only one students left as the winner. (9) Students who did not play were asked to observe the group playing to see who survived to be the winner of the word clap game with a song.

CHAPTER 1

INTRODUCTION

A. Background of the Study

People live in a world of language, they play, fight, share idea or opinion with language.¹ Fromk mentioned that "Someone has to understand the language to prove that he or she is the human being". Ramelan states that "language is used to express idea, thought, and feelings to other people. People in a society use language, which is mutually understood to communicate with others".² Two things in particular are necessary for a person to speak and write a language will is a good knowledge of grammar and a good vocabulary.³ That's why vocabulary is one of the essential language components in studying English. It is necessary in the sense that words are the basic building blocks of language. If people have less vocabulary, they not only cannot understand other's saying, but also cannot make sentences to transfer their messages to the other people. Thus, they will understand English expressions if they have enough vocabularies.⁴

¹ Victoria Fromkin *et al*, *Introduction to Language Seventh Edition*, (Thomson Wadsworth, 2002), p. 3.

² Eka Setyaningsih, Febriana." *The use of Word Clap Game to Improve Students' Vocabulary Mastery of SMPN 3 Ungaran*" (Thesis Art Semarang State University:2015), p. 1.

³ George Davidson, *Learners' Companion Series Vocabulary*, (Cet; II: Singapura: Ric Publication Limited, 2003), p. iii

⁴ Opcit

The importance of vocabulary is larger than other aspects because when a person learns about a new language, usually she or he thinks about mastering vocabulary. It means that whenever people use a language, automatically they have to use the words of the language. Therefore, it is crucial for them to have range of vocabulary. By having large vocabulary, they can precisely open some ideas both in oral and written communication. Learning vocabulary is important because it helps students develop their speaking, reading, writing and listening.⁵

Frank states that “Vocabulary is the one of the English components, which has to be mastered and acquired by students in learning a new language”. It can be argued that vocabulary is a tool of communication which needs to be taught in context and the people should always be given many opportunities to use the language. Vocabulary itself consists of several parts of speech; they are noun, verb, adjective, and adverb. From those kinds of vocabulary, the first that students need to know is noun.⁶

Teaching for students of junior high school is not the same as teaching university students because they have different characteristics and motivation. They are different from adults, so the way of teaching must be different too. They love to play and like to think that what they are doing in real work. If the teachers can not

⁵Lynne Cameron, *Teaching Language to Young Learner*, (Cambridge: Cambridge University Press, 2001), p. 75.

⁶Eka Setyaningsih, Febriana.” *The use of Word Clap Game to Improve Students’ Vocabulary Mastery of SMPN 3 Ungaran*” (Thesis Art Semarang State University:2015), p. 2.

teach the students properly, they may not enjoy their learning. Consequently, the teaching learning process may fail.

The researcher interested to improve Students' vocabulary of SMPN 5 Palopo at the eighth grade because before doing the research, the researcher did observation and one of the problems that happened in English learning process at SMPN 5 Palopo is most students are seen do not understand what the teacher said when the teacher spoke in English this problem is caused by a lack of understanding of their vocabulary, other than that the teacher does not have media or games that can make students interested or motivated in improving students' vocabulary, the teacher only asks students to find the meaning of the word in the dictionary so that it is not effective enough to arouse students' interest in improving and memorizing vocabulary. The author believes that the game can be a way to make students unsaturated and actively engage in learning english to improve the understanding of vocabulary. The writer has motivation to do the research in improving students' vocabulary using word clap game with a song.

Word clap game is one of the visual aids than can be used in the teaching and learning process.⁷ The writer chooses word clap game with a song as a medium for teaching English vocabulary since there are several benefits such as; students can improve their vocabulary, try to remember the vocabularies as soon as they clap their hands and can add to the new vocabulary the friend has mentioned. The students can

⁷ Ibid p.3

also enjoy learning vocabularies without any boredom. In addition, it can also build students' self-confidence because this game is played in groups. Besides, students can study vocabulary not only in the class but also in their house. They can study vocabulary by themselves whenever and wherever they are. Short singing is one of aspect in English learning that children learn with pure feelings and who will then be brought home with them.⁸ The song will remain on their heads and they will sing it even if the lesson is over, humming it on the way home, and singing it repeatedly at home. The writer expects that by using word clap game with a song, the students can memorize new vocabularies easily. Based on the explanation above, word clap game with a song is one of techniques in teaching vocabulary because this technique will be easier for the students to figure out the meaning of the target word, and to memorize it. It is also fun so that the students will find that learning language is enjoyable. Thus, this technique can effective be used in teaching vocabulary.

Based on the explanations above, the writer conducted a research in titled *“Using Word Clap Game with a Song to Improve Students' Vocabulary (A Classroom Action Research at the Eighth Grade of SMPN 5 Palopo)”*

⁸[Ahla-hulaila, The benefits of songs for language learning. 1199.blogspot.com/2013/05/html](http://1199.blogspot.com/2013/05/html). Accessed july 20, 2018.

B. Problem Statement

Based on the background that is explained above, the research question as follows:

What are the appropriate way in teaching vocabulary using Word Clap game with a Song to improve students' vocabulary at the eighth grade of SMPN 5 Palopo ?

C. Objectives of the Study

The aim this action research is to find out the appropriate way using word clap game with a song to improve vocabulary at the eighth grade students' of SMPN 5 Palopo.

D. Significance of the Study

On basis of the objective above, the significance of the study can be stated as follows :

1. For the students, teaching vocabulary by using word clap game with a song can motivate the students in order to be more improve their vocabulary.
2. For the teacher in the school, it was expected that the teachers have a appropriate way to attract students' attention and enjoy to learning in improving vocabulary.

E. Scope of the Study

This research is under English language teaching discipline and focused on using word clap game with a song to improve students' vocabulary for the eighth

grade of SMPN 5 Palopo in 2018-2019 academic years. The scope of this study is restricted to improve the students' vocabulary of noun.

F. Operational Definition

The researcher explained some definitions of the following terms:

1. Vocabulary as a competence to master basic daily vocabulary such as fruit, animal, places, things, etc.
2. Word clap game with a song is the game carried out by more than person with clapping their hands together while singing.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

Lestari aimed to find out that the use *words clap game* improves the vocabulary mastery of the eighth grade students of MTs Sunan Kalijaga Kendal, Sampetan, Ampel, Boyolaliin the academic year of 2012/2013 and To find out the significant improvement of the vocabulary mastery of eight grade students of MTs Sunan Kalijaga Kendal, Sampetan, Ampel, Boyolai in the academic year of 2012/2013 by using *Words clap game*. This research aimed to describe the procedure of words clap game on teaching vocabulary and to know the improvement of students' vocabulary mastery after teaching- learning vocabulary through words clap game. She used the classroom action research as the design method and used observation, test, and documentation as the instruments of the research. The subject of the research was the eighth grade students of MTs Sunan Kalijaga which consist of 108 students and took sample 36 students. There was an improvement significantly shown from the students' pre-test and post-test. The mean score of pre-test in cycle I was 52,91 and cycle II was 57,08. In addition, score of post-test in cycle I was 65 and cycle II was 70,97. Also the writer found that there was an improvement from the students' activity or interest in learning process in the class because the writer

used field note as an observation to add more information besides test that was given.⁹

Setyaningsih aimed to find out how “Word Clap Game” can be used in teaching vocabulary at the eighth grade students of SMPN 3 Ungaran and find out the improvement of the students’ achievement after being taught with “Word Clap game.” The subjects of this study were 33 eighth grade students of SMPN 3 Ungaran in the academic year 2014/2015. The writer got the data from observation, test and questionnaire. According to the analyses, the pre-test mean is 64,4, while the post-test mean is 77,1. Between pre-test and post-test, they were given one assessment at the end of cycle one with the mean of 69,7. Thus, the students’ vocabulary mastery is improved by 12,7 (19,7%). Based on the results, it can be concluded that word clap game can be used as a strategy to improve the students’ vocabulary mastery. Moreover, the students’ opinion about the game also indicates that it helps the students in learning vocabulary.¹⁰

Ayuningtyas aimed to see the empirical evidence about the improvement of the students’ vocabulary mastery through word clap game at the eighth grade students of SMPN 1 Purwasari. There were 39 students. Techniques of data collection were interviews, observation, and test (pre-test and post-test). The result of this study was

⁹ Wiji Lestari, *Improving Students Vocabulary Mastery Through Words Clap Game of the eighth grade Students of MTs SUNAN KALIJAGA, Kendal, Sampetan, Ampel, Boyolali*, (State Institute for Islamic Studies, 2013)

¹⁰Febriana Eka Setyaningsih, *Word Clap Game to Improve Students’ Vocabulary Mastery*, (Semarang State University, 2015)

the implementation of learning English vocabulary through word clap game has increased. The result showed in the pre- test there were only three students passed the KKM in which 52.7 as the mean score, then the post-test 1 there were 16 students passed the KKM with 66.7 as the mean score. Finally, the post-test 2 showed significant improvement where 33 students passed the KKM with 75 as the mean score. It means that 84.6% of the students. In addition, the outcome of post-interview from students and English teacher showed that they agreed by using word clap game could improve students' vocabulary mastery because the game made the students could easier to memorize the vocabulary.¹¹

This previous study have similarities and differences. The first, the second, and the third same as this research, used CAR in the design method. But the different of this research is the previous study used pre-test and post-test and this research only gave a test in the each the end of the cycle. In addition the previous study do not used a song and the researcher used a song.

In the first previous study the similarities used observation, test, and documentation as the data collection of the research. In the second previous study the similarities in the data collection used observation and test and the differences is she used questionnaire and in my research is not used that. In the third previous study in

¹¹ Nurina Ayuningtyas, *Improving Students' Vocabulary Mastery through Word Clap Game at the Eighth Grade Students of SMPN 1 Purwasari* (Syarif Hidayatullah State Islamic University Jakarta, 2016)

the techniques of data collection were interviews, observation, and test. The differences of my research is not use interviews in data collection.

B. The Nature of Vocabulary

1. Definition of Vocabulary

Vocabulary is an important thing in learning language, it would be impossible to learn vocabulary without words. Words are signs or symbols for idea.¹² Vocabulary is one of the components of language proficiency and provides much of the basis for how well speaks.¹³ Linse mentioned that vocabulary is the collection of words that an individual knows.¹⁴ Vocabulary is also one of the components of language which supports the speaker in communication. In other words, vocabulary is a very important component in mastering English language skills in addition to speaking, reading, writing and listening.¹⁵ Frank states that “vocabulary is the one of the English components, which has to be mastered and acquired by students in learning a new language”.¹⁶

In addition, Richards and Renandya stated that vocabulary is a core component of language proficiency and provides much of the basis for how well

¹² Sulfia Syamsul, “ a thesis on title *Improving Students’ Vocabulary through Scrabble Words Game at the Eighth Year of SMP 8 Palopo*”. (IAIN Palopo, 2015), p.6

¹³ Henry Guntur Tarigan, *Pengajaran Kosakata*, (Cet 1; Bandung: Angkasa, 1993), p. 14.

¹⁴ Caroline T. Linse. *Practical English Language Teaching: Young Learners*. (McGraw-Hill, 2007) p. 121.

¹⁵ Ajie Bahleuwi, *Instant Vocabulary* (Cet; 4: Pare: Kaysa Media, 2009), p.v

¹⁶ Febriana Eka Setyaningsih, “ *The use Word Clap Game to Improve Students’ Vocabulary Mastery* (Semarang State University, 2015), p.2

learners speak, listen, and write.¹⁷ Vocabulary is also important to express idea or to ask for certain important. If the learners have a lack of vocabulary, they will find some difficulties in expressing ideas in oral or written. In addition, if the learners have less vocabulary, they also cannot access the information or knowledge.

According to Finnochiaro states there are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary refers to the words the student understands, can pronounce correctly and use them constructively in speaking and writing. On the other hand, passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to some one speaking, but do not use the words in speaking or in writing.¹⁸

From the definition above, the writer concluded that vocabulary is one of the most important language components that are used to communicate between someone to another that the more vocabulary the learners have, the easier for them to develop their four skills (listening, reading, writing and speaking).

2. Teaching Vocabulary

Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching

¹⁷ Nurina Ayuningtyas, “ *Improving Students’ Vocabulary Mastery through word Clap Game*” (Hidayatullah State Islamic University, 2016), p.6

¹⁸ Sofika Chandra Nilawati, “ *The Effectiveness o Teaching Vocabulary by using Puppet at Elementary School Students*” (Semarang State University, 2009), p.9

materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written.¹⁹

Teaching vocabulary is one of the ways to develop English competence of a person who is learning English because it is one of the success keys in learning. It plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills: listening, speaking, reading, and writing. It is also include the studying second language because vocabulary is the basic material to master the four language skills that is speaking, reading, writing and listening. Without understanding the new words, the students will get the difficulties to studying English language. Therefore, in teaching vocabulary, teachers can use some techniques to facilitate students' need in presenting vocabulary. These techniques are visual technique, verbal techniques, and translation.

In classroom activity, learners have some types of learning such as visual, audiovisual, kinesthetic, and audio.

3. The Types of Vocabulary

There are many classification made by linguist concerning the types of vocabulary. Each vocabulary items has separate description and separate different treatment.

¹⁹ Ibid 10

There are two words lists the types of vocabulary, one of function words and containing a basic 2000 word English vocabulary. In addition, there is a list of suffixes and prefixes to be used with 2000 word list.

a. Function words

Function words are those that often have little meaning in the dictionary sense but which serve important function in relating other word in the language to each other. For example : is, at, to, which, for, by, and etc.

b. Content words

Content word name and describe the infinite number of thing, person, events, and processes that speakers of English want to talk about such as: after, man, eat, drink, house.

Content words can be derived into three general classes:

- 1) Words naming things, ideas, entities.
- 2) Words naming actions.
- 3) Words used to describe the qualities thing or action.

These derivations correspond closely to the traditional part of speech : noun, verbs, and adjective-adverb.²⁰

Harmer also divides vocabulary into two types, they are:

- a. Active vocabulary refers to words which students have learnt and they are expected to be able to use.

²⁰ Kustianti, “ Teaching Vocabulary by using Jack Card Game at MAN Palopo,2011, p.9

b. Passive vocabulary refers to words which students will recognize when they meet them but which they will probably not be produced.²¹

4. Aspect in teaching vocabulary They are ;

1) Form: pronunciation and spelling

The learner has to know what word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned.

2) Grammar

The grammar of new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical context or may have idiosyncratic way of connecting with other words in sentences; it is important to provide learner with this information at the same time as we teach the base form.

3) Collocation

The collocation typical of particular items are another factor that makes the particular combination sound 'right' or 'wrong' in a given context. So this is another piece of information about a new item which it may be worth teaching. When

²¹ Andi Irva Sari Nyiwi, "Improving English Students' Vocabulary through Bilingual Comic at SMPN 9 Palopo, 2013, p.11

introducing words like decision and conclusion, for example, we may note that you take or make the one, but usually come to other ;similarly, you throw a ball or toss a coin; you may talk about someone being dead tired but it sounds odd to say dead fatigued. Collocation are also often noted in dictionaries, either by providing the whole collocation under one of the head-words, or by note in parenthesis.

4) Aspect of meaning (1): denotation, connotation, appropriateness

The meaning of word is primarily what it refers to on the real world, its denotation; this is often the sort of definition that given in a dictionary. For example, *dog* denotes a kind of animal; more specially, a common, domestic carnivorous mammal; and both *dank* and *moist* mean slightly wet.

A less obvious component of the meaning of an item is its connotation; the associations, or positive or negative feelings evokes, which may or may not be indicated in dictionary definition. The word *dog*, for example, as understood by most British people, has positive connotation of friendship or loyalty; whereas the equivalent in Arabic, as understood by most people in Arab countries has negative association of dirt or inferiority. Within of English language, *moist* has favourable connotations while *dank* has unfavorable; so that you could describe something as 'pleasantly moist' where 'pleasantly dank' would sound absurd.

A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in certain context or not. Thus it is useful for learner to know that a certain word is very common, or relatively rare, or 'taboo'

in polite conversation, or tends to be used in writing but not in speech, or is more suitable for formal than informal discourse, or belongs to a certain dialect. For example, you may know that *weep* is virtually synonymous in denotation with *cry*, but it is formal, tends to be used in writing more than in speech, and in general much less common.

5) Aspect of meaning (2): meaning relationship

How the meaning of the item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of the main ones.²²

a. Synonyms are words that share a similar meaning. For example:

- Address – speech
- Daily - newspaper
- Boat - ship²³

b. Antonyms are words with the opposite meaning. For example:

- Absence – presence
- Answer – question
- Birth – death²⁴

²² Penny Ur, *A course in Language Teaching: Practice and Theory*, (Cambridge: University Press, 1996), p.60

²³ Rachmat Tauq Hidayat, *Kosa Kata Bahasa Inggris*, (Cet; XI: Yogyakarta: Pustaka Pelajar Offset, 2013), p. 83

²⁴ Ibid., p. 107

- c. Hyponyms: items that serve as specific example of general concept; dog, lion, mouse are hyponyms of animal.
- d. Co-hyponym or co-ordinates: other items that are the 'same kind of thing'; red, blue, green are co-ordinates.
- e. Superordinates: general concept that cover specific items; animal is the superordinate of dog, lion, mouse.
- f. Translation: words or expressions in the learner's mother tongue that are (more or less) equivalent in meaning to the item being taught.

6) Word formation

Vocabulary items, whether one-word or multi-word can often be broken down into their component 'bits'. Exactly how these bits are put together is another piece of useful information- perhaps mainly for more advanced learners.

You may wish to teach the common prefixes and suffixes: for example, if learners know the meaning of sub-, un-, -able, this will help them guess the meaning of words like substandard, ungrateful, and untranslatable. They should, however, be warned that in many common words the affixes no longer have any obvious connection with their root meaning (for example, subject, comfortable). New combinations using prefixes are not unusual, and the reader or hearer would be expected to gather their meaning from an understanding of their components (ultra, modern, super-hero).

Another way vocabulary items are built is by combining two words (two nouns or a gerund and a noun, or a noun and a verb) to make one item: a single compound word, or two separate, sometimes hyphenated words (bookcase, follow-up, swimming pool). Again, new coinages using this kind of combination are very common.²⁵

5. Principle of Teaching Vocabulary

Cameron explains about several principles of teaching vocabulary to young learners are:

- a. Types of words that children find possible learn with shift.
- b. Vocabulary development is not just learning more words but it is also importance about expanding and depending word knowledge.
- c. Word and words knowledge can be seen as being linked in network of meaning.
- d. Basic level words are likely to be more appropriate for children or when learning vocabulary for new concept.
- e. Children change in how they can learn words. Whereas the very young learner will learn words as collections, older children are much more able to make connection between the words they learn, organization of the word and concept as a help in vocabulary learning.²⁶

²⁵ Penny Ur, *A course in Language Teaching: Practice and Theory*, (Cambridge: University Press, 1996), p:62

²⁶ Wiji Lestary, *Improving Students' Vocabulary Mastery through Words Clap Game* (State Institute for Islamic Studies, 2013), p. 69

C. GAME

1. The Nature of Game

Andrew states Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.²⁷ In Oxford mentioned that game is a form of play or sport with rules. Games are sometimes played purely for entertainment, sometimes for achievement or reward as well.²⁸

Aydan Ersoz stated that games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.²⁹ Khan mentions games is an activity that is done based on certain rules.³⁰

From definition above, the writer concluded that game is a way to attract the attention and interest of students in order to enjoy an ongoing lesson.

²⁷ Nurina Ayuningtyas, “*Improving Students’ Vocabulary Mastery through word Clap Game*” (Hidayatullah State Islamic University, 2016), p.13

²⁸ <https://en.wikipedia/wiki/Game>. accessed on 15 September 2018

²⁹ Aydan Ersoz, Definition of Games, Online, [http://www .teflgames.com/hy.html](http://www.teflgames.com/hy.html), Accessed march 15, 2018.

³⁰ Kasihani K.E. Suyanto, *English for young learners*, (Cet; I: Jakarta: Sinar Grafika Offset, 2007), p. 117

In addition, games also have benefits for teaching and learning activity as follows:

- a. Games help and encourage many students to build their interest and work.
- b. Games help the teacher to create contexts in which the language is useful and meaningful.
- c. Games provide one way of helping the learners to experience language rather than merely study it.³¹

In teaching and learning activity, game can be used for teacher to facilitate their students in order to make the learning process easier. However, in choosing the game, the teacher must be careful because teachers should consider students' level of learning.

2. Word Clap Game with a Song

1. The Nature of Word Clap Game with a Song

Thornbury states Word clap game is a game that uses claps and collaboration with other students. Students stand or sit in a circle, and, following the teacher's lead, maintain a four beat rhythm, clapping their hands on their thighs three times (one-two-three...) and then both hands together (four!). They have to mention a word from a pre-selected lexical set (for example, fruit and vegetable) or every fourth beat.

³¹ Nurina Ayuningtyas, "*Improving Students' Vocabulary Mastery through word Clap Game*" (Hidayatullah State Islamic University, 2016), p.14

Students who repeat a word already used or say nothing are out in the circle and the game resumes until only one player is left in the circle.³²

Word clap game with a song is the games carried out by more than person with clapping their hands together while singing.

The role of the teacher in this study is that the teacher must prepare a theme that will be applied in the game. in playing the teacher helps alignment of students in clapping and singing, monitoring and listening to students' mistakes. in this game the teacher corrects the mention of students but does not interfere with the game going on.

2. Benefits of using Word Clap Game with a Song

In teaching vocabulary by using word clap game with a Song, there were several benefits that students' can get, such as: the game can be used at any stage of lesson once the target language has been introduced and explained. So, the teacher can apply it in each level of school, whether they are formal education or non-formal education. This game can help and encourage many learners to sustain their interest and work. It means that it is interesting for the students to develop their vocabulary acquisition. Furthermore, this game is simple, easy to play and also cheap, because the teacher does not have to prepare anything or buy some equipment related to the game. Just clap the hands and mention the word.

3. Procedures Teaching Vocabulary by Using Word Clap Game

³² Scott Thornbury, *How to Teach Vocabulary* (Pearson Education Limited, 2002), p. 102

Generally, at the first the teacher and students have to know the role and the way how to use this game. To prepare this game, teacher does not need to prepare such thing, just prepare the students and the theme.

According to Thornburry mentions there are several steps of word clap game, there are:

- 1) Teacher prepares the theme.
- 2) Teacher lead the game.
- 3) Teacher explains the rule of playing this game.
- 4) Students stand or sit in a circle and follow teacher's lead, maintain a four-beat rhythm, clapping their hands on their thighs three times (one- two-three...) and then both hands together (four!).
- 5) Students have to mention a word from a pre-selected lexical set (for example, fruit and vegetable) or every fourth beat.
- 6) Students who either repeat the word already mentioned, or break the rhythm or say nothing are out.
- 7) The game ends when there is only one student left as the winner.³³

The research will modificate the steps in playing word clap game with a song, there are:

1. Teacher prepares the topic,
2. Teacher lead the game,
3. Teacher explains the rule of playing this game,

³³ Ibid

4. Teacher divide students in to two groups, and appoint each one of the groups that will mention the name of the object first, students sit or stand in a circle, singing while clapping theme is Noun (animals, things or public places) "Policeman-policeman (Clap their hands three times) Can I ask you (Clap their hands three times), just a minute (Clap their hands three times), on behalf (Clap their hands three times) is (Animals, things, or public places) Clap their hands three times, at the start of (Clap their hands three times), (the name of students who have been appointed first)"³⁴
5. The first student to mention the example of the Noun (animals, things, or public places) is up at the start of who it used to be,
6. Students who repeat the aforementioned words must out in the circle,
7. The game ends when there is only one student left as the winner.

D. Conceptual Framework

According to Kurt Lewin, action research is a series of steps consisting of four stages: planning, action, observation and reflection.³⁵

The main purpose of classroom action research is to solve real problems that occur in the classroom and increase the real activities of teachers in their professional development activities.³⁶

³⁴ Danmogot, Traditional game Indonesian children's, online, [https:// danmogot. com/blog/ artikel - 9694](https://danmogot.com/blog/artikel-9694), Accessed August 28, 2018.

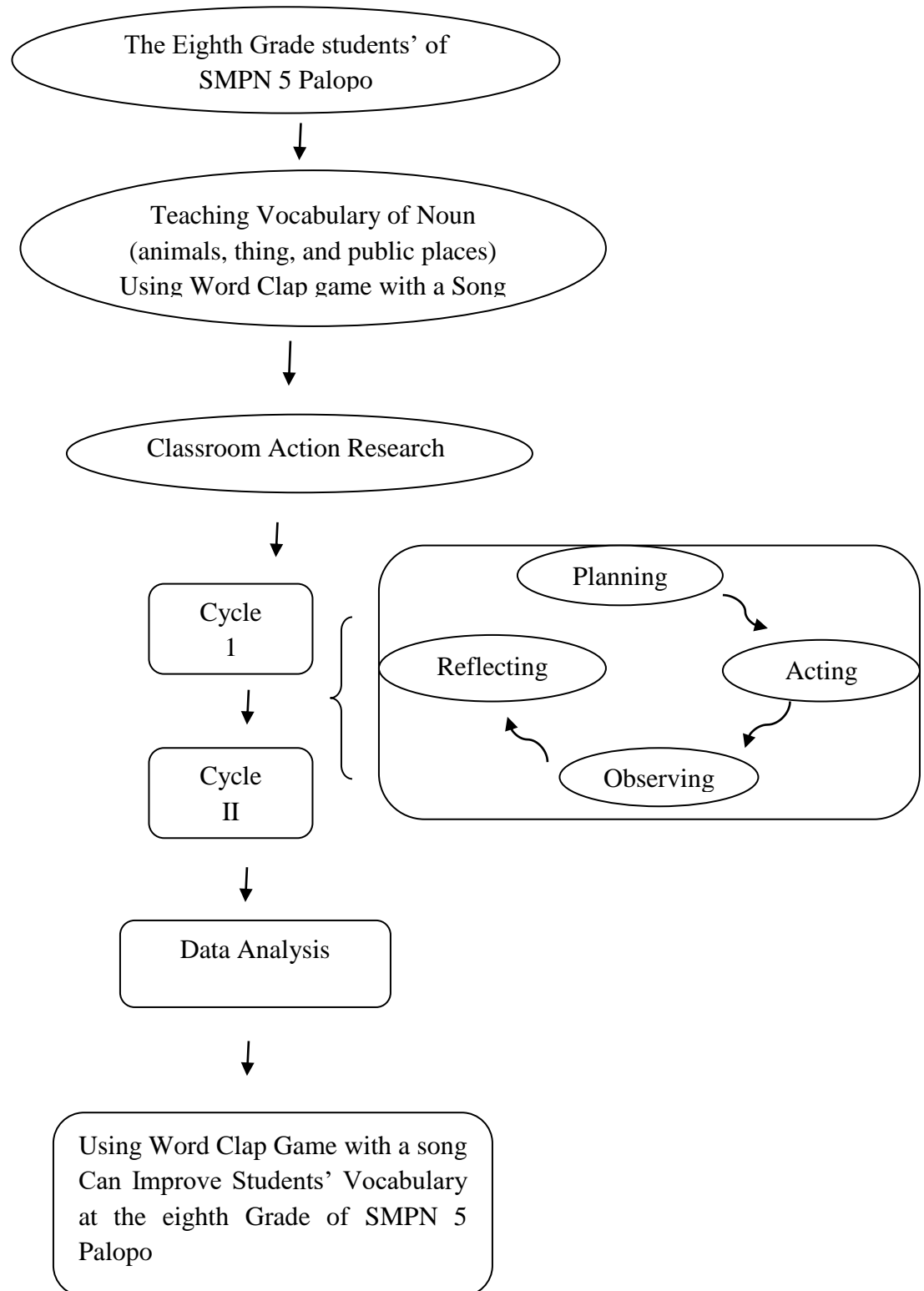
³⁵ Kunandar, *Langkah mudah Penelitian Tindakan Kelas Sebagai profesi Guru*, (Cet; 7: Jakarta: PT Rajagrafindo Persada, 2011), p. 42

Ability to implement Classroom action research, is one of the skills that must be owned by a professional teacher. Through CAR the teacher is required to always do self-reflection about the implementation of the learning process he did to find the various problems encountered and plan the various actions he felt can solve the problems faced. Then carry out the action while observing the various effects it produces.³⁷

In practice, this classroom action research, using the Kurt Lewin design. The conceptual framework of this research can be illustrated diagrammatically as follows:

³⁶ Ibid., p. 45

³⁷ Wina Sanjaya, *Penelitian Tindakan Kelas*, (Cet; 4: Jakarta: Kencana Prenada Media Group, 2012), p. 15



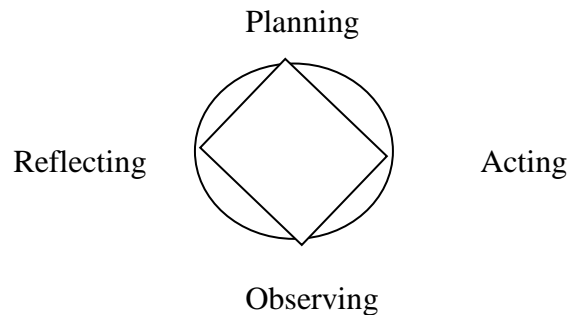
CHAPTER III

RESEARCH METHOD

A. Research Design

This research follow the principal work of Classroom Action Research (CAR). The Classroom Action Research (CAR) procedure used in this research is Kurt Lewin's Design. There are four phases in each cycle; planning, acting, observing, and reflecting. The aim this action research is to find out the appropriate way using word clap game with a song to improve vocabulary at the eighth grade students' of SMPN 5 Palopo.

The figure 3.1 The cycles of Kurt Lewin's design³⁸



1. Planning Phase

In this phase, after identifying student problems in vocabulary mastery as evidenced by classroom observation, the authors will be undertake several plans related to how to solve problems in the classroom. The author as an English teacher makes lesson plans based on problems in the classroom and to improve students'

³⁸ Ibid., p. 50

vocabulary mastery by using word clap game with a song to get students to memorize some vocabulary. the first step the writer is created a lesson plan about using word clap games with a song and prepared a list of vocabulary to giving with the students before teaching in the class and Prepared instruments (test) to find out the success of researchers.

2. Acting Phase

The writer provided material to students based on the lesson plans that have been made. In addition, writers and her friends collaborated their ideas and opinions with each other to implement action plans. The author used word clap games with a song as a strategy in teaching vocabulary about noun, and her friends did observe the classroom conditions during the teaching and learning process. here, her begins the process of research problems the author finds, in which case the author prepares the cycles, if the first cycle succeeds then the research will be completed.

3. Observing phase

Observations are made to determine the effectiveness of the action or gather information about various weaknesses of the actions which has been done. In this case, the writer asked for help from her friend to be an observer in the class. The observer the students' participation. In order to know the changes made by the implementation of the action toward the subject of the research.

4. Reflecting Phase

The teacher and her friend have an evaluation aspect during the teaching and learning process of vocabulary mastery of the student through a word clap games with a song. In this step, the teacher have understood the problem of teaching and learning and the situation in the class that has been taught. After the data is collected by observers and teachers, their discuss for the next step, that is, they must first analyze the data then identify the problems that still occur in the classroom and how to improve it in class. In addition, if one cycle does not meet the requirements of what should be achieved, then, the authors made the next plan to solve the students' problems from their vocabulary.

B. Setting and the Subject of the Study

The subjects of the study is eighth graders of SMPN 5 Palopo in academic year 2018/2019. In this case, the author chose class VIII 3 as the subject of research. There are 28 students consisting of 17 female students and 11 male students in the class. Classes are selected based on the results of classroom observations that require teaching techniques such as games that will help them improve and get good vocabulary values.

C. The Procedure of the Study

As mentioned previously, the subject of this classroom actions research is the eighth grade students' of SMPN 5 Palopo in academic year 2018/2019. To help the students in overcoming the problem, the research use Word Clap game with a song as

teaching strategy in teaching vocabulary to the students'. It is strongly hope this method will effective and efficient in helping the subjects to overcome and improve their vocabulary about noun. The writer plan the following instructional mean activities, such as :

1. Designing Word Clap Game with a Song

Word clap game with a song is a game that uses claps and collaboration with other students while sing a song. The teacher choose noun as the topic they are animals, things, and public places. and then the Teacher explains the rule of playing this game.

2. Preparing lesson plan for vocabulary class

The research used Word Clap game with a Song as teaching strategy in teaching vocabulary to the students'. It is strongly hope this method will effective and efficient in helping the subjects to overcome and improve their vocabulary mastery. There are four phases in each cycle; planning, acting, observing, and reflecting.

Cycle 1

1) first Meeting

Topic : Noun (Animals)

a) Opening the Class

The Teacher opened the class by greeting and praying to start learning then the teacher introduced herself as an English teacher while in the class. After that the

teacher examined student attendance, conveyed the learning objectives that take place and conveyed the subject matter to be discussed.

b) Main Activities

Asked the students whether they have memorized the list of vocabulary that has been given before, Asked students to see a list of vocabulary that has been shared, Teach how to mention properly and correctly, asked students to close the list of vocabulary that has been shared and giving questions and answers about the vocabulary. The teacher asked students whether they ever played word clap game with a song. Then teacher explained the rules and how to play the word clap game with a song, giving students the opportunity to memorize the song of game (policeman, policeman, can I ask you, just a minute on behalf is animals at the start of) teacher and students together singing. After students memorised that song, the teacher asking some students to become models to mention vocabulary using word clap game with a song with animals theme, teacher divided students in to two groups and designated the first student who first mention the animal vocabulary, then the teacher designated the first group to advanced in a circle and playing word clap game with a song the theme is animals, the student who repeated the animals vocabulary that has mentioned his friend much get out of the circle, the game ends when there is only one student left as the winner. Similarly, how to play to be done by the second group.

c) Closure

Researcher asked students about things that are not understood, or teachers throw some questions, teacher together with learners to make a summary / conclusion

of the lesson and asked students to keep learning at home about the way of mentioning and the meaning of the list of vocabulary. The teacher provides motivation to students who have not been able to actively participate in class, asked students' feelings after applying the game, submits lesson plans at the next meeting and distributed list of vocabulary that must be memorized at the next meeting and asked students to bring a dictionary. The teacher closed the class.

2) Second Meeting

Topic : Noun (Things)

a) Opening the Class

The teacher opened the class with greeting and praying to begin learning, teachers checked the attendance of learners conveyed learning objectives take place and delivering material of lessons to be discussed. Recalled about previous material

b) Main Activities

The teacher asked the students whether they have memorized the vocabulary that has been given before and asked students to see a list of the vocabulary that has been shared and teaches how to say well and correctly. The teacher explained the rules and the way the word clap game is with a song and asks students to memorize the game's song. The teacher asked some students to become word clap game models with a song with themes of things and then divided students into two groups and appointed the first student to mention the vocabulary of things. The teacher appointed the first group to advance in a circle and play word clap game with a song with the theme of things,

the student who repeats the vocabulary of things that he has mentioned of his friend must exit in the circle arena and the game is ends when there is only one student left as the winner. Similarly, how to play to be done by the second group.

c) Closure

In the end, asked questions about things that have not been understood, or teachers throw a few questions to students and teachers together with learners to make summaries / conclusions of the lesson and asks the students to keep learning at home about the way of mentioning along with the meaning of the list of objects names and giving awards to students who won the game word clap games with a song and Provided motivation to students who have not can participate actively in class and communicate lesson plans at subsequent meetings and give the list of vocabulary that memorized at the next meeting and asked students to bring dictionaries.

3) Third Meeting

Topic : Noun (public places)

a) Opening the Class

The teacher greeted students and look around the class to make sure that the students is ready to receive the material. Then, the learning objectives were given to empower the importance of the material in English.

b) Main Activities

Teacher gave motivation or stimulation to focus on topic of Noun (public places). Teacher asking students if they have memorized the vocabulary that has been given before. The teacher asked students to see a list of vocabulary shared by the

teacher. Teaches how to properly and correctly mention the teacher, asked the student to close the list of vocabulary that has been shared and gives questions and answers about the vocabulary. The teacher divides students into two groups and appointed the first student who first mention the public places vocabulary and appointed the first group to advanced in a circle and play word clap game with a song with the themes is *Public places*. Students who repeat the vocabulary of public places that have been mentioned by their friends must out of the circle, until one winner is left. Students work on the questions that have been prepared

c) Closure

Teachers together with learners to make a summary / conclusion of the lesson and ask the students to keep learning at home about the way of mentioning and the meaning of the list of items that have been distributed, the teacher awarded the students who won the game word clap games with a song and provide motivation to students who have not been able to actively participate in the class and ask students' feelings after applying the game and suggest to students to keep doing the game anytime and anywhere according to the conditions that make it possible to do the game.

3. Preparing instructional and Game

There are some procedure to apply the teaching vocabulary by using word clap game with a song :

- a. Teacher prepares the topic,
- b. Teacher lead the game,

- c. Teacher explains the rule of playing this game,
- d. Teacher divided students into two groups, and appointed each one of the groups that will mention the name of the object first, students sit or stand in a circle, singing while clapping eg theme is Noun (animals, things or public places) " Policeman-policeman (Clap their hands three times) can I ask you (Clap their hands three times), just a minute (Clap their hands three times), on behalf (Clap their hands three times) is (Animals, things, or public places), (Clap their hands three times) at the start of (Clap their hands three times), (the name of students who have been appointed first)"
- e. The first student to mention the example of the Animals is up at the start of who it used to be,
- f. Students who repeat the word of their friends mention must exit in the circle arena,
- g. The game ends when there is only one student left as the winner

4. Setting up the criteria of success

Classroom action research (CAR) there is 75% of students achieve the Minimal Mastery Criterion (KKM), if the criteria of the action success reach, it means that the next action of the Classroom Action Research would be stop, but if the criteria has not been achieved yet, the alternative action would be done in the next cycle.

D. Data Collection Technique

In collecting data, the instrument that the writer use are observation, test and, documentation. In addition, through observation, the research observed changes in the ability of students. Then, the test is to measure vocabulary skills in students after learning using the word clap game with song. Each technique of data collection is describe below:

1. Observation

Observations, the method of data collection by direct observation of the target object of research relate to the issues discusse. in this research observed changes in the ability or participation of students. in this study will drawn from every end each test cycle to knew what should revised or developed from the cycle that has been done.

2. Test

The test was used to know and measure the ability of the students. The test used are written and spoken test. This test aims to measure students 'understanding and memorized vocabulary material (noun) from the learning results can be known success using word clap games with a song in improving students' vocabulary.

3. Documentation

Conducted documentation in meetings in the class of research objects such as the names of 8 3 grade students, took documentation pictures supporting data and also be evidence that the author has done research in the school.

E. Technique of Data Analysis

To analyze the students' vocabulary by using word clap game with a song in this study is to use descriptive statistical analysis of the data.

Converts a score to a student grade

$$\frac{\text{The number of raw scores}}{\text{maximum score}} \times 100$$

Looking for an average grade of students

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

Where:

M_x : average

$\sum X$: Number of scores (grades) of existing students

N : Total sample³⁹

Look for percentage value of student ability

$$P = \frac{f}{N} \times 100\%$$

Where :

F : Frequency being searched for percentage

N : Number of frequencies / number of individuals

P : Percentage rate⁴⁰

³⁹ Sudijono, *Pengantar Evaluasi Pendidikan*, (Cet.VI; Jakarta: Raja Grafindo Persada, 20016), h. 318

⁴⁰ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Ed. Ke-1; Jakarta: RajaGrafindo Persada, 2007), h.81.

No.	Score	Category	Frequency	Percentage
1.	80-100	Very good		
2.	70-79	Good		
3.	60-69	Enough		
4.	50-59	Less		
5.	0-49	failed		
Jumlah				

The level category of student ability⁴¹

⁴¹ Muhibin Syah, *Psikologi Belajar*, (Ed. Revisi. IX; Jakarta: Rajawali Pers, 2009), h. 223.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

Cycle 1

Cycle I was held for four meetings, with three meetings in the learning process and 1 meeting evaluation at the end of the cycle meeting. Based on the classroom action research procedure, there are several steps that have been taken in the first cycle as follows:

1. Planning

Preparing the tools was more important thing before the implementation of CAR (Classroom Action Research), so in this section I did the steps as follows:

- a. Researcher determine the material to be taught using word clap game with a song
- b. Making Lesson plan using word clap game with a song in teaching vocabulary about noun
- c. Make a list of vocabulary that will be shared for students
- d. Prepare evaluation tests about the material that has been taught.

2. Action

The action of the first cycle was for (three) time. Learning activities are carried out in accordance with the lesson plans that has been prepared in advance.

For the first meeting researcher opened the class by greeting and praying together before starting the teaching and learning process. After that researcher introduced herself. The researcher checked the attendance of students and communicated the learning objectives that will took placed ad asked the students if they have memorized the list of vocabulary that has been given before, but there are some students who have not memorized so the researcher gave about 10 minutes to memorized again, then the researcher taught how to say well and correctly, the researcher said how to say the word then the student repeats after that ask students to close the list of vocabulary that has been shared and gave questions to some students about the vocabulary. The teacher asked students whether they ever played word clap game with a song then explained the rules and how to play the word clap game with a song, gave students the opportunitied for memorized the song of that game, asked some students to became word clap game models with a song with animals theme, devided students became two groups and appointed the first who student first mentioned the vocabulary about *animal*, then the teacher appointed the first group to advanced in a circle and played the word clap game with a song with the theme *animals*, the student who repeated the animal vocabulary thas has friend mentioned must out in the circle, the game is ends when there is only one student left as the winner. Similarly, how to play did by the second group.

Figure 4.2. The situation of class when students practice word clap game with a song



The second meeting, the teacher opened the class with greetings and praying to begin learning, teachers checked the attendance of learners convey learning objectives that will take place and delivering material of lessons to be discussed. Recall about previous material.

The researcher asked the students whether they have memorized the vocabulary that has gave before and asked the students to see a list of the vocabulary that has been shared and taught how to pronounced well and correctly. The reseacher explained the rules and the way the word clap game is with a song and asked students to memorized a sonf of the game's. The researcher asked some students to became

models played word clap game with a song with themes of things and then divided students into two groups and appointed the first student who the first mentioned the vocabulary of things. The researcher appointed the first group to advanced in a circle and played word clap game with a song with the theme is things, the student who repeated the vocabulary of things that he has mentioned of his friend must exit in the circle arena and the game is ends when there is only one student left as the winner. Similarly, how to play did by the second group.

The third meeting, the researcher greeted to the students and look around the class to maked sure that the students is ready to received the material. Then, the learning objectives were given to empower the importance of the material in English.

Researcher asked students if they have memorized the vocabulary that has been given before. The researcher asked students to see a list of vocabulary shared by the researcher. Taught how to pronounced properly and correctly, aske the student to close the list of vocabulary that has been shared and gave questions and answers about the vocabulary. The researcher divided students into two groups and appointed the first student who first mentioned the vocabulary about *public places* and appointed the first group to advanced in a circle and played word clap game with a song with the themes is *public places*. Students who repeated the vocabulary of public places that have been mentioned by their friends must out of the circle, until one winner is left. Students did the task that the reasearcher gave after learned in the cycle 1 in the three meeted.

Figure 4.3. The situation of class when students did task of vocabulary about noun after played word clap game with a song



Figure 4.4 The situation of class when the teacher gave test lisan to students



Table 4.1 The result of students' test in cycle 1

No.	Students	Score	Where
1	S1	92	Complete
2	S2	65	Uncomplete
3	S3	75	Complete
4	S4	80	Complete
5	S5	74	Uncomplete
6	S6	77	Complete
7	S7	73	Uncomplete
8	S8	73	Uncomplete
9	S9	78	Complete
10	S10	73	Uncomplete
11	S11	51	Uncomplete
12	S12	62	Uncomplete
13	S13	77	Complete
14	S14	69	Uncomplete
15	S15	90	Complete
16	S16	75	Complete
17	S17	90	Complete
18	S18	73	Uncomplete
19	S19	78	Complete
20	S20	76	Complete
21	S21	72	Uncomplete
22	S22	81	Complete
23	S23	75	Complete
24	S24	70	Uncomplete
25	S25	71	Uncomplete
26	S26	78	Complete
27	S27	78	Complete
28	S28	50	Uncomplete
		2076	

Based on the results evaluation of the cycle II in table so that the average value of learning outcomes of class VIII students of SMPN 5 Palopo is obtained by the average formula: $\frac{2076}{28} = 74$, so the average score of students using word clap game

with a song in learning English vocabulary above shows that of the 28 students who took the evaluation test in the first cycle, students who got ≥ 75 were 16 students and those who scored below the KKM as many as 12 students.

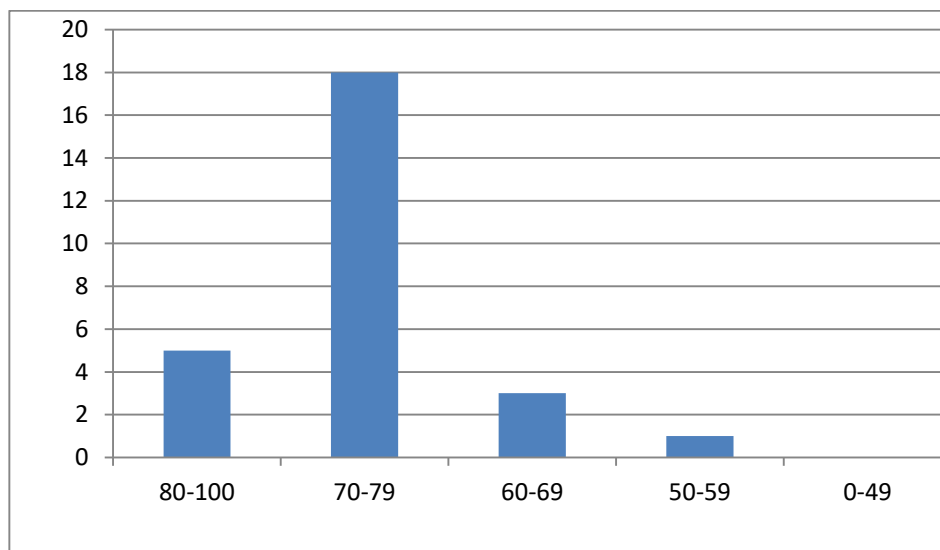
If the value of student learning outcomes in cycle I are grouped into five categories, the learning outcomes of students are presented as follows:

Tabel 4.2. Category Test Cycle I

No	Score	Category	Frequency	Percentage
1.	80-100	Very Good	5	18%
2.	70-79	Good	18	64%
3.	60-69	Enough	3	11%
4.	50-59	Less	2	7%
5.	0-49	fail	0	0%
Total			28	100%

Based on the table above it can be seen that 28 students who took the test in the first cycle turned out to be 5 students who got very good categories, 18 students got grades including good categories, 3 students who received the grade included in the category enough, 2 student who got the grade included in the poor category and 0 students get grades including failure categories.

Figure 4.5. Diagram of the Result Test Students' Cycle 1



The diagram shows that students who scored above the KKM were 16 students while those who scored below the KKM were 12 students. So based on diagram 4.1 it can be seen that the learning outcomes of the eighth grade students of Palopo 5 Junior High School there are 16 students who meet the standards, but there are still 12 students who have not achieved the KKM score so this research needs to proceed to cycle II.

3. Observation

Based on the observation which has done by the researcher and my collaborator through process teaching and learning. The researcher and collaborator (partner) made conclusion that word clap game with a song taught vocabulary of noun enough good to improve students' vocabulary but require several different

strategies to make students more disciplined and more interested in the teaching and learning process.

Table 4.3. The Result of Observation Students' Activeness in Cycle 1

No	Students Name	Activeness			
		Very Active	Active	Less Active	Passive
1	S1		✓		
2	S2		✓		
3	S3			✓	
4	S4	✓			
5	S5	✓			
6	S6	✓			
7	S7	✓			
8	S8		✓		
9	S9		✓		
10	S10	✓			
11	S11		✓		
12	S12		✓		
13	S13			✓	
14	S14			✓	
15	S15	✓			
16	S16			✓	
17	S17		✓		
18	S18		✓		
19	S19	✓			
20	S20	✓			
21	S21			✓	

22	S22		✓		
23	S23			✓	
24	S24			✓	
25	S25		✓		
26	S26	✓			
27	S27	✓			
28	S28			✓	
		10	10	8	

Where :

- 1) Very Active: the students as responsive and participate fully in all activities in teaching process.
- 2) Active: the students response the materials by using vocabulary of noun through word clap game with a song in teaching process.
- 3) Less Active: the students pay attention and give response once in while
- 4) Not Active: the students does not give response to the material. She looks confused, bored, and sometimes leaves the class.

The description participation of students in cycle I was obtained from 28 students of class VIII of SMPN 5 Palopo after applying word clap game with a song in cycle I, students who were very active reached an average of 36%, students who were active 36%, students who were less active 29%.

4. Reflection

The next steps is to do reflection which is to discuss and evaluate the learning activities that have been carried out. Reflection is done to find out the deficiency or constraints of cycle I.

The implementation of learning using word clap game with a song in the first cycle can be said to be quite good, but there are still some obstacles. The constraints in question are: some students are still less active in the learning process or only active while in class. It is like paying attention to the teacher when explaining at the beginning of learning, but at the end of the learning it was not very much concerned because there were some students who were still ashamed to play games with their friends because they were not too familiar in class. Seeing these constraints, it is necessary to take corrective action so that the learning outcomes in cycle II can be more effective. Learning activities that will be carried out in the second cycle, when other groups are playing games, the non-playing group is assigned to pay attention to the friend who is playing and the teacher asks one of the friends who does not play to write the name of his friend who is play other or doing actions that are not good in the class and give motivation for pay attention his friends. The teacher will also give prizes to students who win the game so students are motivated in learning and give students motivation or speech method for students to participate well in the classroom. In addition, the teacher must keep reminding students of vocabulary when students play the word clap game with a song stopped because there were students who came

out of the game and reminded the correct way of saying the word. Another method is in teaching the teacher to challenge students to be active in the class by giving a list of vocabulary to students and asking students to look for the meaning of the word before the cycle II learning meeting is conducted. In cycle II students will race up on the blackboard to write down the meaning of the word given.

Cycle 2

Cycle II was held for 4 meetings, with three meeting face-to-face and 1 evaluation at the end of the cycle. The activity in cycle II is to repeat the activities carried out in cycle I by making improvements that are still considered lacking in cycle I. In cycle 1 vocabulary learning researchers provide a list of vocabulary before the first cycle meeting is conducted while in the cycle II The teacher gives list of vocabulary but has no meaning and asks students to look for the meaning of the word. This is done so that students are not bored in the way the researcher teaches and gives students the task to look for the meaning of the word so that students can be challenged to find answers to the translation.

1. Planning

Preparing the tools was more important thing before the implementation of CAR (Classroom Action Research), so in this section I did the steps as follows:

- a. Determine the material to be taught using word clap game with a song.
- b. Making lesson plans using word clap game with a song in teaching vocabulary about noun.

- c. Make a list of vocabulary that will be shared with students but there is no translation yet.
- d. Prepare evaluation tests about the material that has been taught.

2. Acting

The action of the second cycle was for (three) time. Learning activities are carried out in accordance with the lesson plan that has been prepared in advance.

For the first meeting researcher opened the class by greeting and praying together before started the teaching and learning process, the researcher checked the attendance of students and communicated the learning objectives that have taken place. deliver the subject matter to be discussed and checked the students whether they have brought a dictionary, the researcher checked the students whether they have memorized and filled in the meaning of the list of vocabulary that has been given before. After that the researcher wrote nouns about animals that has been shared before in English on the whiteboard, asked students to race to wrote down the meaning of nouns about animals that the researcher has written after all the words have been answered by the student then the researcher corrects the students' wrote on the board then the researcher taught how to say words the correct object, the researcher mentions word by word then the student repeated it, after that the researcher gave students time to memorize more the word and then gave a question and answer to some students about the word after that the researcher divided students into two groups and appointed the first student who will first mention the animal

vocabulary. The researcher appointed the first group to advanced in a circle and played word clap game with a song with the theme animals. The student who repeated the animal vocabulary that has been mentioned by his friend must out in the circle, until only one left as a winner. After all students have played and the the researcher motivated to students who have not been able to actively participated in the class and asked students' feelings after applying the game. Deliver learning plans at the next meeting, gave the list of vocabulary in Indonesian and asked students to translate in English and asked students to bring a dictionary at the next meeting.

The second meeting, The researcher opened with greeting and prays to start learning to asked students who are not present, convey the learning objectives that have taken place and present the subject matter to be discussed and checked students whether they have brought a dictionary and checked students whether they have memorized and filled in the meaning of the list of vocabulary that has been given before. The researcher wrote vocabulary nouns about things which has been given before in Indonesian on the whiteboard after which the researcher asked students to race to wrote English from nouns about things that have been written. The reasearcher taught how to pronounced the correct of noun in the way the reasearcher mentioned word by word after which the student repeated until it is finished, then the researcher gave the opportunity to students to memorize the word and gave questions and answers about the word. The researcher divided students into two groups and appointed the first student mentioned *things*. The researcher appointed the first group

to advanced in a circle and played word clap game with a song with the theme is *things*, students who repeat the animal vocabulary that has been mentioned by their friends must out of the circle, the game is ends there is only one student left as the winner. Similarly, how to play did by the second group. Deliver lesson plans at the next meeting, share the list of vocabulary in English and asked students for translated in Indonesian than asked students to bring a dictionary at the next meeting.

The third meeting, the researcher wrote nouns about *public places* which has been given before in English on the whiteboard then asked students to race to wrote down the meaning of nouns about *public places*. The researcher checked that students have written. Then taught how to pronounce correctly the noun. Gave time to memorized. After students memorize the word the researcher asked questions and answers to some students about the vocabulary that has been given and divided the students into two groups and appointed the first student mentioned the vocabulary about *public places*. The researcher appointed the first group to advanced to form a circle and played word clap games with a song the themes is public places. The student repeted the word that has been mentioned by his friend out in the circle, the game is ends when there is only one student left as the winner. The researcher and the students concluded learning material together. Students did the task after played word clap game with a song.

Figure 4.6. The situations of class when students write in the white board about the meaning of vocabulary did teacher wrote.



Figure 4.7. The situation of class when students practice word clap game with a song



Table 4.4. The Result of Students' Test in Cycle 2

No.	Students	Score	Where
1	S1	91	Complete
2	S2	77	Complete
3	S3	72	Complete
4	S4	80	Complete
5	S5	76	Complete
6	S6	77	Complete
7	S7	74	Complete
8	S8	77	Complete
9	S9	83	Complete
10	S10	75	Complete
11	S11	66	Uncomplete
12	S12	78	Complete
13	S13	79	Complete
14	S14	76	Complete
15	S15	91	Complete

16	S16	79	Complete
17	S17	91	Complete
18	S18	80	Complete
19	S19	78	Complete
20	S20	88	Complete
21	S21	77	Complete
22	S22	83	Complete
23	S23	78	Complete
24	S24	75	Complete
25	S25	76	Complete
26	S26	80	Complete
27	S27	80	Complete
28	S28	66	Uncomplete
		Total	2203

Based on the results evaluation of the cycle 2 in table so that the average value of learning outcomes of class VIII students of SMP 5 Palopo is obtained by the average formula: $\frac{2203}{28} = 79$, so the average score of students using word clap game with a song in learning English vocabulary above shows that of the 28 students who took the evaluation test in the first cycle, students who got ≥ 75 were 24 students and those who scored below the KKM as many as 4 students.

If the value of student learning outcomes in cycle I are grouped into five categories, the learning outcomes of students are presented as follows:

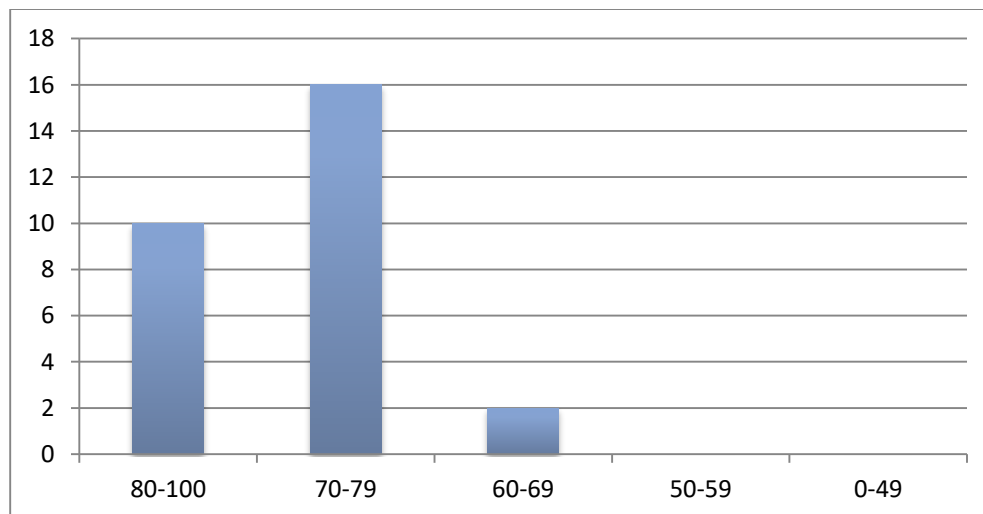
Tabel 4.5. Category Test Cycle I

No	Score	Category	Frequency	Percentage
----	-------	----------	-----------	------------

1.	80-100	Very Good	10	36%
2.	70-79	Good	16	57%
3.	60-69	Enough	2	7%
4.	50-59	Less	0	0%
5.	0-49	fail	0	0%
Total			28	100%

Based on the table above it can be seen that 28 students who took the test in the second cycle turned out to be 10 students who got very good categories, 16 students got grades including good categories, 2 students who received the grade included in the category enough, 0 student who got the grade included in the poor category and 0 students get grades including failure categories.

Figure 4.5. Diagram of the Result Test Students' Cycle 2



The diagram shows that students who scored above the KKM were 24 students while those who scored below the KKM were 4 students. So based on

diagram 4.2 it can be seen that the learning outcomes of the eighth grade students of Palopo 5 Junior High School there are 24 students who meet the standards, but there are still 4 students who have not achieved the KKM score. Based on the minimum completeness value in English subjects with the KKM 75 standard, the researcher ends this action until the second cycle.

3. Observing

The researcher made observations as was done in cycle I.

The observation phase in cycle I was recorded on the participation of activeness in each student towards the process of learning English. The students' activity was obtained from observation sheets in the meeting recorded in each cycle, the observation sheet was used to determine the participation or motivation of students in learning English to improving vocabulary using word clap game with a song.

Table 4.6. The Result of Observation Students' Activeness in Cycle II

No	Students	Activeness			
		Very Active	Active	Less Active	Passive
1	S1		✓		
2	S2		✓		
3	S3		✓		
4	S4	✓			
5	S5	✓			
6	S6	✓			
7	S7	✓			

8	S8		✓		
9	S9		✓		
10	S10	✓			
11	S11		✓		
12	S12		✓		
13	S13	✓			
14	S14			✓	
15	S15	✓			
16	S16		✓		
17	S17		✓		
18	S18		✓		
19	S19	✓			
20	S20	✓			
21	S21		✓		
22	S22		✓		
23	S23			✓	
24	S24		✓		
25	S25		✓		
26	S26	✓			
27	S27	✓			
28	S28		✓		
		11	15	2	

Where :

- Very Active: the students as responsive and participate fully in all activities in teaching process.

- Active: the students response the materials by using vocabulary of noun through word clap game with a song in teaching process.
- Less Active: the students pay attention and give response once in while
- Not Active: the students does not give response to the material. She looks confused, bored, and sometimes leaves the class.

The description participation of students in cycle II was obtained from 28 students of class VIII of SMP 5 Palopo after applying word clap game with a song in cycle II, students who were very active reached an average of 39%, students who were active 54%, students who were less active 7%.

4. Reflecting

The implementation of English vocabulary learning using word clap game with a song has been carried out in accordance with the designs previously prepared. After that, after seeing the observations of classroom learning and the results of students 'learning observations, it was known that the using word clap game with a song has improved students' vocabulary.

B. Discussions

This research is a classroom action research consisting of two cycles. Each cycle consists of four meetings where three meetings are conducted as a learning process and 1 meeting is evaluated to find out the learning outcomes of students in addition during the learning process an observation is conducted to find out the

students' activities during the learning process. This study applies the game that is word clap game with a song to improve students' vocabulary in learning English in class VIII 3 of SMPN 5 Palopo.

The results of the research that have been carried out in two cycles show that word clap game with a song is able to improve the vocabulary of students in class VIII 3. The success of this research is shown by the improvement of learning outcomes of students who are the subject of research.

In learning process cycle 1 researchers gave a list of vocabulary to students for their memorization before the first cycle meeting was conducted but based on observations of student activities, there were some students still less active in the learning process or only active temporarily in class because some students were still shy to played game together his friend, in this cycle has not been successfully seen when played the game there are some students who have not memorized the words that have been previously distributed then at the end of the learning in the test shows the average on the student's score is 74 while the KKM value at SMP 5 palopo is 75. The researcher present the students' in the cycle I is low.

Whereas in the second cycle the researcher gave the list of vocabulary before enter in cycle II learned but the vocabulary has no meaning and asked students to find the meaning of the word and asked students to memorized, in the cycle II in learning process researcher asked students to competed to answer the list of vocabulary that has been shared previously written on the whiteboard, while the researcher wrote the

name of the student who answered on the whiteboard which attracted students' attention to get additional value. The researcher did like that so that students do not get bored in the way the researcher taught and can attract students' attention to learn and can be challenged to find the translation answers compared to the learning cycle 1 in the vocabulary list has meaning. The result of the observation of students' activities showed that the students' enthusiasm in the learning in the second cycle was improved, and also at the end of the learning in the test shows the average of the student's score is 79. So the researcher draws conclusions After the implementation of the actions in the second cycle, there is an increase in vocabulary in the learning process in English subjects.

Word clap game with a song is said to attract students' attention in improve vocabulary namely they learn while playing games, in the game they look like ordinary play in general but are improving their vocabulary by mentioning word by word and trying to remember the vocabulary that their friends haven't mentioned with the game can make them enjoyed and fun because the game is done with a group that is together clapping and singing, they can also get new vocabulary on themselves with foreign words for those who have been mentioned by their friends. This game can also be said to be fun where they try to improve their vocabulary so they are not poor vocabulary in the game arena. Besides this game is not only played in the classroom, but can be played outside the classroom like at home so they can play

using word clap game with a song and improve their vocabulary. This game has a short song with it they will go home and sing the song repeatedly.

As in previous research (Wiji Lestari 2013) explain that the use of word clap game can improve the students' vocabulary and also the writer found that there was an improvement from the students' activity or interest in learning process in the class because the writer used field note as an observation to add more information besides test that was given. In addition Febriana Eka Setyaningsih (2015) the students' vocabulary mastery is improved. Moreover, the students' opinion about the game also indicates that it helps the students in learning vocabulary.

Based on the all explanation researcher could say that research is success to improve students' vocabulary by using word clap game with a song.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on description in result of the research in the previous chapter, researcher described the conclusions as follow:

The result of the research indicated that teaching vocabulary (focus noun) using word clap game with a song could improve the students' vocabulary, and the researcher found the appropriate way in teaching English vocabulary (focus on noun) using word clap game with a song. They are :

- Before doing learning process, the researcher distributes a list of meaningless vocabulary by asking students to search for the translation of the word and ask students to memorize it.
- The researcher writes the list of vocabulary in the whiteboard that has been given before
- Asks students to race in writing down the meaning of the word about noun that the researcher has written in the whiteboard
- The researcher corrected the writing on the whiteboard
- The researcher teaches how to say the word objects correctly,
- Researcher asks students to memorize the vocabulary and give students questions and answers to students' memorization

- The researcher divides students into two groups, and appoints to each one of group that will mention the first word about noun (*animals, things, or public places*) through word clap game with a song.
- Ask one grup to plays the game
- The game is ends when there is only one students left as the winner.
- Students who did not play were asked to observe the group playing to see who survived to be the winner of the word clap game with a song as an assistant researcher to record the name of his friend who did not pay attention or play other than the one instructed by the researcher.

As examples to prove that using word clap game with a song to improve students' vocabulary is success in cycle I the students get score average 74% while the acquisition of student learning outcomes in the second cycle is 79% can be categorized as improved student learning outcomes. Through the game students look active in learning. In addition, the teacher gave awards in the form of praise and prizes to students who won the word clap game with a song so as to make students interested in winning the game.

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher purpose some suggestion as follows:

1. To develop quality in English vocabulary, the English teacher may apply teaching vocabulary using word clap game with a song.

2. To make active the class in teaching, the English teacher must create strategies that can attract students' interest in learning and be able to master the class when students play games.
3. Students should have self discipline in order to get maximum achievement
students should be able to improve the confidence in his ability.

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S

Rencana Pelaksanaan Pembelajaran

(CYCLE I)

Sekolah : SMPN 5 Palopo

Mata Pelajaran : Bahasa Inggris

Topik/Tema : Noun

Kelas/Semester : VIII/Ganjil

Waktu : 6 x 40 menit

A. STANDAR KOMPETENSI

- Melafalkan, memahami dan menghafal kosa kata benda (*animals, things, Public places*) dalam bahasa Inggris melalui permainan word clap game with a song

B. INDIKATOR

- Melafalkan kosa kata benda dalam bahasa inggris yang berkaitan dengan *animals, things, dan Public places*
- Memahami makna kosa kata benda dalam bahasa inggris yang berkaitan dengan *animals, things, dan Public places*
- Menghafal kosa kata benda dalam bahasa inggris yang berkaitan dengan *animals, things, dan Public places* melalui permainan word clap game with a song

C. TUJUAN PEMBELAJARAN

- Siswa dapat melafalkan kosa kata benda dalam bahasa inggris yang berkaitan dengan *animals, things, dan Public places*

- Siswa dapat memahami makna kosa kata benda dalam bahasa inggris yang berkaitan dengan *animals, things, dan buildings*
- Siswa dapat menghafal kosa kata benda dalam bahasa inggris yang berkaitan dengan *animals, things, dan Public places* melalui permainan word clap game with a song

D. METODE PEMBELAJARAN : Word Clap Game with a Song

E. MEDIA PEMBELAJARAN

Media : White Board, and Board Marker, list of vocabulary
 Sumber Belajar : Buku Bahasa Inggris/when English rings a bell, Kamus bahasa

Inggris dan Internet

F. MATERI PEMBELAJARAN

a) Pertemuan 1

No.	Animal (Binatang)	Terjemahan	No.	Animal (Binatang)	Terjemahan
1	Cow	Sapi	11	Deer	Rusa
2	Bat	Kelelawar	12	Rabbit	Kelinci
3	Elephant	Gajah	13	Wolf	Serigala
4	Pig	Babi	14	Louse	Kutu
5	Goat	Kambing	15	Tiger	Harimau
6	Crocodile	Buaya	16		
7	Crab	Kepiting	17		
8	Frog	Katak	18		
9	Goose	Angsa	19		
10	Worm	Cacing	20		

The steps of using word clap game with a song :

8. Teacher prepares the topic,
9. Teacher lead the game,
10. Teacher explains the rule of playing this game,

11. Teacher divide students in to two groups, and appoint each one of the groups that will mention the name of the object first, students sit or stand in a circle, singing while clapping eg theme is Noun (animals, things or public places) "policeman-policeman Can I ask you, just a minute, on behalf is Animals at the start of (students who have been appointed first)"
12. The first student to mention the example of the Animals is up at the start of who it used to be,
13. Students who repeat the aforementioned words must exit the circle arena,
14. The game ends when there is only one student left as the winner.

b) Pertemuan 2

No.	Things	Terjemahan	No.	Things	Terjemahan
1	Table	Meja	11	Bag	Tas
2	Lamp	Lampu	12	Magazine	Majalah
3	Knife	Pisau	13	Floor	Lantai
4	Pen	Pulpen	14	Car	Mobil
5	Key	Kunci	15	Clock	Jam
6	House	Rumah			
7	Pencil	Pensil			
8	Chair	Kursi			
9	Mosque	Masjid			
10	Wall	Dinding			

The steps of using word clap game with a song :

1. Teacher prepares the topic,
2. Teacher lead the game,
3. Teacher explains the rule of playing this game,
4. Teacher divide students in to two groups, and appoint each one of the groups that will mention the name of the object first, students sit or stand in a circle, singing while clapping eg theme is things "policeman-policeman Can I ask you, just a minute, on behalf is things at the start of (students who have been appointed first)"
5. The first student to mention the example of the *things* is up at the start of who it used to be,
6. Students who repeat the aforementioned words must exit the circle arena,

7. The game ends when there is only one student left as the winner.

c) Pertemuan 3

No.	Public places	Terjemahan
1	School	Sekolah
2	Mosque	Mesjid
3	Library	Perpustakaan
4	Bookstore	Took buku
5	Market	Pasar
6	Bank	Bank
7	Hospital	Rumah sakit
8	Park	Taman
9	Airport	Bandara
10	Cinema	Bioskop
11	Hotel	Hotel
12	Office	Kantor
13	Barbershop	Tukang cukur
14	Café	Kafe
15	Cafeteria	Kantin

The steps of using word clap game with a song :

1. Teacher prepares the topic,
2. Teacher lead the game,
3. Teacher explains the rule of playing this game,
4. Teacher devide students in to two groups, and appoint each one of the groups that will mention the name of the object first, students sit or stand in a circle, singing while clapping eg theme is things "policeman-policeman Can I ask you, just a minute, on behalf is things at the start of (students who have been appointed first)"
5. The first student to mention the example of the *things* is up at the start of who it used to be,
6. Students who repeat the aforementioned words must exit the circle arena,
7. The game ends when there is only one student left as the winner.

G. LANGKAH-LANGKAH PEMBELAJARAN

a) Pertemuan 1

Kegiatan Pendahuluan (10 Menit)
<ul style="list-style-type: none"> a. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran b. Guru memperkenalkan dirinya sebagai guru bahasa inggris sementara dikelas c. Memeriksa kehadiran siswa d. Menyampaikan tujuan pembelajaran yang akan berlangsung e. Menyampaikan materi pelajaran yang akan dibahas
Kegiatan Inti (60 menit)
<ul style="list-style-type: none"> a. Menanyakan kepada siswa apakah telah menghafal kosakata yang telah diberikan sebelumnya b. Meminta siswa melihat daftar kosakata yang telah dibagikan c. Mengajarkan cara penyebutan dengan baik dan benar d. Meminta siswa untuk menutup daftar kosa kata yang telah dibagikan serta memberi tanya jawab tentang kosa kata tersebut e. Guru menanyakan kepada siswa apakah pernah bermain word clap game with a song f. Guru menjelaskan aturan serta cara permainan word clap game with a song g. Meminta siswa menghafal lagu permainan tersebut h. Meminta beberapa siswa menjadi model permainan word clap game with a song dengan tema <i>animals</i> i. Membagi siswa menjadi dua kelompok serta menunjuk siswa pertama yang akan menyebutkan pertama dari kosa kata <i>animals</i> j. Guru menunjuk kelompok pertama untuk maju membentuk lingkaran dan bermain word clap game with a song dengan tema <i>animals</i> k. Siswa yang mengulangi kosa kata <i>animals</i> yang telah disebutkan temannya dia akan keluar dari lingkaran tersebut, hingga tersisa satu

pemenang.
Kegiatan Penutup
<ul style="list-style-type: none"> a. Guru memberikan penghargaan kepada siswa yang memenangkan permainan tersebut b. Memberikan motivasi kepada siswa yang belum bisa berpartisipasi aktif dikelas c. Menanyakan perasaan siswa setelah mengaplikasikan game tersebut d. Menyampaikan rencana pembelajaran pada pertemuan berikutnya e. Membagikan daftar kosakata yang akan di hapal pada pertemuan berikutnya f. <i>The teacher close the class.</i>

b) Pertemuan 2

Kegiatan Pendahuluan (10 Menit)
<ul style="list-style-type: none"> - Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran - Memeriksa kehadiran siswa - Menyampaikan tujuan pembelajaran yang akan berlangsung - Menyampaikan materi pelajaran yang akan dibahas - Mengingatkan kembali tentang materi sebelumnya
Kegiatan Inti (60 menit)
<ul style="list-style-type: none"> - Menanyakan kepada siswa apakah telah menghafal kosakata yang telah diberikan sebelumnya - Meminta siswa melihat daftar kosakata yang telah dibagikan - Mengajarkan cara penyebutan dengan baik dan benar - Meminta siswa untuk menutup daftar kosa kata yang telah dibagikan serta memberi tanya jawab tentang kosa kata tersebut - Guru menjelaskan aturan serta cara permainan word clap game with a

<p>song</p> <ul style="list-style-type: none"> - Meminta siswa menghafal lagu permainan tersebut - Meminta beberapa siswa menjadi model permainan word clap game with a song dengan tema <i>things</i> - Membagi siswa menjadi dua kelompok serta menunjuk siswa pertama yang akan menyebutkan pertama dari kosa kata <i>things</i> - Guru menunjuk kelompok pertama untuk maju membentuk lingkaran dan bermain word clap game with a song dengan tema <i>things</i> - Siswa yang mengulangi kosa kata <i>things</i> yang telah disebutkan temannya dia akan keluar dari lingkaran tersebut, hingga tersisa satu pemenang.
<p style="text-align: center;">Kegiatan Penutup</p> <ul style="list-style-type: none"> - Guru memberikan penghargaan kepada siswa yang memenangkan permainan tersebut - Memberikan motivasi kepada siswa yang belum bisa berpartisipasi aktif dikelas - Menanyakan perasaan siswa setelah mengaplikasikan game tersebut - Menyampaikan rencana pembelajaran pada pertemuan berikutnya - Membagikan daftar kosakata yang akan di hafal pada pertemuan berikutnya - <i>The leader close the class.</i>

c) Pertemuan 3

<p style="text-align: center;">Kegiatan Pendahuluan (10 Menit)</p> <ul style="list-style-type: none"> - Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran - Memeriksa kehadiran siswa - Menyampaikan tujuan pembelajaran yang akan berlangsung

<ul style="list-style-type: none"> - Menyampaikan materi pelajaran yang akan dibahas
<p style="text-align: center;">Kegiatan Inti (60 menit)</p>
<ul style="list-style-type: none"> - Menanyakan kepada siswa apakah telah menghafal kosakata yang telah diberikan sebelumnya - Meminta siswa melihat daftar kosakata yang telah dibagikan - Mengajarkan cara penyebutan dengan baik dan benar - Meminta siswa untuk menutup daftar kosa kata yang telah dibagikan serta memberi tanya jawab tentang kosa kata tersebut - Membagi siswa menjadi dua kelompok serta menunjuk siswa pertama yang akan menyebutkan pertama dari kosa kata <i>Public places</i> - Guru menunjuk kelompok pertama untuk maju membentuk lingkaran dan bermain word clap game with a song dengan tema <i>Public places</i> - Siswa yang mengulangi kosa kata buildings yang telah disebutkan temannya dia akan keluar dari lingkaran tersebut, hingga tersisa satu pemenang. - Siswa mengerjakan soal yang telah disiapkan
<p style="text-align: center;">Kegiatan Penutup</p>
<ul style="list-style-type: none"> - Peneliti dan siswa menyimpulkan materi pembelajaran bersama-sama - Guru meminta siswa untuk tetap belajar dirumah tentang cara penyebutan serta memahami makna kosa kata yang telah dibagikan - Menyarankan kepada siswa untuk tetap melakukan permainan tersebut kapan dan dimana saja sesuai dengan kondisi yang memungkinkan untuk melakukan permainan tersebut - Melakukan refleksi - <i>The leader close the class.</i>

H. PENILAIAN

- Bentuk : Tes lisan dan tertulis
- Instrument :

A. Translate the words bellow into Indonesia.

1. Crocodile =
2. Elephant =
3. Snake =
4. Bat =
5. Lion =

B. Rearrange the alphabet bellow to become the right word:

6. m-a-z-a-g-e-n-i =
7. o-o-r-f-l =
8. f-w-e-o-l-r =
9. m-e-r-t-a-k =
10. c-i-t-p-r-e-u =

C. Fill in the blanks with suitable words in the box!

place	hospital	shoes
cinema	house	

- 11 Please take off you... outside
- 12 My grandfather is sick, so he goes to... .
- 13 They have dinner with their family in the... .
- 14 Will go to the... to watch his news movie tonight?
- 15 I don't know the... where you were born.

D. Choose the correct answer by crossing (x) a,b,c,or d. based on the statement following.

- 16 A kind of shirt, for woman.
 - a. Blouse
 - b. Suit
 - c. Dress
 - d. coat
- 17 Something your in winter, to keep you warm.
 - a. Umbrella
 - b. Coat
 - c. Shirt
 - d. Skirt

- 18 Jewelry. You usually wear two of them.
- a. Ring c. Tie
 - b. Hairbands d. Ear rings
- 19 You wear them in summer, to keep your legs cool.
- a. Sandal c. Climber shoes
 - b. Shoes d. Wedges
- 20 You wear it around your neck.
- a. Ear rings c. Towel
 - b. Ring d. Tie

E. Pay attention the activities of the animals bellow. Is it true or false?

No.	Animals	Activity	T/F
21.	Rabbit	Hop	
22	Crocodile	Fly	
23	Butterfly	Creep	
24	Mouse	Swim	
25	Snakes	Bite	

F. Pronounce the words correctly. based on the following!

- 1.Crocodile
- 2.Louse
- 3.Knife
- 4.Cupboard
- 5.Mosque

G. Please mention 10 words of noun (animals,things, public places) that you know.

Rencana Pelaksanaan Pembelajaran

(CYCLE II)

Sekolah : SMPN 5 Palopo

Mata Pelajaran : Bahasa Inggris

Topik/Tema : Noun

Kelas/Semester : VIII/Ganjil

Waktu : 6 x 40 menit

a. STANDAR KOMPETENSI

- Melafakan, memahami dan menghafal kosa kata benda (*animals, things, Public places*) dalam bahasa Inggris

b. INDIKATOR

- Melafalkan kosakata benda dalam bahasa Inggris yang berkaitan dengan *animas, things, dan pubic places* melalui permainan word clap game with a song
- Memahami makna kosa kata benda dalam bahasa inggris yang berkaitan dengan *animals, things, dan Public places*
- Menghafal kosa kata benda dalam bahasa inggris yang berkaitan dengan *animals, things, dan Public places* melalui permainan word clap game with a song

c. TUJUAN PEMBELAJARAN

- Siswa dapat melafalkan kosakata benda dalam bahasa Inggris yang berkaitan dengan *animas, things, dan pubic places* melalui permainan word clap game with a song

- Siswa dapat memahami makna kosa kata benda dalam bahasa inggris yang berkaitan dengan *animals, things, dan buildings*
- Siswa dapat menghafal kosa kata benda dalam bahasa inggris yang berkaitan dengan *animals, things, dan Public places* melalui permainan word clap game with a song

d. METODE PEMBELAJARAN : Word Clap Game with a Song

e. MEDIA PEMBELAJARAN

Media : White Board, and Board Marker, list of vocabulary
 Sumber Belajar : buku dasar-dasar penguasaan bahasa inggris, buku Bahasa Inggris rings a bell, Kamus bahasa Inggris

f. MATERI PEMBELAJARAN

1. Pertemuan 1

No.	Animal (Binatang)	Terjemahan	No.	Animal (Binatang)	Terjemahan
1	Cat	Kucing	11	Snake	Ular
2	Dog	Anjing	12	Monkey	Monyet
3	Chicken	Ayam	13	Wolf	Serigala
4	Fish	Ikan	14	Mouse	Tikus
5	Goat	Kambing	15	Rabbit	Kelinci
6	Lion	Singa	16	Fly	Lalat
7	Horse	Kuda	17	Butterfly	Kupu-kupu
8	Cow	Sapi	18	Bear	Beruang
9	Bird	Burung	19	Tiger	Harimau
10	Deer	Rusa	20	Spider	Laba-laba

The steps of using word clap game with a song :

- Teacher prepares the topic,
- Teacher lead the game,
- Teacher explains the rule of playing this game,

- d. Teacher divide Students in to two groups, students sit or stand in a circle, singing while clapping eg theme is Animals "policeman-policeman Can I ask you, just a minutes, on behalf is Animals at the start of"
- e. The first student to mention the example of the Animals is up at the start of who it used to be,
- f. Students who repeat the aforementioned words must exit the circle arena,
- g. The game ends when there is only one student left as the winner.

2. Pertemuan 2

No.	Things	Terjemahan	No.	Things	Terjemahan
1	Bag	Tas	11	Marker	Spidol
2	Bed	Tempat tidur	12	Picture	Gambar
3	Broom	Sapu	13	Mirror	Cermin
4	Bottle	Botol	14	Nail	Paku
5	Flag	Bendera	15	Cupboard	Lemari
6	Dictionary	Kamus			
7	Door	Pintu			
8	Floor	Lantai			
9	Flower	Bunga			
10	Wall	Dinding			

The steps of using word clap game with a song :

- a. Teacher prepares the topic,
- b. Teacher lead the game,
- c. Teacher explains the rule of playing this game,
- d. Teacher divide Students in to two groups, students sit or stand in a circle, singing while clapping eg theme is *things* "policeman-policeman Can I ask you, just a minutes, on behalf is *Things* at the start of"
- e. The first student to mention the example of the *things* is up at the start of who it used to be,
- f. Students who repeat the aforementioned words must exit the circle arena,
- g. The game ends when there is only one student left as the winner.

3. Pertemuan 3

No.	Public places	Terjemahan
1	Beach	Pantai
2	River	Sungai
3	Cinema	Bioskop
4	Harbour	Pelabuhan
5	Park	Taman
6	Shop	Toko
7	Zoo	Kebun binatang
8	Park	Taman
9	Library	Perpustakaan
10	Temple	Candi
11	Hotel	Hotel
12	Prison	Penjara
13	Inn	Penginapan
14	Café	Kafe
15	Station	Stasiun

The steps of using word clap game with a song :

1. Teacher prepares the topic,
2. Teacher lead the game,
3. Teacher explains the rule of playing this game,
4. Teacher divide Students in to two groups, students sit or stand in a circle, singing while clapping eg theme is *Public places* "policeman-policeman Can I ask you, just a minutes, on behalf is *Public places* at the start of"
5. The first student to mention the example of the *Public places* is up at the start of who it used to be,
6. Students who repeat the aforementioned words must exit the circle arena,
7. The game ends when there is only one student left as the winner.

h. LANGKAH-LANGKAH PEMBELAJARAN

1. Pertemuan 1

Kegiatan Pendahuluan (10 Menit)
<ul style="list-style-type: none">a. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaranb. Memeriksa kehadiran siswac. Menyampaikan tujuan pembelajaran yang akan berlangsungd. Menyampaikan materi pelajaran yang akan dibahase. Mengecek siswa apakah telah membawa kamusf. Mengecek siswa apakah telah menghapa dan mengisi arti dari daftar kosakata yang telah diberikan sebelumnya
Kegiatan Inti (60 menit)
<ul style="list-style-type: none">- Guru menuliskan kata benda tentang animals yang telah dibagikan sebelumnya dalam bahasa Indonesia di papan tulis- Meminta siswa berlomba untuk menuliskan arti kata benda tentang animals yang telah ditulis guru- Guru mengoreksi penulisan siswa dipapan tulis- Guru mengajarkan cara penyebutan kata benda yang benar- Meminta siswa menghapa kembali kata tersebut- Memberi Tanya jawab tentang kata tersebut- Membagi siswa menjadi dua kelompok serta menunjuk siswa pertama yang akan menyebutkan pertama dari kosa kata <i>animals</i>- Guru menunjuk kelompok pertama untuk maju membentuk lingkaran dan bermain word clap game with a song dengan tema <i>animals</i>- Siswa yang mengulangi kosa kata animals yang telah disebutkan temannya dia akan keluar dari lingkaran tersebut, hingga tersisa

satu pemenang.
Kegiatan Penutup
<ul style="list-style-type: none"> - Memberikan motivasi kepada siswa yang belum bisa berpartisipasi aktif dikelas - Menanyakan perasaan siswa setelah mengaplikasikan game tersebut - Menyampaikan rencana pembelajaran pada pertemuan berikutnya - Membagikan daftar kosakata dalam bahasa Indonesia dan meminta siswa untuk mentranslate dalam bahasa Inggris serta menghapalnya - Meminta siswa membawa kamus pada pertemuan berikutnya - <i>The leader close the class.</i>

2. Pertemuan 2

Kegiatan Pendahuluan (10 Menit)
<ul style="list-style-type: none"> a. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran b. Memeriksa kehadiran siswa c. Menyampaikan tujuan pembelajaran yang akan berlangsung d. Menyampaikan materi pelajaran yang akan dibahas e. Mengecek siswa apakah telah membawa kamus f. Mengecek siswa apakah telah mengisi arti dari daftar kosakata yang telah diberikan sebelumnya dan menghapalnya
Kegiatan Inti (60 menit)
<ul style="list-style-type: none"> g. Guru menuliskan kata benda tentang things yang telah dibagikan sebelumnya dalam bahasa Indonesia di papan tulis h. Meminta siswa berlomba untuk menuliskan bahasa inggris dari kata

	benda tentang things yang telah ditulis guru
i.	Guru mengajarkan cara penyebutan kata benda yang benar
j.	Meminta siswa menghafal kata tersebut
k.	Memberi Tanya jawab tentang kata tersebut
l.	Membagi siswa menjadi dua kelompok serta menunjuk siswa pertama yang akan menyebutkan pertama dari kosa kata <i>things</i>
m.	Guru menunjuk kelompok pertama untuk maju membentuk lingkaran dan bermain word clap game with a song dengan tema <i>things</i>
n.	Siswa yang mengulangi kosa kata animals yang telah disebutkan temannya dia akan keluar dari lingkaran tersebut, hingga tersisa satu pemenang.
Kegiatan Penutup	
o.	Guru memberikan penghargaan kepada siswa yang memenangkan permainan tersebut
p.	Memberikan motivasi kepada siswa yang belum bisa berpartisipasi aktif dikelas
q.	Menanyakan perasaan siswa setelah mengaplikasikan game tersebut
r.	Menyampaikan rencana pembelajaran pada pertemuan berikutnya dan membagikan daftar kosakata kepada siswa dalam bahasa Inggris dan meminta siswa untuk mencari artinya dirumah serta menghafalnya
s.	Meminta siswa membawa kamus pada pertemuan berikutnya
t.	<i>The leader close the class.</i>

3 Pertemuan 3

Kegiatan Pendahuluan (10 Menit)	
-	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
-	Memeriksa kehadiran siswa

<ul style="list-style-type: none"> - Menyampaikan tujuan pembelajaran yang akan berlangsung - Menyampaikan materi pelajaran yang akan dibahas
<p style="text-align: center;">Kegiatan Inti (60 menit)</p>
<ul style="list-style-type: none"> - Guru menuliskan kata benda tentang public places yang telah diberikan sebelumnya dalam bahasa Inggris di papan tulis - Meminta siswa berlomba untuk menuliskan arti kata benda tentang public places - Guru mengajarkan cara penyebutan kata benda yang benar - Meminta siswa menghafal kata tersebut - Memberi Tanya jawab tentang kata tersebut - Membagi siswa menjadi dua kelompok serta menunjuk siswa pertama yang akan menyebutkan pertama dari kosa kata <i>public places</i> - Guru menunjuk kelompok pertama untuk maju membentuk lingkaran dan bermain word clap game with a song dengan tema <i>public places</i> - Siswa yang mengulangi kosa kata animals yang telah disebutkan temannya dia akan keluar dari lingkaran tersebut, hingga tersisa satu pemenang.
<p style="text-align: center;">Kegiatan Penutup</p>
<ul style="list-style-type: none"> - Peneliti dan siswa menyimpulkan materi pembelajaran bersama-sama - Guru meminta siswa untuk tetap belajar dirumah tentang cara penyebutan serta memahami makna kosa kata yang telah dibagikan - Menyarankan kepada siswa untuk tetap melakukan permainan tersebut kapan dan dimana saja sesuai dengan kondisi yang memungkinkan untuk melakukan permainan tersebut.

H. PENILAIAN

- Bentuk : Tes tertulis dan lisan
- Instrument :

A. Translate the words bellow into Indonesia.

1. Horse =
2. Elephant =
3. Bear =
4. Monkey =
5. Deer =

B. Rearrange the alphabet bellow to become the right word:

6. c-i-t-p-r-e-u =
7. r-h-i-s-t =
8. f-w-e-o-l-r =
9. b-n-c-e-h =
10. o-n-t-b-o-e-o-k =

C. Fill in the blanks with suitable words in the box!

place	hospital	newspaper
cinema	zoo	

11. My father is reading... now.
12. We can see many animals in the... .
13. My grandfather is sick, so he goes to... .
14. Will go to the... to watch his news movie tonight?
15. I don't know the... where you were born.

D. Choose the correct answer by crossing (x) a,b,c,or d. based on the statement following.

16. A kind of shirt, for woman.
c. Blouse c. Dress
d. Suit d. coat

17. Something your in winter, to keep you warm.
- c. Umbrella c. Shirt
d. Coat d. Skirt
18. Jewelry. You usually wear two of them.
- c. Ring c. Tie
d. Hairbands d. Ear rings
19. You wear them in summer, to keep your legs cool.
- c. Sandal c. Climber shoes
d. Shoes d. Wedges
20. You wear it around your neck.
- c. Ear rings c. Towel
d. Ring d. Tie

E. Pay attention the activities of the animals bellow. Is it true or false?

No.	Animals	Activity	T/F
21.	Birds	Fly	
22.	Dogs	Hang	
23.	Butterfly	Creep	
24.	Fish	Bark	
25.	Snakes	Bite	

F. Pronounce the words correctly. based on the following!

26. Elephant
27. Tiger
28. Bucket
29. Cupboard
30. Zoo

G. Please mention 10 words of noun (animals,things, public places) that you know.

FORMAT VALIDASI TES PEMAHAMAN KONSEP DASAR SISWA

PETUNJUK :

Dalam rangka penyusunan skripsi dengan judul: **“Using Word Clap Game with a Song to Improve Students’ Vocabulary (A Classroom Action Research at the Eighth Grade of SMPN 5 Palopo)”**, peneliti menggunakan instrumen Lembar Pengamatan Aktivitas Siswa. Untuk itu, peneliti meminta kesediaan Bapak/Ibu untuk menjadi validator dengan petunjuk sebagai berikut:

1. Dimohon agar Bapak/Ibu memberikan penilaian terhadap Lembar Pengamatan Aktivitas Siswa yang telah dibuat sebagaimana terlampir.
2. Untuk tabel tentang *Aspek yang Dinilai*, dimohon Bapak/Ibu memberikan tanda cek (√) pada kolom penilaian sesuai dengan penilaian Bapak/Ibu.
3. Untuk *Penilaian Umum*, dimohon Bapak/Ibu melingkari angka yang sesuai dengan penilaian Bapak/Ibu.
4. Untuk saran dan revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom *Saran* yang telah disiapkan.

Kesediaan Bapak/Ibu dalam memberikan jawaban secara objektif sangat besar artinya bagi peneliti. Atas kesediaan dan bantuan Bapak/Ibu, peneliti ucapkan terima kasih.

Keterangan Skala Penilaian:

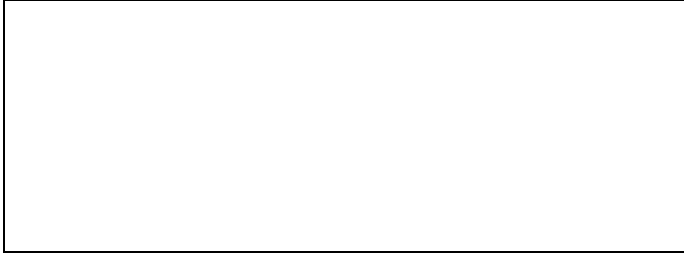
- 1 : berarti “kurang relevan”
- 2 : berarti “cukup relevan”
- 3 : berarti “relevan”
- 4 : berarti “sangat relevan”

No	Aspek yang dinilai	Nilai			
		1	2	3	4
I	Materi Soal 1 Soal-soal sesuai dengan indikator 2 Batasan pertanyaan dan jawaban yang diharapkan jelas 3 Materi yang ditanyakan sesuai dengan kompetensi 4 Isi materi sesuai dengan jenjang, jenis sekolah dan tingkat kelas				
II	Konstruksi 1 Menggunakan kata tanya atau perintah yang menuntut jawaban uraian 2 Ada petunjuk yang jelas tentang cara mengerjakan soal 3 Ada pedoman penskorannya 4 Tabel disajikan dengan jelas dan terbaca 5 Butir soal tidak bergantung pada butir soal sebelumnya				
III	Bahasa 1 Rumusan kalimat soal komunikatif 2 Rumusan kalimat tidak menimbulkan penafsiran ganda atau salah pengertian 3 Menggunakan bahasa/kata yang umum (bukan bahasa lokal) 4 Rumusan soal tidak mengandung kata-kata yang dapat menyinggung perasaan siswa				

Penilaian Umum:

1. Belum dapat digunakan
2. Dapat digunakan dengan revisi besar
3. Dapat digunakan dengan revisi kecil
4. Dapat digunakan tanpa revisi

Saran-Saran:

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Palopo, 23 Juli 2018
Validator

(Sukirman, S.Pd. M.Pd)