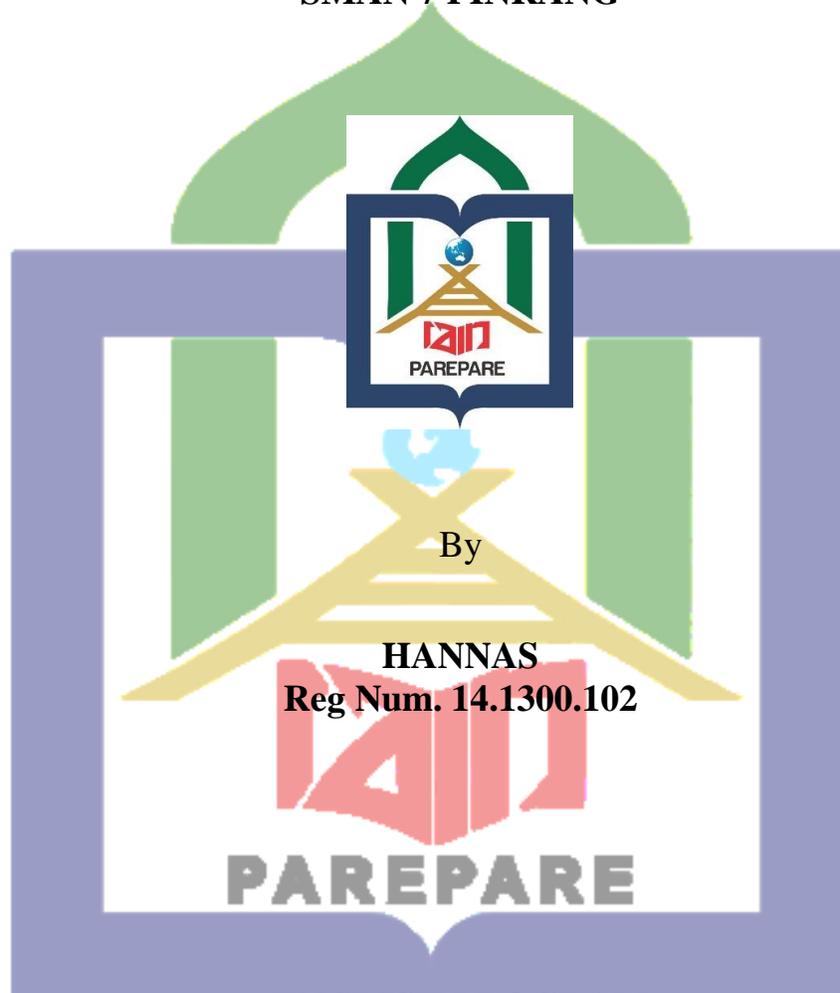


SKRIPSI

**THE COMPARISON BETWEEN USING ACO SOFTWARE AND
CLAPPING GAME TO ENRICH STUDENTS' VOCABULARY
MASTERY AT THE SECOND GRADE YEAR STUDENTS OF
SMAN 7 PINRANG**



By

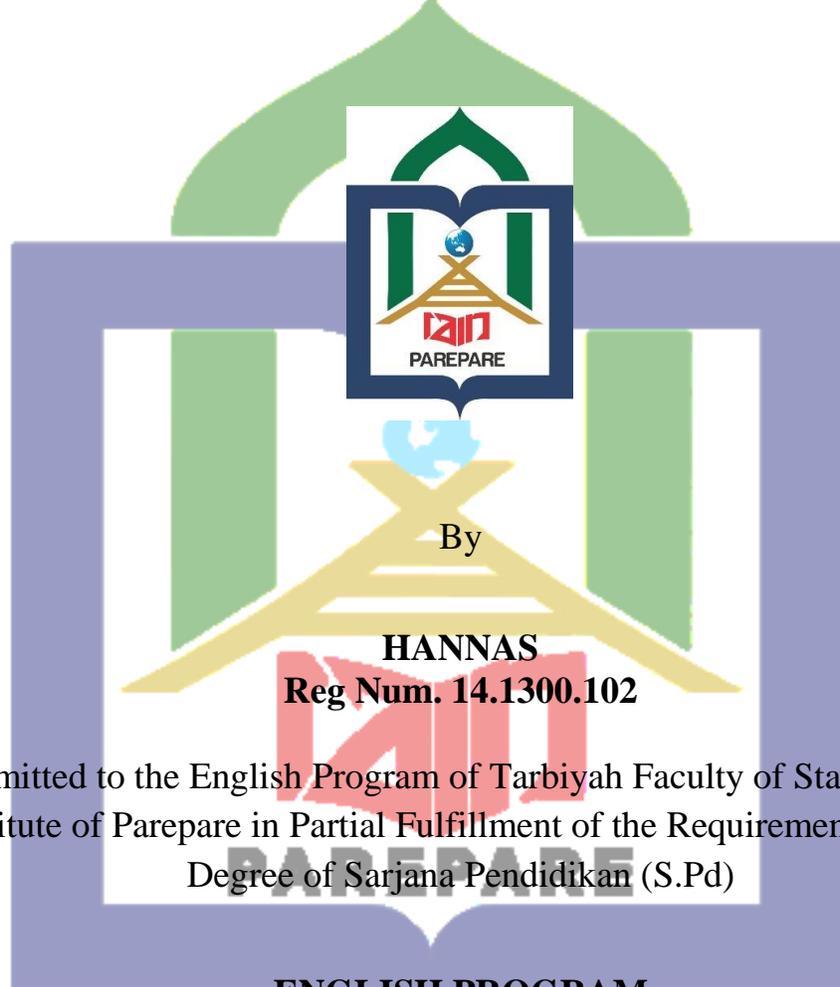
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**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

SKRIPSI

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MASTERY AT THE SECOND GRADE YEAR STUDENTS OF
SMAN 7 PINRANG**



By

HANNAS
Reg Num. 14.1300.102

Submitted to the English Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial Fulfillment of the Requirements for the
Degree of Sarjana Pendidikan (S.Pd)

**ENGLISH PROGRAM
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Skripsi

As Partial Fulfillment of the Requirements for the Degree

of Sarjana Pendidikan (S.Pd)

English Program

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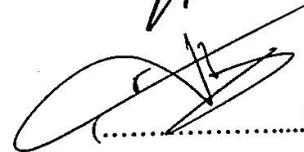
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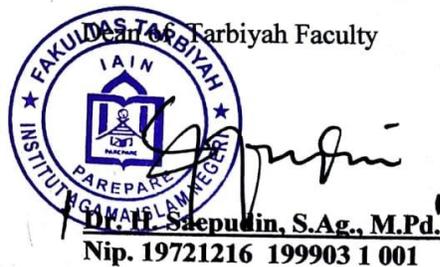


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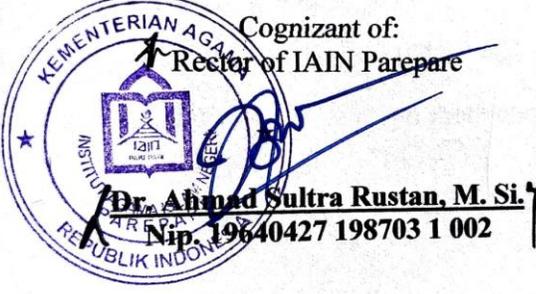
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Beneficent the Merciful

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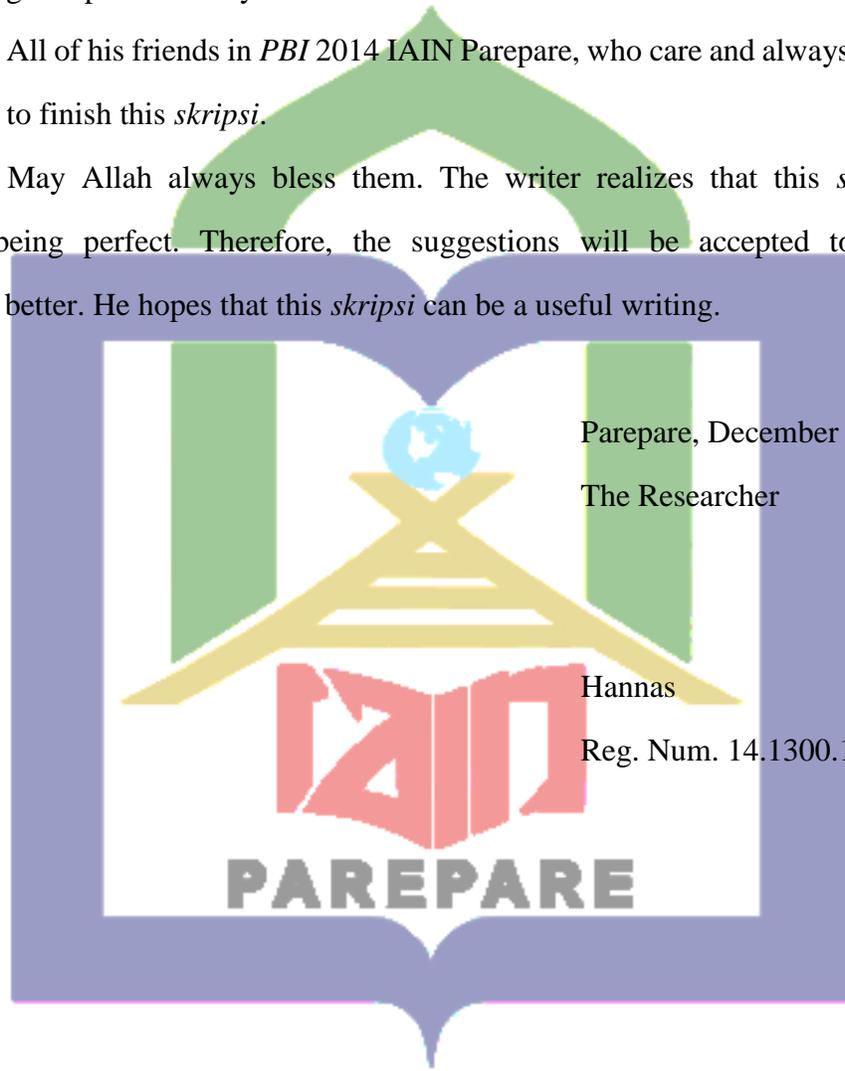
First of all, the writer wants to say his greatest gratitude to his parents, Saharuddin and Wahida, who always support him to finish this *skripsi* and for everything that they had given to him. Then, the writer would like to say thanks to his consultants Dr. Abdul Haris Sunubi, M.Pd. and Mujahidah, M.Pd. for their guidance, patience, and time in helping him to complete this *skripsi*. Also, the writer would like to say thanks to:

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May Allah always bless them. The writer realizes that this *skripsi* is far from being perfect. Therefore, the suggestions will be accepted to make this *skripsi* better. He hopes that this *skripsi* can be a useful writing.



Parepare, December 25th 2018

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Declared that this skripsi was his own writing, and if it can be proved that it was copied, complied or duplicated by any other person, the writer agree that, this skripsi and the degree would be postponed.

Parepare, December 25th 2018

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ABSTRACT

HANNAS. *The comparison between using Aco software and Clapping game to enrich students' vocabulary mastery at the second grade year students of SMAN 7 pinrang.* (Supervised by Abdul haris sunubi, and Mujahidah).

Vocabulary is one of essential language component in studying language. In learning vocabulary, there are some ways that can enrich students' vocabulary mastery such as Aco software and Clapping game. The objective of the researcher aim to analyze the comparison between students vocabulary mastery who learned by using Aco and who learned by using Clapping game at the second grade students of SMA Negeri 7 Pinrang.

In this research used qualitative to answer the problem statements of this research. The instrument of this research was vocabulary test. The population of this research was the second grade students of MIA of SMA Negeri 7 Pinrang. Total number of students were 99 students. The total number of sample in this research is 42 samples. The sampling technique that was used in this research was cluster random sampling.

The result of this research based on data analysis found that mean score of Aco was 82 while mean score of Clapping game was 74. The students who learned by using Aco software got better score than student who learned by using Clapping game. In addition sig (2-tailed) value (0.002) less than 0.05. It indicated that there is significant different between students vocabulary mastery who learned by using Aco software and who learned by using Clapping Game.

Keywords: Comparing, Vocabulary, Aco Software and Clapping Game

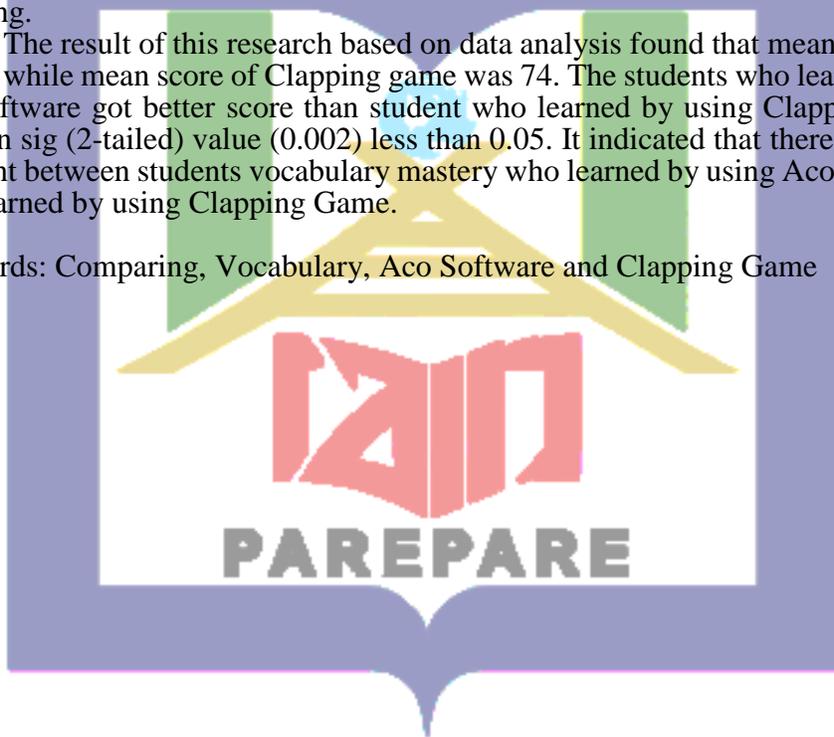


TABLE OF CONTENTS

| | |
|---|------|
| PAGE OF TITLE | ii |
| APPROVAL OF CONSULTANT COMMISSIONS | iv |
| ENDORSEMENT OF EXAMINER COMMISSIONS | vi |
| ACKNOWLEDGEMENT | vii |
| DECLARATION OF THE AUTHENTICITY OF THE RESEARCH | ix |
| ABSTRACT | x |
| TABLE OF CONTENTS | xi |
| LIST OF TABLE | xiii |
| LIST OF APPENDICES | xiv |
| CHAPTER I INTRODUCTION | |
| 1.1 Background | 1 |
| 1.2 Problem Statement | 4 |
| 1.3 The Objective of the Research | 4 |
| 1.4 The Significant of the Research | 4 |
| CHAPTER II REVIEW OF RELATED LITERATURE | |
| 2.1 Some Pertinent Ideas | 6 |
| 2.1.1 Concept of Aco Software | 6 |
| 2.1.2 Concept of Clapping Game | 8 |
| 2.1.3 Concept of Vocabulary Mastery | 13 |
| 2.2 Previous Related Research Finding | 21 |
| 2.3 Conceptual Framework | 23 |
| 2.4 Hypothesis | 24 |

CHAPTER III METHOD OF THE RESEARCH

3.1 Research Design25

3.2 Location and Time of Research26

3.3 Variable of the Research26

3.4 Operational Definition of Variable26

3.5 Population and Sample26

3.6 Research Instrument28

3.7 Procedure of Collecting Data28

3.8 Technique of Data Analysis28

CHAPTER IV FINDING AND DISCUSSION

4.1 Finding31

4.1.1 Result of Aco software31

4.1.2 Result of Clapping Game33

4.1.3 Data Analysis35

4.2 Discussion41

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion47

5.2 Suggestion48

BIBLIOGRAPHY49

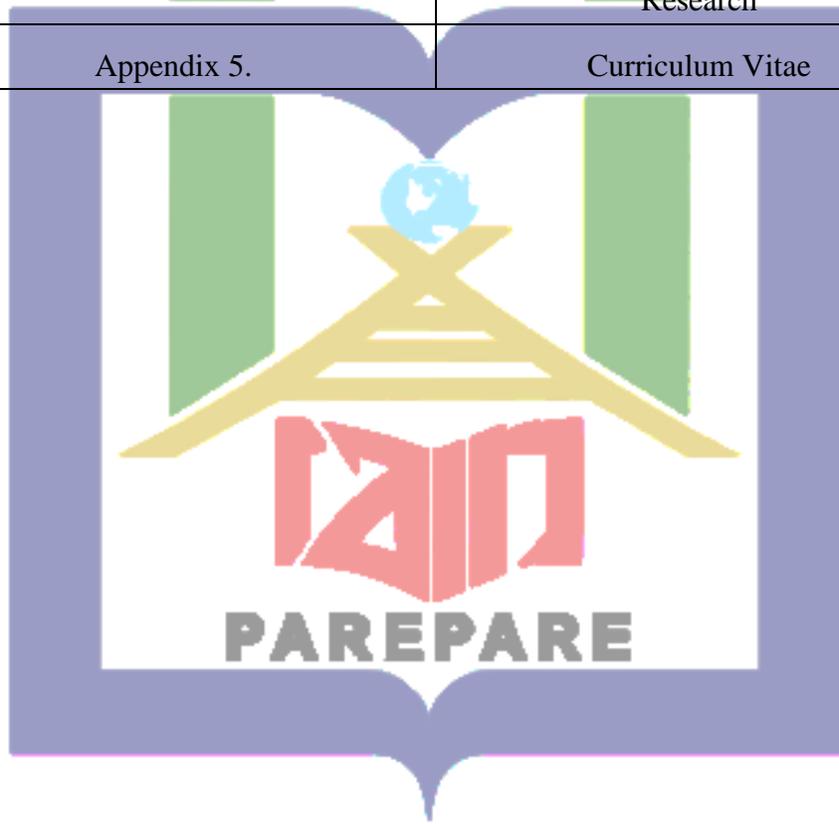
APPENDICES

LIST OF TABLES

| No. | List of Tables | Pages |
|------------|------------------------------------|--------------|
| Table 3.1 | The Population | 27 |
| Table 3.2 | Sample | 27 |
| Table 3.3 | Classification Students' score | 29 |
| Table 4.1 | The result of Aco Software | 31 |
| Table 4.2 | The result of Clapping Game | 33 |
| Table 4.3 | Result of Vocabulary test | 36 |
| Table 4.4 | Result Mean and Standard Deviation | 37 |
| Table 4.5 | Result of Normality | 38 |
| Table 4.6 | Result of Homogeneity | 39 |
| Table 4.7 | Result of Independent T-Test | 39 |

LIST OF APPENDICES

| No. | Title of Appendices |
|-------------|--|
| Appendix 1. | Research instrument |
| Appendix 2. | Result of Vocabulary Test |
| Appendix 3. | Documentation |
| Appendix 4. | Recommendation Letter of the Research |
| Appendix 5. | Curriculum Vitae |



CHAPTER I

INTRODUCTION

1.1 Background

There are four skills in English: namely listening, speaking, writing, and reading. These four skills should be mastered by the students, either in junior high school or senior high school, as the goal of implementation of national Curriculum. The main question is “have they mastered it?”. No, they have not.. The researcher found that most of the students were not able to produce the language well, neither in writing nor in speaking. When the researcher analyzed and asked to English teachers about the main problem, the researcher concluded that the problem is lack of vocabulary mastered by students.

Writing and speaking English are difficult to do by the students because lack of vocabulary even they cannot arrange their own sentences. The students always find troubles when they try to produce the language because when they want to say something, they are stopped at the meaning which they do not know how to represent it by a word. Therefore, the students cannot process their utterances in English.

Vocabulary is one of essential language component in studying language. It is important because the basic building of the language is words, the unit of meaning from which large structures such as sentences or paragraph¹. Therefore, mastering vocabulary can make easier to understand the meaning of the words and it is the key to language learning. By having good vocabulary, it will help the student to master

¹ John Read, *Assessing Vocabulary* (Cambridge University Press, 2000), p. 1.

language skills as well. According to English curriculum 1994, the goal of learning English is students can use English in communicating and mastering vocabulary. Junior high school students at least know 1000 words and for senior high school students at least know 2500 words. According to West, the students will easy to express practically any idea that they wanted to, if the students know more than 2000 words.²

According to Cameron, a person is said to know the word if they can recognize the meaning of the words.³ Thornburry also says that without grammar very little can be conveyed, but without vocabulary nothing can be conveyed.⁴ It is mean that the students who are lack of grammar still can speak English even in wrong grammar but the students who lack of vocabulary cannot. It is clear that the more vocabulary they know the easier to mastery English skills.

The next problem arisen then is how to teach vocabulary to the students?. Most of teachers teach their student by memorizing. However, the result is not so good. Most of the students are not interest to memorize. For that condition, it is generally suggest that using media to teach vocabulary may make the students interest with, such as song, game, picture, mobile app and so on. In this research will focus to game and software in enriching vocabulary. Thornburry mentioned that the game can encourage the learner to recall words easily and the fun factor may help them to make the words more memorable and a competitive element often make the learners enthusiasm.⁵

² Devid Nunan, *Language Teaching Methodology* (Great Britain: Phoenix ELT, 1995), p. 118.

³ Lynne Cameron, *Teaching Language to Young Learner* (Cambridge: Cambridge University Press, 2001), p. 75.

⁴ Scott Thornburry, *How to Teach Vocabulary* (Pearson Education Limited, 2002), p. 13.

⁵ Scott Thornburry, *How to Teach Vocabulary*, p. 102.

Clapping game is one of visual aids that used to teaching vocabulary. By using clapping game as medium to learn vocabulary will give some benefits such as; students can improve their vocabulary mastery and try to remember vocabularies as soon as they clap their hand. The students also enjoy learning vocabulary without any pressure. In other hand, self-confidence of the students will be built because this game is played in groups. The students can memorize new vocabularies easily. There are no difficulties and reasons for the students not to learn vocabularies because of the lack of facilities, because this game does not need expensive equipment or complicated preparation to practice, just clap their hands and say the word.

Besides using traditional way such as clapping game to teach vocabulary, the teacher also use technology. Technological development has contributed to the use of new technology in the field of education. Mobile technology based on learning as instructional approaches to increase EFL students. Moreover, the advancement of technologies have changed the way of teaching and learning such as Laptops, Smart Phones, and Tablets which are very beneficial for the objective of students.

Aco Learning English is one of app on smart phone that able to be used as media for teaching English. This app allows students to get a better grip on English language in a unique and interactive way. According to publisher of Aco app, by using Aco app to learn English, students will automatically know what to say in a conversation and their vocabulary and grammar will improve. The developers of this app claim that Aco app that their application vocabulary covers all major English test.

In reference to the explanation above, the writer has motivation to do the research in comparing students' vocabulary mastery learn by clapping game and who learn by Aco app. The writer wants to know the significant difference between clapping

game and Aco app toward students' vocabulary mastery. In this case the writer will do a comparative research entitled "The Comparison between Using Aco app and Clapping Game to Enrich Students' Vocabulary Mastery at The Second Grade Students of SMAN 7 Pinrang".

1.2 Problem Statements

Relating to statement above, the researcher formulates research question namely

- 1.2.1 How is students' vocabulary mastery by using Aco Software at SMAN 7 Pinrang?
- 1.2.2 How is students' vocabulary mastery by using Clapping Game at SMAN 7 Pinrang?
- 1.2.3 Is there any significant difference between students' vocabulary mastery by using Aco Software and Clapping Game?

1.3 The Objective of the Research

Based on the problem statement above, the objective of this research are;

- 1.3.1 To find out students' vocabulary mastery by using Aco Software at SMAN 7 Pinrang.
- 1.3.2 To find out students' vocabulary mastery by using Clapping Game at SMAN 7 Pinrang.
- 1.3.3 To find out whether or not there is any significant difference between students' vocabulary mastery by using Aco Software and Clapping Game.

1.4 The Significance of The Research

This research theoretically can contribute useful information for the future research with the similar problem and it will be used by the further researcher as a

reference. Besides that, practically, the result of this research can be as information to the students of SMAN 7 Pinrang and English teacher to improve the teaching and learning of vocabulary.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

This chapter consists of some explanation. It covers the concept of clapping game, Aco, and vocabulary.

2.1.1 Concept of Aco Software

2.1.1.1 Definition of Aco Software

Aco Software is an English learning app on android that helps students with reading, writing, listening, speaking, conversation, pronunciation, translation, grammar & vocabulary.¹ Aco software was published on December 2015 by Acobot LLC. Aco helps students to get better grip on English language in a unique, interactive way. The responsive app uses the voice of virtual American girl known as Aco who will chat with its user. This app also help students in real life, practical situation. The students will automatically know what to say in a conversation and their vocabulary and grammar will drastically improve.

Aco software also able to process spoken English more efficiently, leading to better conversation skills and higher score in English exams. In addition, it will lead to identification and recall of new words faster and permanently. Since Aco will communicate in a Native American English accent, it will still accurate pronunciation and promote better diction.

¹ https://play.google.com/store/apps/details?id=com.acobot.en&hl=en_US. (Accessed on October 2018)

Based on explanation above the researcher concludes that Aco is a software on a smartphone which is designed to improve students' English skills. Aco is one of the easy ways to improve students' English skills because more students spend their time by using a smartphone. Aco not only improves students' English skills but also can enrich students' vocabulary, pronunciation, and grammar.

2.1.1.2 Benefit of Using Aco

Students can learn English daily without taking an English course. Students can receive English education without attending an English class. Reading English, writing English, on the go. Aco software can improve English listening passively with voice overs. Learn English by listening. 1001 levels of English listening test. English word listening and sentence completion for beginners. Sentence dictation for advanced English learners. A headset is recommended for the best performance in English speaking practice. The only English learning and speaking software that supports interactive English speaking practice. English for beginners: Speak English sentences daily and learn English speaking basics. Learn English pronunciation and accent with interactive English pronunciation training. Learn to speak English fluently by American English pronunciation accent.

Aco software is also a powerful English vocabulary builder that helps students memorize English words faster with dynamic English flashcards.

1. Personalized English vocabulary test
2. Know your English vocabulary size easily
3. English flashcards for over 20,000 words
4. Learn English words with funny pictures.
5. Memorize English words with personalized English flashcards.

The results from this application are sure to be satisfactory, since the developers claim that their application vocabulary covers all major English tests, including TOEFL, IELTS, TOEIC, FCE, CAE, BULATS, SAT, ACT, GRE and GMAT. This ensures that your child is prepared for such examinations, well in advance. There is also a built in dictionary with over 1,00,000 terms, phonetic transcription, translation to native languages, over 8,000 real person audio files for word listening and over 100,000 audio files for sentence listening.²

2.1.2 Concept of Clapping Game

2.1.2.1 Definition of Game

Game is an activity which is engaging and entertaining, often challenging, and an activity in which the learners play and usually interact with others.³ Also, game is an activity with rules, a goal and an element of fun.⁴ Games are a learning situation with an element of competition and/or cooperation⁵ Students have some types of learning such as audio, visual, audiovisual, and kinesthetic in learning activity. 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.

1. Visual

² <http://www.pinig.com/review/why-is-chat-to-learn-english-the-ideal-android-app-for-pre-teens>. (Accessed on October 2018)

³ Andrew Wright et al, *Games for Language Learning* (United Kingdom: Cambridge University Press, 2006), p. 1.

⁴ Jill Hadfield, *Intermediate Grammar Games* (Pearson Education, 2003), p. 4.

⁵ Ian Reece and Stephen Walker, *Teaching, Training and Learning* (Great Britain: Business Education Publishers Limited, 1997), p.159.

The technique includes pictures, drawing, mime, gesture, flash card. In classroom, teachers can use power point in order to make their vocabulary presentation more interesting. This technique is useful for teaching concrete items of vocabulary such as description, place, actions, etc.

2. Verbal

The technique includes the use of illustrative situation of synonym and definition, contrast and opposite, scale and example to involve speaking and writing.

3. Translation

The technique commonly used by teacher to present a new vocabulary. Teachers can use the dictionary, and e-translate in the classroom activity.⁶

Game is really useful when teaching in the classroom. It can be helpful for both teacher and students. Students usually would be accepted the material with game easily and also the teacher could make the effective teaching through game. Furthermore, students usually more relaxed and enjoyed when they have to play with others students in the classroom. They play together without bad feeling because the activity that they do make they feel free. In classroom activity, it was generally found some teachers uses games for their teaching process not only in the school but also in course. So, the term of game concluded by the writer is an activity that have rules and can make people do with having fun and entertaining also sometimes makes the game became challenging because the students have to compete each other.

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

⁶ Ruth Gairns and Stuart Redman, *Working with Words. A guide to teaching and learning vocabulary* (Cambridge University Press), p. 73-75.

1. Games help and encourage many students to build their interest and work.
2. Games help the teacher to create contexts in which the language is useful and meaningful.
3. Games provide one way of helping the learners to experience language rather than merely study it.⁷

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. Some games may be difficult or boring for students so that for teaching vocabulary teacher may use creative games such as Board Game, Jeopardy, Bingo, Scrabble, Word Claps, Snake Words, etc. In this study, the writer used Word Claps game as a technique in teaching vocabulary.

2.1.2.2 Type of Game

Games usually use variety of techniques which are important in language teaching. The simplest games are shorting, ordering or arranging games. These are usually played in pairs or small groups.

According to Hadfield, there are eight types of game as follows:

1. Guessing games are familiar variant of games. The player with the information deliberately with holds it, while others guess what it might be.
2. Search games are another variant, involving the whole class. In those games, everyone in the class has one piece of information players must all or a large

⁷ Andrew Wright et al, *Games for Language Learning*, p. 2.

amount of the information available to fill in a chart or picture or to solve a problem.

3. Matching games are based on a different principle, but they also involve a transfer of information. These involve matching corresponding pairs of cards of pictures, and may be played as a whole class activity.
4. Labeling games involve matching labels to items in pictures.
5. Exchanging games are based on the “barter” principle. Players have certain article, cards or ideas which they wish to exchange for others. The aim of the game is to make an exchange which is satisfactory to both sides.
6. Role play games are given the name and some characteristics of a fictional character.
7. Board games and Card games are familiar game types, where the aim is to be the first round the board, or to collect the most cards, or to get rid of the cards and squares on the board are used as stimulus to provoke a communication exchange.

2.1.2.3 Definition Clapping Game

Clapping game is a game that uses claps and collaboration with other students. Brown stated that most students learn better by working with a classmate.⁸ 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!).⁹ They have to mention a word from a pre-selected lexical set (for example, fruit and vegetable) or every fourth beat. The student who can mention words

⁸ H. Douglas Brown, *Strategies for Success: A Practical Guide to Learning English* (Longman, 2002), p. 129.

⁹ Scott Thornbury, *How to Teach Vocabulary*, p. 102.

more than the other, he or she is the winner. The teacher has to prepare the theme that will be applied in that game. The teacher's role is that just monitor and resource center, moving from group to group, listening, supplying any necessary language, noting errors, but not interrupting or correcting as this impedes fluency and spoils the atmosphere. In addition, the teacher should carry paper and pen to note any persistent errors or area of difficulty. These can be dealt with in a feedback session after the game.

2.1.2.4 Benefits of Using Clapping Game

In teaching vocabulary by using word clap game, 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.¹⁰ 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.¹¹ 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.

2.1.2.5 Procedures Teaching Vocabulary by Using Clapping Game

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 there are several steps of the game, there are:

¹⁰ Jill Hadfield, *Intermediate Grammar Games*, p. 4.

¹¹ Andrew Wright, *Games for Language Learning*, p. 1.

1. Teacher prepares the theme.
2. Teacher leads 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.

Procedure of clapping game that was explained by Thornburry is a common procedure. The writer conclude that the main points of procedure of clapping game are students clap their hand and mention the words. The teacher can make different procedure base on situation or students' need so the students can enjoy the clapping game, in other hand the teacher will make students interest if he use many variations of clapping game.

2.1.3 Concept of Vocabulary

2.1.3.1 Definition of Vocabulary

There are some definition has found by researcher from several literatures. They are:

According to Hornby in his book *Oxford Advance Learner's Dictionary*, vocabulary are: (1) all the words that a person knows or uses, (2) all the words in a

particular language, (3) the words that people use when they are talking about a particular subject, (4) a list of words with their meanings, especially in a book for learning a foreign language.¹²

Penny also have definition about vocabulary, she said vocabulary is roughly, as the words we teach in the foreign language. However, a new time item of vocabulary may be more than a single word; for example, post office and mother-in-law, which are made up of two or three words but express a single idea.¹³

Vocabulary is one of the most obvious components of language and one of the first thing applied linguists turned attention. Several definition of vocabulary is listed below. In addition at all state that vocabulary refers to “a set of words or phrases which label the parts of material to be learned and which are necessary for students to use in talking and writing about the material, “vocabulary mastery is a great skill of knowledge about a set of words known by a person as a part of specific language.¹⁴

Aqram Risaldi stated that the objectives of English teaching cover the four language skills: listening, speaking, writing, and reading through the mastery of the language components: vocabulary, grammar, and pronunciation. As we know that final result of teaching is affected by some factors, they are: learners, the teacher, time

¹²A S Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000, 6th edition), p. 1506.

¹³Penny Ur, *A Course in Lnguage Teaching Practice and Theory*, (Cambridge: Cambridge University Press, 1996), p. 60.

¹⁴Andrianigita. “Increasing Vocabulary Mastery Though Semantic to the sixth Grade students of elementary school no.27Palembang”. (Unpublished Undergraduate Thesis).

allotment, material, the use of visual aid, methodology, teaching material and interaction between the teacher and students in the classroom.¹⁵

Nurul Khaeriah stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.¹⁶In addition Abidah Mihrobillah said that vocabulary is the words having meaning and function of language. The meaning the vocabulary is not as isolated meaning but in context.¹⁷

Based on several definition, it can be concluded that vocabulary mastery is the competence and complete knowledge of a list or a set of words that make up a language which might be used by a particular person, class, or profession. Vocabulary is very important, without vocabulary student cannot understand others or express their own ideas.

2.1.3.2 Kinds of Vocabulary

When talking about vocabulary, some experts divided vocabulary into two types: active and passive vocabulary. One of statements is Harmer. They are:

1. Active vocabulary: refers to words that students have been taught or learn and which they are expected to be able to use

¹⁵AqramRisaldi, "Using of Interactive CD-Rom and Powerpoint Presentation to Increase Students' Vocabulary at the Eleventh Grade of SMA Negeri 6 Pinrang", (Unpublish Script; English Department: Parepare, 2017), p. 1.

¹⁶NurulKhaeriah, "Building Up The Students Vocabulary By Using Situational Pictures Media For The Eight Grade Of SMPN 12 Parepare", (Unpublish Script; English Department: Parepare, 2015), p. 1.

¹⁷MihroabilahAbidah, "Improving Vocabulary Mastery at The First Year Students Of SMPN 2 PatampanuaPinrang through Hidden Words", (Unpublish Script; English Department: Parepare, 2010), p. 7.

2. Passive vocabulary: refers to words which the students will recognize when they meet them but which they will probably not be able to produce.¹⁸

2.1.3.3 Word Classes

Word classes are generally divided in two groups, they are open classes and closed classes. The closed classes the membership is fixed, it is impossible to add new members. While the open classes are the opposite of this case, the new members are being constantly added, as new words are joined in science, technology, etc. The open classes of words include noun, verb, adjective, and adverb; the closed classes are pronoun, numeral, determiner, preposition and conjunction. Term used to classify words based on their functional categories are called part of speech.

1. Nouns

The word is a word used as the name of anything, person, animal, object, place, situation, quality or idea. So, if we have a noun for something, it implies that we view it as a thing. Noun is divided commonly into six, they are proper noun, common noun, material noun, collective noun, abstract noun, and possessive noun. Besides noun also can be divided into two groups according its calculation. Include countable and mass (or uncountable) noun. Countable noun is thing we can count, object which there may be more than one like box, six boxes. Uncountable noun is noun that cannot be counted like rice, water, etc.

2. Verbs

Generally refer to actions, events and process. From all of part of speech, verb is the most important because without it there is no sentence. There are some typical of

¹⁸Jeremy Hammer, *The Practice of English Language Teaching* (London Longman, 1991), p. 159.

verb such as infinitive: bare infinitive (work), additional infinitive (works), to infinitive (to work), past tense (worked), present participle (working), past participle (worked). With regular verb, past tense and past participle are the same, but with irregular verb, past tense and past participle form may be different.

3. Adjectives

Used to qualify a noun or pronoun, for this reason adjective are often characterized as descriptive words. Adjective describe nouns in term of such qualities and size, color, number, and kind. The adjective is commonly used in the first time. These examples of adjective: good, young, big, happy, etc. Commonly used, both in speaking and writing.

4. Adverbs

Represent a very diverse set of words. There is really no simple test for adverbs, for one thing, they are often expression rather than individual word, and for another there are number of different kinds of adverbs. The most common adverbs are expression of time, place, manner, and frequency. For example, morning, afternoon, evening, night, at school, at work, at home, etc.

5. Pronoun

As the name implies, have the main function of substituting for noun or noun phrase. We use pronoun very often, so that it is not difficult to learning. There are several classes. The class that usually used is personal pronoun (I, you, them, him, etc.), along with the reflexive pronoun (myself, yourself, themselves, etc.) and the possessive pronoun (his, my, hers, etc.). Another class is interrogative pronoun. This substitute in questions, not only for noun, but also for adjective and adverb such as what, how, when, etc. Relative pronoun substitute for noun as elements in relative clauses include who,

which, whose, that and whom. Demonstrative pronoun also substitute for noun but they imply a gesture of pointing like this, that, these, and those. And there is class of indefinite pronoun, they are all, many, few, everyone, anything, nothing etc.

6. Numerals

There are two kinds of numeral; ordinal number and cardinal number. Ordinal number is specify the order of an item and comprise the series like first, second, third, fourth, fifth and so on. Cardinal number is merely quantity such as one, two, three, four, five etc., which are often used daily. Maybe both types of numbers have been mastered by students, because they include basic vocabulary that must be mastered.

7. Prepositions

The function that of relating a noun phrase to another unit, may be about time (after the meal), place (beside the class), logic (because of my mistake). Commonly found, for example: in my school, at my house, on the table. these words are usually found in reading and when you talk to someone or rather, are often used in everyday speech.

8. Conjunctions

Used as a connector word, phrase, clause, or sentence to another. They are two kinds of conjunction co-ordinating. Conjunction such as for, and, but, or, etc. and subordinating conjunction such as when, if, after, as, as soon as, before, once, while, why, because since etc. The subordination may be one of time, one of reason, or some other kind.¹⁹

¹⁹Howard Jackson, *Analyzing English An Introduction to Descriptive Linguistic* (New York: Pergamon Press, 1982 Cet 2), p. 61-65.

9. Interjection

An interjection is a word added to a sentence to convey emotion. It is not grammatically related to any other part of the sentence. All the classes of word have relation each other. They will make a meaning when we put them in the correct position. Sometime we just use the word, but we are not aware that there are some classes of word. With knowing class of word, it will make us know and we will put the word in the right position base on the class of word.²⁰

2.1.3.4 The Importance of Vocabulary

There are five importance of vocabulary to use in English, *the first* is an extensive vocabulary aids expression and communication. *The second* is Vocabulary size has been directly linked to reading comprehension. *The third* is linguistic vocabulary is synonymous with thinking vocabulary. *The fourth* is a person may be judged by others based on his or her vocabulary. *The fifth* is Wilkins once said, without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed.²¹

2.1.3.5. Types of Vocabulary

There are four types of vocabulary, the first two constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language. Each type has a different purpose and, luckily, vocabulary development in one type facilitates growth in another.

²⁰Aqram Risaldi, "Using of Interactive CD-Rom and Powerpoint Presentation to Increase Students' Vocabulary at the Eleventh Grade of SMA Negeri 6 Pinrang", (Unpublish Script; English Department:Parepare, 2017), p. 12.

²¹Sthal.Steven A. *Vocabulary Development*. Cambridge: Brookline books, 1999), p. 3.

1. Listening Vocabulary

The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a “visual” listening vocabulary. The amount of words modeled is much less than a hearing child’s incidental listening vocabulary.

2. Speaking Vocabulary

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use. So, it is necessary to add vocabulary. Especially for students who are in the category of adolescents, because previously it has been discussed how much vocabulary is used by adults. Whereas, students today still need to add their vocabulary.

3. Reading Vocabulary

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary if you are a reader. If you are not a reader, you cannot “grow” your vocabulary. In reading we don't really understand what we read, when we lack vocabulary

4. Writing Vocabulary

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help

get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.²² So, it is necessary to master vocabulary. Because, the main thing that is mastered to master English is vocabulary mastery.

2.2 Previous Related Research Findings

Nur Fahmiyati, "Improving Students' Vocabulary Achievement Trough Word Games (A Classroom Action Research at the Fifth Grade of Tarbiyatul Islamiyah Islamic Elementary School Lengkong Batangan Pati in the Academic Year of 2015/2016)"²³ her research shows that the implementation of Word Games can improve students' vocabulary achievement. The improvement of students' vocabulary achievement after being taught using Word Games can be seen from the result of each cycle. The result in cycle one was 59.4 and cycle two was 78.3. Word Games was also interesting to the students. It can be seen in result of observation checklist in the first cycle was 65% and the second cycle was 81.7%. It means that majority of students participated in the class enthusiastically.

Nurina Ayuningtyas. "Improving Students' Vocabulary Mastery through Word Clap Game (A Classroom Action Research at the Eighth Grade Students of SMPN 1 Purwasari)" he found that using word clap game is a good way to be applied at the

²²Judy K., "Montgomery's: The Bridge of Vocabulary: Evidence Based Activities for Academic Success (NCS Pearson Inc, 2007)". http://www.srsdeaf.org/Downloads/Bridge_of_Vocabulary.pdf. (Accessed on March 9 2018), p. 1-2.

²³ Nur Fahmiyati, "Improving Students' Vocabulary Achievement Trough Word Games (A Classroom Action Research At The Fifth Grade Of Tarbiyatul Islamiyah Islamic Elementary School Lengkong Batangan Pati In The Academic Year Of 2015/2016)" (Unpublished: Islamic Education And Teacher Training Faculty Walisongo State Islamic University Semarang 2016), p. 62.

eighth grade students of SMPN 1 Purwasari. The improvement was quite good. It can be seen from the score was getting better.²⁴

Qiaochu Liu, “Using mobile apps to facilitate English learning for college students in China” his research investigated the effect and benefits of using mobile apps as an English learning tool for college students in China. According to the experimental results, he found that using mobile apps in English learning has positive effect on students.²⁵

Bor-Tyng Wang, “Designing Mobile Apps for English Vocabulary Learning” she found that Increase students’ use of educational apps The proposed English app encouraged students’ motivation in learning English vocabulary. Besides, they are more relaxed to learn with their smartphones. Cultivate students’ self-learning habit. The app helped students think more and use their smartphones to improve their self-learning habit. Based on the open-ended question, most of the students liked to use the app, and they thought it was interesting to use it. Moreover, some students felt it’s more efficient to use the app in language learning. This also corresponds to the spirit of m-learning.²⁶

The study conduct by the writer has differences from the research which was carried out by the previous researchers. The differences are the research design, all of previous researchers used experimental design. In here, the writer use casual

²⁴ Nurina Ayuningtyas, “Improving Students’ Vocabulary Mastery Through Word Clap Game” (A Classroom Action Research At The Eighth Grade Students Of Smpn 1 Purwasari 2016” (Unpublished : Department Of English Education Faculty Of Tarbiyah And Teachers’ Training Syarif Hidayatullah State Islamic University Jakarta), p. 64.

²⁵ Qiaochu Liu, “Using Mobile Apps To Facilitate English Learning For College Students In China” (Unpublished: University of Boras), p. 50.

²⁶ Bor-Tyng Wang, “*Designing Mobile Apps for English Vocabulary Learning*” (published: International Journal of Information and Education Technology, Vol. 7, No. 4, April 2017), p. 282.

comparative design. All of previous researcher above tried to find improvement of students after though by particular way such as word game or mobile app, while the writer try to compare between Aco and Clapping Game in enriching students vocabulary mastery.

2.3 Conceptual Framework

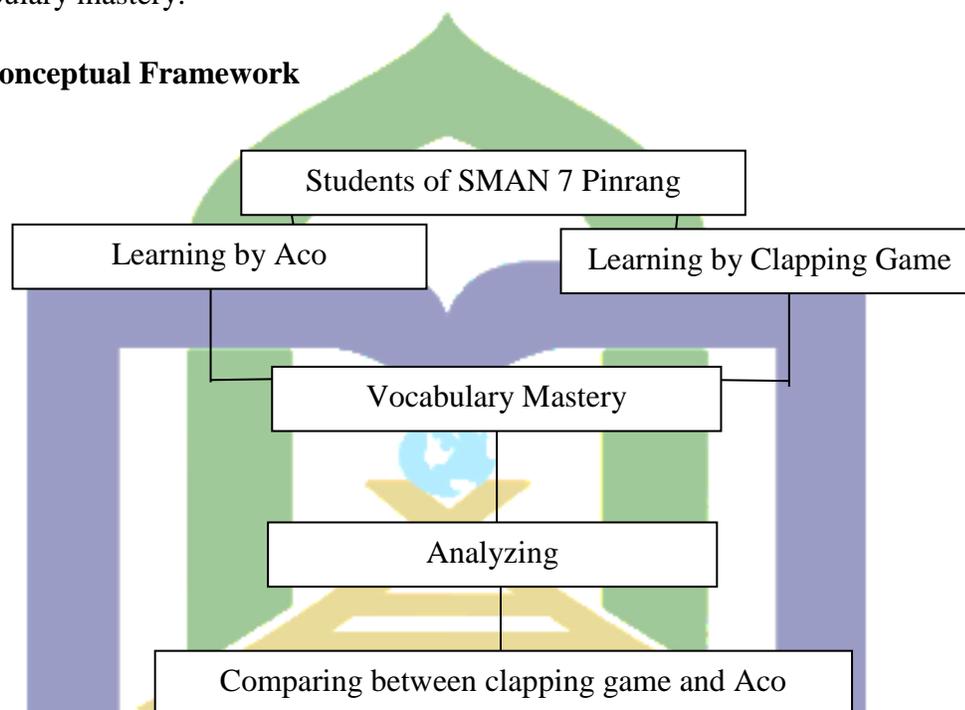


Figure 2.1 Conceptual framework of the research

Students of SMAN 7 Pinrang were divided into two groups. First group was students who learned by Aco and the second group learned by Clapping Game. Both of group that have mentioned above were given vocabulary test to know students' vocabulary mastery of each group. After giving vocabulary test of each group, the next step is analyzed the result of each group. The last was comparing students' vocabulary mastery between first group and the second group.

2.4 Hypothesis

2.4.1 Alternative Hypothesis (Ha)

Ha = there is significant difference between students' vocabulary mastery who learn by using Aco Software and students who learn by using Clapping Game.



CHAPTER III

METHOD OF THE RESEARCH

3.1 The Research Design

The research used Quantitative research. The design of this research was ex-post facto namely causal comparative. Causal comparative or ex post facto is research design which has purpose to investigate cause-and-effect relationship between independent and dependent variables. This study focused on comparing students' vocabulary mastery who learned by using Aco software and who learned by using clapping of SMAN 7 Pinrang. Causal comparative or ex post facto was used since the researcher does not permit the randomization and manipulation of the independent variables, because the characteristics of variables have existed before a study begins.¹



Where:

X1 = Students who learned by using Aco software

X2 = Students who learned by using Clapping.

The researcher compared students' vocabulary mastery between Students who learned by using Aco software (X1) and Students who learn by using Clapping (X2).

¹ Donald Ary et al, *Introduction to Research in Education, 8th edition* (New York: Rinerhart and Winston, 2010), p. 331-332.

3.2 Location and Time of Research

The location of this research was conducted at SMAN 7 Pinrang and the research did in second grade students of SMAN 7 Pinrang. The duration of this research was one month because need several time to collect and analyze the data.

3.3 Variable of the Research

Variable can be defined as an attribute of a person or of an object which varies from person to person or object to object². There were two variables of this research. Those variables were independent variable and dependent variable. The variables of this research were the students' vocabulary mastery as dependent variable, clapping game and Aco App as independent variable.

3.4 Operational Definition of Variable

3.3.1 Vocabulary mastery meant students can recognize meaning of words and its class.

3.3.2 Clapping game meant traditional way to teaching vocabulary by claping hand and say the words with collaborating with other students.

3.3.3 Aco App meant an App in android that is used to learn English vocabulary.

3.5 Population and Sample

3.5.1 Population

L.R Gay states that population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalized.³ Population in

² Evelyn Hache and Hossein Farhady, *Research Design and Statistics for Applied Linguistics* (London: Newbury House Publishers, INC. 1982), p. 12.

³ L.R.Gay, *Educational research: Competencies for Analysis & Application* (United States of America: Charles E. Merrill Publishing Co, 1981), p. 86.

this research was the second grade MIA of SMAN 7 Pinrang academic year 2018/2019.

There are three classes, and they are XI MIA 1, XI MIA 2, and XI MIA 3.

The distribution of population of the research can be seen in table below:

Table 3.1 the second grade MIA of SMAN 7 Pinrang

| No. | Class | Student |
|-----|----------|---------|
| 1. | XI MIA.1 | 34 |
| 2. | XI MIA.2 | 34 |
| 3. | XI MIA.3 | 31 |
| | Total | 99 |

Resource: Administration of Senior High School (SMAN) 7 Pinrang Academic year 2018

3.5.2 Sample

Starting the number of population, the researcher used cluster random sampling. The researcher took 7 students who learned by using Aco software and 7 students who learned by using clapping game from each class. Total sample of the research was 42 students, 21 students who learned by using Aco software and 21 students clapping game. The distribution of sample can be seen in table below:

Table 3.2 The Distribution of Sample

| NO | Class | Aco | Clapping Game |
|----|----------|-----|---------------|
| 1 | XI MIA.1 | 7 | 7 |
| 2 | XI MIA.2 | 7 | 7 |
| 3 | XI MIA.3 | 7 | 7 |

| | | | |
|--|--------------|----|----|
| | | 21 | 21 |
| | Total sample | 42 | |

3.6 Instrument of the Research

Instrument is a tool to collect, measure and analyze data relate to the subject. These tools are most commonly used in health sciences, social science, and education to assess patients, clients, and students. Instrument can be tests, surveys, questionnaires, or even checklist. The instrument in this research was vocabulary test that consist of four word classes. Those word classes were verb, noun, preposition, and adjective. Vocabulary test was given to the students in order to know students' vocabulary mastery.

3.7 Procedure of Collecting Data

In collecting data, the researcher used test. The students who were given vocabulary test was the students that had already learned vocabulary by using Aco software and Clapping Game. Here steps of collecting data: First step, the researcher explained how to do the test as well as the time available to do test. After the students understood how to do the test, the next step was the researcher distributed the instrument of the research. While students was doing the test, the researcher supervised the students with the teacher. The last step was the researcher collected the instrument that had been finished by the students in order to collect the data from the students.

3.8 Technique of Data Analysis

The form was applied in this research to process the data as follow:

1. Scoring the students' answer used the following formula:

$$Score = \frac{Students' correct answer}{Total number of items} \times 100$$

2. The classification of students' score into five levels:

Table 3.3 Classification Students' score

| No | Classification | Score |
|----|----------------|----------|
| 1. | Very Good | 80 – 100 |
| 2. | Good | 66 – 79 |
| 3. | Fair | 56 – 65 |
| 4. | Poor | 40 – 55 |
| 5. | Very Poor | ≤ 39 |

3. Finding out the mean score used the following formula:

$$\text{Score}(X) = \frac{\sum xi}{N}$$

Where:

X : Mean

$\sum xi$: Total score

N : Total number of sample⁴

4. Independent T-test

This study mainly focus on the comparison between two different groups (Aco software as variable X1 and Clapping game as variable X2) on their English vocabulary mastery as variable Y. Therefore, the researcher administered statistical analysis namely independent t-test. Donald Ary says independent t-test is a test that divides the

⁴ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2010), p. 298.

observed difference between the means by the different expected through chance alone.⁵ The researcher used SPSS v20 to do independent T-test.

The formula of t-test is as follow:

$$t = \frac{M1 - M2}{SE M1 - M2}$$

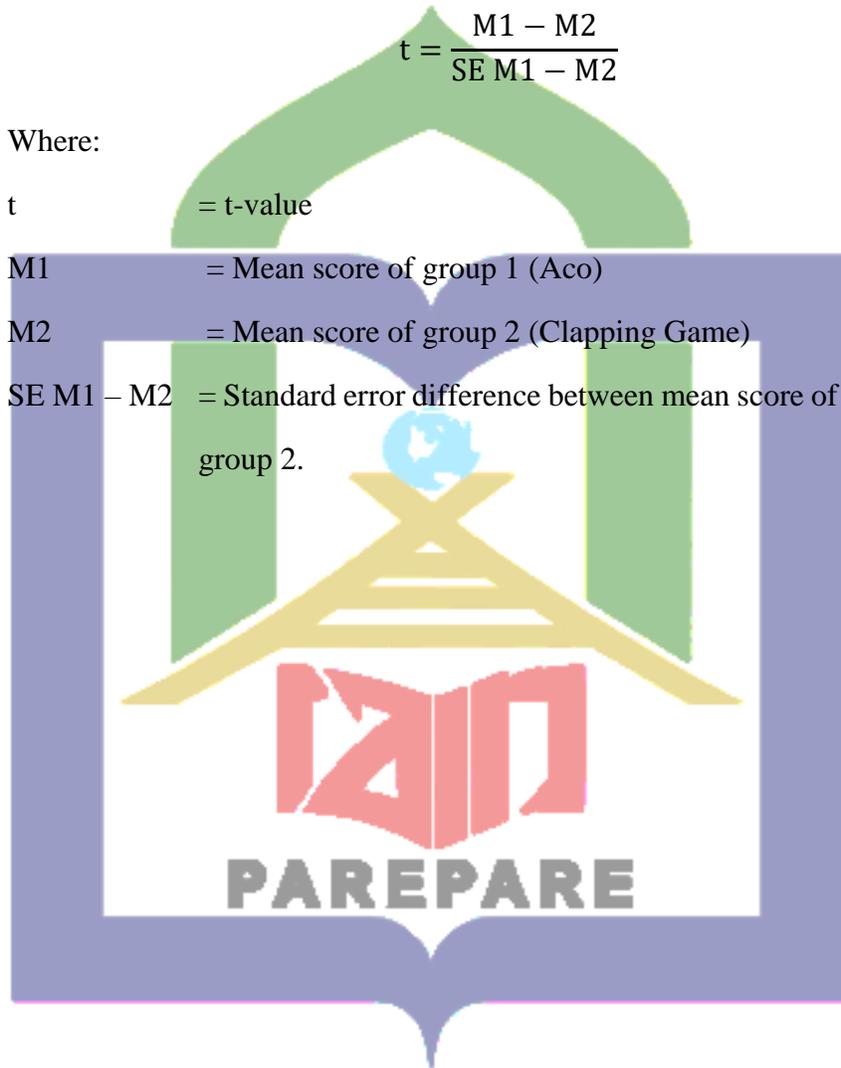
Where:

t = t-value

M1 = Mean score of group 1 (Aco)

M2 = Mean score of group 2 (Clapping Game)

SE M1 – M2 = Standard error difference between mean score of group 1 and group 2.



⁵ Donald Ary et al, *Introduction to Research in Education*, p. 171.

CHAPTER IV

FINDING AND DICUSSION

In this chapter consists of two sections. The first section deals with the finding of the research and the second sections deals with discussion. The finding of the research cover the description of the result of data analysis that can be discussed in discussion section.

4.1 Findings

4.1.1 The Result of Students who Learned by using Aco software

According to the sample of research. There were 21 students who learned by using Aco software. Those students have been given vocabulary test by the researcher to know their vocabulary mastery. The following table shows the classification of students' score who learned by using Aco software:

Table 4.1 the result of students vocabulary mastery who learned by using Aco Software.

| No | Name | Verb | Noun | Prep | Adjective | Final Score |
|----|----------------|------|------|------|-----------|-------------|
| 1 | Mohammed Faris | 80 | 80 | 60 | 80 | 75 |
| 2 | Nur mulia | 100 | 100 | 60 | 60 | 80 |
| 3 | Risda | 100 | 100 | 60 | 100 | 90 |
| 4 | Jumrana | 60 | 80 | 80 | 60 | 70 |
| 5 | Rahmat Hidayat | 80 | 60 | 80 | 80 | 75 |

| | | | | | | |
|----|----------------------|-----|-----|-----|-----|-----|
| 6 | Mutmainna | 80 | 80 | 80 | 80 | 80 |
| 7 | A.Kharia Resky | 80 | 80 | 80 | 100 | 85 |
| 8 | Marwa | 80 | 80 | 60 | 80 | 75 |
| 9 | Adrian | 100 | 100 | 60 | 60 | 80 |
| 10 | A.Nuranisya | 80 | 80 | 60 | 100 | 80 |
| 11 | Rahmawati | 100 | 100 | 80 | 100 | 95 |
| 12 | Mariana | 80 | 80 | 80 | 80 | 80 |
| 13 | Megawati | 80 | 80 | 80 | 80 | 80 |
| 14 | Ariana | 100 | 100 | 60 | 100 | 90 |
| 15 | Nurul Safika Ibrahim | 100 | 100 | 60 | 100 | 90 |
| 16 | Nurmala | 80 | 60 | 80 | 60 | 70 |
| 17 | Mardaula | 100 | 100 | 100 | 100 | 100 |
| 18 | Nurfadilla M | 80 | 60 | 80 | 80 | 75 |
| 19 | Nur Fitra | 100 | 80 | 60 | 80 | 80 |
| 20 | Mufti Akbar AR | 100 | 100 | 100 | 100 | 100 |
| 21 | Risma | 80 | 80 | 80 | 100 | 85 |

Based on table above, we can see that the highest score is 100 and the lowest score is 70. From 21 students who had been given test, there were two students obtained score 100, One student obtained score 95, three students obtained score 90, two students obtained score 85, seven students obtained score 80, four students obtained score 75, and two students obtained score 70. There was no students who obtained score under 70.

The students who learned vocabulary by using Aco software obtained score 70-100. Base on table 3.3 score 70 was categorized as good score and score 100 was categorized as very good score. Therefore, it can be conclude that none students who learned by using Aco software had fair, poor or even very poor vocabulary (65-0) and using Aco software is a good way to teach vocabulary because the students who learned by using Aco software got good score even very good score. It can be seen that there some students got score 100.

4.1.2 The Result of Students who Learned by using Clapping Game

According to the sample of research. There were 21 students who learned by using Clapping game. Those students have been given vocabulary test by the researcher to know their vocabulary mastery. The following table shows the classification of students' score who learned by using Clapping game:

Table 4.2 The result of students vocabulary mastery who learned by using Clapping Game.

| No | Name | Verb | Noun | Prep | Adjective | Final Score |
|----|----------|------|------|------|-----------|-------------|
| 1 | Herlinda | 80 | 100 | 60 | 60 | 75 |

| | | | | | | |
|----|---------------------|-----|-----|----|-----|----|
| 2 | Arjun | 80 | 100 | 60 | 60 | 75 |
| 3 | Aswanda | 80 | 80 | 60 | 60 | 70 |
| 4 | Nur Afia H | 100 | 80 | 60 | 80 | 80 |
| 5 | Sulfikar Habibi | 40 | 80 | 60 | 60 | 60 |
| 6 | Mariana | 80 | 100 | 60 | 60 | 75 |
| 7 | A.Saharuddin | 40 | 80 | 60 | 100 | 70 |
| 8 | Nurul | 60 | 80 | 40 | 100 | 70 |
| 9 | Karmila | 100 | 80 | 60 | 80 | 80 |
| 10 | Sriwahyuni | 100 | 80 | 60 | 80 | 80 |
| 11 | Asisa | 80 | 100 | 60 | 60 | 75 |
| 12 | Aluina Darmayanti B | 40 | 80 | 40 | 80 | 60 |
| 13 | Nurul Gina | 20 | 100 | 40 | 80 | 60 |
| 14 | Serliana | 60 | 80 | 60 | 100 | 75 |
| 15 | Rustia wati | 100 | 80 | 60 | 80 | 80 |
| 16 | Astiawati | 80 | 100 | 80 | 80 | 85 |
| 17 | Nur hasmira | 80 | 100 | 80 | 80 | 85 |
| 18 | Nurliati | 80 | 100 | 80 | 80 | 85 |

| | | | | | | |
|----|------------------|----|-----|----|-----|----|
| 19 | Nurpadilla | 60 | 100 | 60 | 60 | 70 |
| 20 | Aisyah Dwi Sinta | 60 | 80 | 60 | 100 | 75 |
| 21 | Fitriana | 80 | 80 | 60 | 60 | 70 |

Based on table above, we can see that the highest score is 85 and the lowest score is 60. From 21 students who had been given test, there were three students obtained score 85, four students obtained score 80, six students obtained score 75, five students obtained score 70, and three students obtained score 60. There was no students who obtained score under 60.

The students who learned vocabulary by using Clapping game obtained score 60-85. Base on table 3.3 score 60 was categorized as fair score and score 85 was categorized as very good score. Seven students who learned by using Clapping game had very good vocabulary, 11 students had good and three students had fair vocabulary. From the result above, it can be concluded that using Clapping game is a good way to teach vocabulary because by using Clapping game to teach vocabulary, the students could get score above 60. Although none students got score 100, Clapping game could still be used to teach vocabulary to students.

4.1.3 The Data Analysis

The researcher used independent T-test in order to know that there is significant different between students' vocabulary mastery or not. Before doing independent T-test the researcher did test of normality and test homogeneity of variance because the requirements of independent T-test are the data should normal and homogeny. The data that was analyzed as follow:

Table 4.3 Result of Vocabulary test

| Score of vocabulary test | | | | |
|--------------------------|----------------|--------------|-------------------|---------------|
| No | Name | Aco software | Name | Clapping Game |
| 1 | Mohammed Faris | 75 | Herlinda | 75 |
| 2 | Nur mulia | 80 | Arjun | 75 |
| 3 | Risda | 90 | Aswanda | 70 |
| 4 | Jumrana | 70 | Nur Afia H | 80 |
| 5 | Rahmat Hidayat | 75 | Sulfikar Habibi | 60 |
| 6 | Mutmainna | 80 | Mariana | 75 |
| 7 | A.Kharia Resky | 85 | A.Saharuddin | 70 |
| 8 | Marwa | 75 | Nurul | 70 |
| 9 | Adrian | 80 | Karmila | 80 |
| 10 | A.Nuranisya | 80 | Sriwahyuni | 80 |
| 11 | Rahmawati | 95 | Asisa | 75 |
| 12 | Mariana | 80 | Aluina Darmayanti | 60 |
| 13 | Megawati | 80 | Nurul Gina | 60 |
| 14 | Ariana | 90 | Serliana | 75 |

| | | | | |
|----|----------------------|-----|------------------|----|
| 15 | Nurul Safika Ibrahim | 90 | Rustia wati | 80 |
| 16 | Nurmala | 70 | Astiawati | 85 |
| 17 | Mardaula | 100 | Nur hasmira | 85 |
| 18 | Nurfadilla M | 75 | Nurliati | 85 |
| 19 | Nur Fitra | 80 | Nurpadilla | 70 |
| 20 | Mufti Akbar AR | 100 | Aisyah Dwi Sinta | 75 |
| 21 | Risma | 85 | Fitriana | 70 |

4.1.3.1 The Mean Score and Standard Deviation of Aco software and Clapping Game

The researcher used SPSS v20 in order to find the mean and standard deviation of the data. Mean and standard deviation score of the results of the data Aco software and Clapping Game is presented in table below.

Table 4.4 Mean and standard deviation

| Group | N | Mean | Std. Deviation | Std. Error Mean |
|---------------|----|---------|----------------|-----------------|
| Aco Software | 21 | 82.6190 | 8.74915 | 1.90922 |
| Clapping Game | 21 | 74.0476 | 7.68424 | 1.67684 |

The table above shows mean score and standard deviation of Aco software and Clapping Game. Mean score of Aco software is 82.6190. Standard deviation score of

Aco software is 8.74915. Mean score of Clapping game is 74.0476. Standard deviation of Clapping game is 7.68424.

Based on that results it can be conclude that students who learned by using Aco software had higher score than the students who leaned by using Clapping game. According classification of students' score in table 3.3, the score 82.6 is categorized as very good score and the score 74.5 is categorized as good score.

4.1.3.2 The Result of Test of Normality

The researcher used Shapiro-Wilk test by SPSS v20 in order to do test of normality of the data as requirement of independent T-test. The result of test normality of the data can be seen in table below.

Table 4.5 Result of Normality test

| Group | Shapiro-Wilk | | |
|---------------|--------------|----|------|
| | Statistic | df | Sig |
| Aco Software | .917 | 21 | .075 |
| Clapping Game | .908 | 21 | .050 |

The data can be said normal if Sig. value is higher than 0.05. The table above shows Sig. value of Aco software and Clapping game. The Sig. value of Aco software is $0.075 > 0.05$ so the data of Aco software is normal. The Sig value of Clapping game is $0.050 > 0.05$ so the data of Clapping game is normal.

4.1.3.3 The Result Test of Homogeneity of Variance

The researcher used SPSS v20 in order to do test of homogeneity of the data as requirement of independent T-test. The result of homogeneity is present in table form. The result of test homogeneity of variance of the data can be seen in table below.

Table 4.6 Result of Homogeneity test

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| .560 | 1 | 40 | .459 |

The requirement of homogeneity is if Sig. value is higher than 0.05 so the data is said homogeny. The table above shows the Sig value is 0.459. The Sig. value > 0.05 . Therefore, data of Aco software and Clapping game is homogeny.

4.1.3.4 The Result of Independent T-Test

To know the significant different between Aco software and Clapping game the researcher used independent T-test. The result of independent T-test can be seen in table below.

Table 4.7 Result of independent T-test

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-------------------------------|---|------|------------------------------|----|-----------------|-----------------|-----------------------|---|----------|
| | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Equal Value variances assumed | .560 | .459 | 3.373 | 40 | .002 | 8.57143 | 2.54105 | 3.43578 | 13.70707 |

| | | | | | | | | |
|-----------------------------|--|-------|--------|------|---------|---------|---------|----------|
| Equal variances not assumed | | 3.373 | 39.345 | .002 | 8.57143 | 2.54105 | 3.43312 | 13.70974 |
|-----------------------------|--|-------|--------|------|---------|---------|---------|----------|

From the table Independent sample test above it uses SPSS v20 to know equal variances assumed and equal variances not assumed. Levene's test is used to find the equality of variances with frequency 0.560 and significant 0.459 and t-count is 3.373. Degree of freedom is 40. So, it can be read that each group has 20 df. The mean difference is 8.57143 and std. Error is 2.54105. It is 95% confidence interval of the difference.

Based on table above, Sig. (2-tailed) value is $0.002 < 0.05$ so H_a is accepted. It is mean that there is significant different between students' vocabulary mastery who learned by using Aco software and students' vocabulary mastery who learned by using Clapping game. The significant different between Aco software and Clapping game can be seen in the result of mean score.

The students who learned by using Aco software got higher score (82) than students who learned by using Clapping game (72). Based on table 3.3, score 82 was categorized as very good score and score 72 was categorized as good score. Therefore, it could be said that students who learned by using Aco software had very good vocabulary and students who learn by using Clapping game had good vocabulary.

In addition, the significant different between students vocabulary mastery who learned by using Aco and Clapping game can also be seen in students' interest and the efficient of teaching vocabulary. The students who learn by using Aco software to learn vocabulary more interest to learn vocabulary than students who learn by using Clapping game because nowadays students always use smartphone anywhere and everywhere.

In other hand, the use of Aco software more efficient than Clapping game because Aco software can be used everywhere and anywhere as long as students have smartphone and internet connection. It even can used to learning vocabulary even if there is no teacher, out of classroom, and there is no friends to learn together. Aco software is still can be used. Different from Aco software, Clapping game only could be used if there is two or more students. It need some students to play in group.

As summary, the significant different between students vocabulary mastery who learned by using clapping game could be seen in three aspects. Those aspects were result of vocabulary test, students' interest, and the efficiency of learning vocabulary. Students who learned by using Aco software got higher score than students who learned by using Clapping game, students who leare by using Aco software more interested to learn vocabulary than students who learned by using Clapping game, and teaching vocabulary by using Aco software more efficient that using Clapping game.

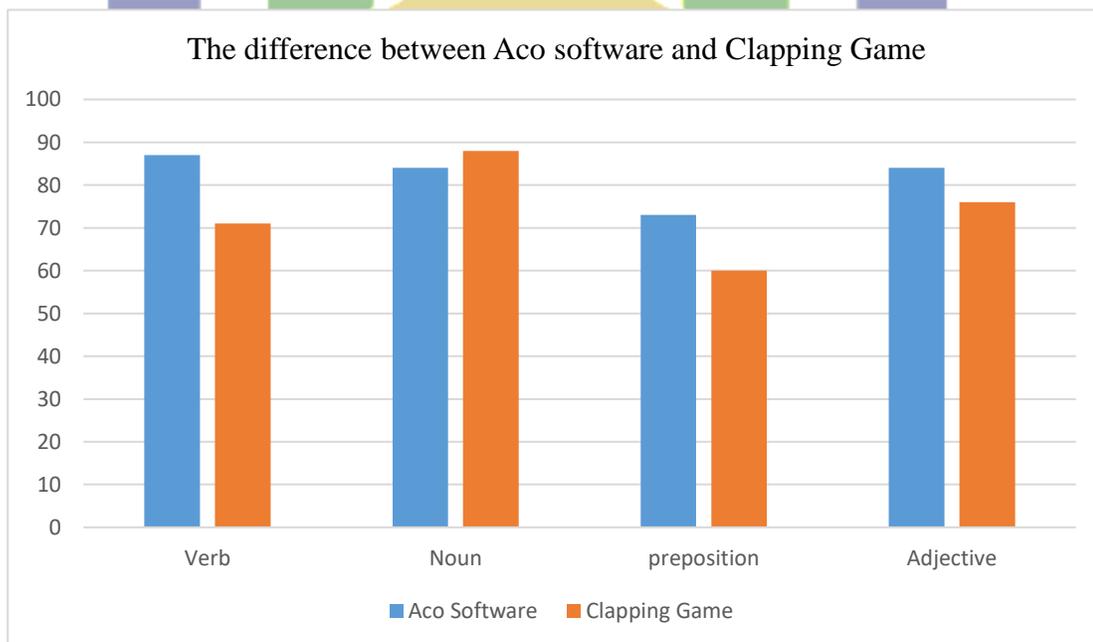


Diagram above shows the differences of students' vocabulary in four aspects (verb, Noun, Preposition, and Adjective). The students who learned by using Aco software had higher score in verb than students who learned by using Clapping game. In noun aspect, students who learned by using Clapping game had higher score than students who learned by using Aco software. In others aspects, preposition and Adjective, the students who learned by using Aco software had higher score than students who learned by using Clapping game. Therefore learning vocabulary by using Aco software is more effective than using Clapping game.

4.2 Discussion

Vocabulary is the main basic of construct the ability in speaking and listening in oral communication. Without mastering vocabulary, students cannot communicate their ideas, emotions, and desires because vocabulary is important for understanding of knowing names of thing, action and concepts, acquiring and adequate. Having a wide range of knowledge of structure or competence of vary English skill is not enough because our vocabulary is supposed a crucial requirement in studying English.

Based on the result of data analysis students who learned by using Aco software had higher score than students who learned by using Clapping game. It proved by average score that students obtained. Average score that obtained by students who learned by using Aco is 82 while average score that students obtained who leaned by using Clapping game is 74 that score indicated that learning by using Aco software is more effective than using Clapping game to improve students vocabulary mastery. The average score was obtained from four values. Those values were verb value, noun value, preposition value and adjective value that can be seen in table 4.1 and 4.2.

Aco software is more effective to enrich students' vocabulary mastery because nowadays the students interest to smartphone. Almost whole students in school have smartphone and they bring smartphone wherever they go. The students who used Aco software easy to study as long as they have smartphone and connect to the internet, they can study whenever and wherever they are. Even when they are alone, they still can learn because Aco software does not need particular tools and complicated preparation to use. That is why students who used Aco software have higher score than Clapping game. The lack of this software is it cannot be use if there is no smartphone and does not connect to internet.

Although the students who learned by using Clapping game obtained lower score than Aco software. It does not mean that Clapping game is bad to apply in vocabulary learning. It can be alternative way to teach vocabulary if the students were not allowed to use smartphone in school such as elementary school. Students in elementary school will be interest if they are taught by using Clapping game because this game is played in groups. The lack of this game is it cannot play alone.

In the research, it is written about the result of the data analysis. Based on the data analysis from the research shows that The result of Sig. (2-tailed) < 0.05 . So, H_a is accepted. H_a states that there is a significant different between students' vocabulary mastery who learned by using Aco software and who learned by using Clapping game. Aco and Clapping game give motivation and good effect to the students. The students will increase their vocabularies and the students will be easy to answer the questions next time.

The result of this research related to result of Bor-Tyang Wang's research he found that using smartphone to learning vocabulary could increase students'

vocabulary. He also stated that beside increase students' vocabulary, using smartphone also encouraged students' motivation in learning vocabulary beside they were more relax to learn with their smartphone. Smartphone helped students to think more and use their smartphone to improve self-learning habit. According to Bor-Tyangwang, students liked to use smartphone, they though it was interesting and some students felt that it was more efficient to use smartphone in language learning. Qiaochu Liu stated that using mobile app in English learning has positive effect on collage and senior high school students. His statement agree with Bor-Tyang wang.

In other point about Clapping game, Nurina Ayuningtyas found that clap game is a good way to be applied at junior high school students. Because it can improve students vocabulary. His statement also related to Nur Fahmiyati. She stated that implementing of word game in elementary school could improve students' achievement. Because students was interest to play that game.

In addition, the writer can conclude that nowadays most of students are interested in learning language by using technology such as smartph one. The causes of the different of Aco and Clapping game are students in senior high school more were more interest to learn language by using smartphone because it is more efficient than using traditional way such as Clapping game. Besides Clapping game was not really interest students in senior high school because they thought that clapping game just suitable with junior high school and elementary students. That statement related with Nuriana Ayuningtyas and Nur Fahmi.

The other cause of the difference of students' vocabulary who learned by using Aco software and Clapping game is its procedure of leaning. Aco software in its procedure of learning contain such as flash card and the pronunciation of each word,

so the students could see the pictures that related to the words. Therefore, the students who had visual learning style would be easy to remember the vocabulary because the words were supported with flashcard inside the Aco software.

In other hand, the students who used Aco software also learned how to pronounce each words correctly because Aco software provided the pronunciation of each words. Therefore, students would know how to pronounce each words. Learning vocabulary by using Aco software could improve students' vocabulary and their pronunciation as well. Students also easy to access Aco software because it did not need particular tools. Even if there was no teacher to teach them, they still could learn by themselves.

Clapping game in its procedure of learning did not need any tool to apply because the students just clapped their hand and said the words. The students could not use this way to learn if they were alone because Clapping game need two or more students to play. The students also need teacher to do Clapping game to tell the students if they were wrong in pronouncing the words. Although Clapping game need teacher to get better pronunciation. Clapping game still could be play without teacher but the consequence the students would lack in pronunciation because there was no teacher to lead them except they had friends that had well in pronunciation.

From the procedure of learning vocabulary of Aco software and Clapping game can be conclude that learning by using Aco software gave better vocabulary and pronunciation to the students than learning vocabulary by using Clapping game. In other hand, Clapping game easier to apply than Aco software because Clapping game did not need any tools to be done while Aco software needed smartphone and internet connection to be done.

The students more interested to learn vocabulary by using Aco software than Clapping game. Although most of students interested to learn vocabulary by using smartphone, there were also some students enjoy learning vocabulary by using Clapping game specially for students who had audio learning style but some students were also shy to learn vocabulary by using this game because they thought that Clapping game is childish.

In other aspects learning vocabulary by using Aco software needed students that had understood how to used smartphone. Therefore, this way could not be applied if the students did not understand to operate the smartphone and if the school did not allowed students to use smartphone in school. Different from Aco software, Clapping game still could be applied to the students without knowing how to operate smartphone. Therefore, it could be said that Aco software is efficient to be applied to senior high school students and college students while Clapping game is efficient to applied in elementary and junior high school students.

As summary, there were three aspect that influence the different between Aco software and Clapping game. Those aspects were students' interest, procedure of learning, and the requirement of Aco and Clapping game. In learning language specially vocabulary, senior high school students are more interested to learn by using smartphone than Clapping game that's why students who learned by using Aco software got higher score than students who learned by using Clapping game. Therefore applying Aco software in learning vocabulary more efficient to senior high school students than Clapping game. Clapping game just suitable to be applied to elementary and junior high school students.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deal with the conclusion of the research finding as the answer of the research question. Some suggestions are given to the future research and other researchers who are probably interest in investigating the same topic in different aspect of this study.

5.1 Conclusion

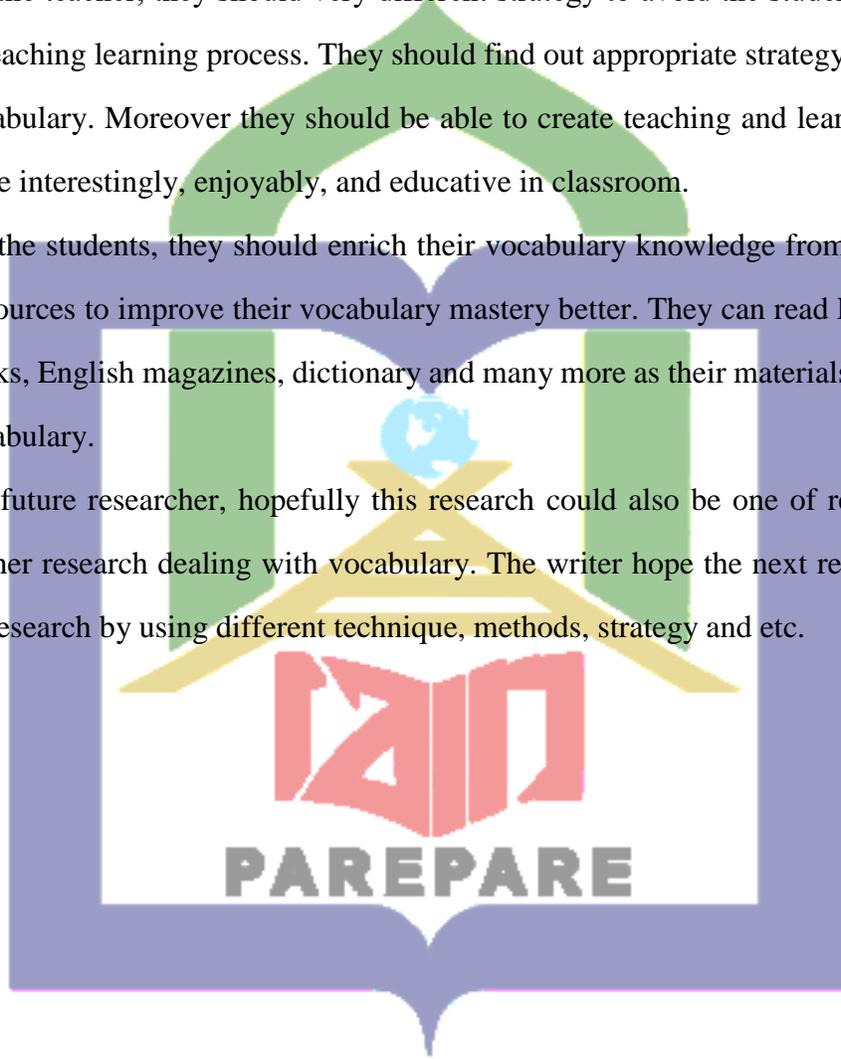
Base on the finding and discussion of data, the researcher conclude as below:

1. Based on the result of vocabulary test, the data showed mean score of students who learned by using Aco software was 82.6190. That score indicated that students' who learned by using Aco software have very good score on vocabulary mastery.
2. Based on the result of vocabulary test, the data showed mean score of students who learned by Clapping game was 74.0476. That score indicated that students' who learned by using Clapping game have good score on vocabulary mastery.
3. Based on result of independent T-test, the the data showed Sig. (2-tailed) value was 0.003. That value indicated that there is significant difference between students' vocabulary mastery who learned by using Aco software and who learned by using Clapping game. In addition, the difference of Aco offtware and Clapping game can also be seen on the mean score. Mean score of Aco software was 82 and the mean score of Clapping game was 74. That score indicated that students' vocabulary mastery who learned by using Aco software is higher than students' vocabulary mastery who learned by using Clapping Game

5.2 Suggestions

Base on the result of data analysis and conclusion above, the researcher puts forward some suggestions as follow:

1. For the teacher, they should very different strategy to avoid the students' boredom in teaching learning process. They should find out appropriate strategy for teaching vocabulary. Moreover they should be able to create teaching and learning process more interestingly, enjoyably, and educative in classroom.
2. For the students, they should enrich their vocabulary knowledge from many kinds of sources to improve their vocabulary mastery better. They can read English story books, English magazines, dictionary and many more as their materials for learning vocabulary.
3. For future researcher, hopefully this research could also be one of references for further research dealing with vocabulary. The writer hope the next researcher will do research by using different technique, methods, strategy and etc.



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Appendix 1. Research instrument

Research Instrument

Name :

Reg. Num :

I. Choose the best answer from the option a, b, c, or d

1. The teacher's duty is to ... the students in school.
 - a. Teach
 - b. Play
 - c. Make
 - d. Work
2. A: can u help me, please?
B: yes, of course. What can I do for you?
A: please ... this bag to my room.
 - a. Bring
 - b. Help
 - c. Give
 - d. Has
3. Indah ... the match in National Olimpiade. She is very happy.
 - a. Jump
 - b. Lost
 - c. Celebrated
 - d. Won
4. Linda did not study hard, so she did not ... the exam.
 - a. Study
 - b. Pass
 - c. Break
 - d. Go
5. A school is the place where students ... with their teachers.
 - a. Teach
 - b. Work
 - c. Play
 - d. Study
6. Mia: Adi, your shoes are so fit in your ... you look gorgeous.
Adi: thank you
 - a. Finger
 - b. Lip
 - c. Hand

- d. Feet
7. My farther always reads ... every morning.
- Radio
 - Computer
 - Television
 - Newspaper
8. I cannot hear anything since my ... are sick.
- Eyes
 - Ears
 - Nose
 - Mouth
9. Something that you can find in your classroom is a ...
- Pillow
 - Sofa
 - Whiteboard
 - Stove
10. Intan: do u have a ...
Ari: yes I do. My book rack is right there.
- Pencil
 - Marker
 - Drawing book
 - Eraser

II. Complete the sentences by choosing the correct answer.

- Do not feel guilty ... being late. (from / about/ with)
- He managed to pass the exam ... studying hard. (by / with / from)
- She was somewhere ... Pinrang and Parepare (between / among / along)
- You should be pleased ... the result (with / for / over)
- The bus stops just ... traffic light (down / before / to)
- Sugar is ..., but honey is sweeter than sugar. (small / sweet / smooth)
- The exam was too ... for her. She got score 100. (easy / difficult / high)
- Jonh did not pass the exam. He is very ... (sad / happy / confuse)
- The clown in my friends' party is so ... he makes all children laugh (noisy / funny / quiet)
- The room looks ... I want to clean it soon today. (dirty / shiny / tidy)

Appendix 2. Result of Vocabulary Test

Result of Aco software

Research Instrument

Name Ariana
Reg. Num Wp: 18.02.2019

1. Choose the best answer from the option a, b, c, or d

1. The teacher's duty is to ... the students in school.
 - a. Teach
 - b. Play
 - c. Make ✓
 - d. Work
2. A: can u help me, please?
B: yes, of course. What can I do for you?
A: please ... this bag to my room.
 - a. Bring
 - b. Help ✓
 - c. Give
 - d. Has
3. Indah ... the match in National Olimpiade. She is very happy.
 - a. Jump
 - b. Lost
 - c. Celebrated ✓
 - d. Won
4. Linda did not study hard, so she did not ... the exam.
 - a. Study
 - b. Pass ✓
 - c. Break
 - d. Go
5. A school is the place where students ... with their teachers.
 - a. Teach
 - b. Work ✓
 - c. Play
 - d. Study
6. Mia: Adi, your shoes are so fit in your ... you look gorgeous.
Adi: thank you
 - a. Finger
 - b. Lip ✓
 - c. Hand
 - d. Feet
7. My farther always reads ... every morning.
 - a. Radio

- b. Computer ✓
 c. Television ✓
 ✗ Newspaper
8. I cannot hear anything since my ... are sick.
 a. Eyes ✓
 ✗ Ears ✓
 c. Nose ✓
 d. Mouth
9. Something that you can find in your classroom is a ...
 a. Pillow ✓
 b. Sofa ✓
 ✗ Whiteboard ✓
 d. Stove
10. Intan: do u have a ...
 Ari: yes I do. My book rack is right there.
 a. Pencil ✓
 b. Marker ✓
 ✗ Drawing book ✓
 d. Eraser

II. Complete the sentences by choosing the correct answer.

- Do not feel guilty ... being late. (~~from~~ / about / ~~with~~)
- He managed to pass the exam ... studying hard. (~~by~~ / with / ~~from~~)
- She was somewhere ... Pinrang and Parepare (between / among / along)
- You should be pleased ... the result (~~with~~ / for / ~~over~~)
- The bus stops just ... traffic light (~~down~~ / before / ~~to~~)
- Sugar is ... , but honey is sweeter than sugar. (~~small~~ / sweet / ~~smaller~~)
- The exam was too ... for her. She got score 100. (easy / ~~difficult~~ / high)
- Jonh did not pass the exam. He is very ... (sad / ~~happy~~ / ~~amused~~)
- The clown in my friends' party is so ... he makes all children laugh (~~noisy~~ / funny / ~~quiet~~)
- The room looks ... I want to clean it soon today. (dirty / ~~clean~~ / ~~tidy~~)

Research Instrument

Name : Nurvi Saputri Satriani

Reg. Num : 9456 85

I. Choose the best answer from the option a, b, c, or d

1. The teacher's duty is to ... the students in school.
 - a. Teach
 - b. Play
 - c. Make
 - d. Work
2. A: can u help me, please?
B: yes, of course. What can I do for you?
A: please ... this bag to my room.
 - a. Bring
 - b. Help
 - c. Give
 - d. Has
3. Indah ... the match in National Olimpiade. She is very happy.
 - a. Jump
 - b. Lost
 - c. Celebrated
 - d. Won
4. Linda did not study hard, so she did not ... the exam.
 - a. Study
 - b. Pass
 - c. Break
 - d. Go
5. A school is the place where students ... with their teachers.
 - a. Teach
 - b. Work
 - c. Play
 - d. Study
6. Mia: Adi, your shoes are so fit in your ... you look gorgeous.
Adi: thank you
 - a. Finger
 - b. Lip
 - c. Hand
 - d. Feet
7. My farther always reads ... every morning.
 - a. Radio

- b. Computer
 c. Television
 d. Newspaper
8. I cannot hear anything since my ... are sick.
 a. Eyes
 b. Ears
 c. Nose
 d. Mouth
9. Something that you can find in your classroom is a ...
 a. Pillow
 b. Sofa
 c. Whiteboard
 d. Stove
10. Intan: do u have a ...
 Ari: yes I do. My book rack is right there.
 a. Pencil
 b. Marker
 c. Drawing book
 d. Eraser

II. Complete the sentences by choosing the correct answer.

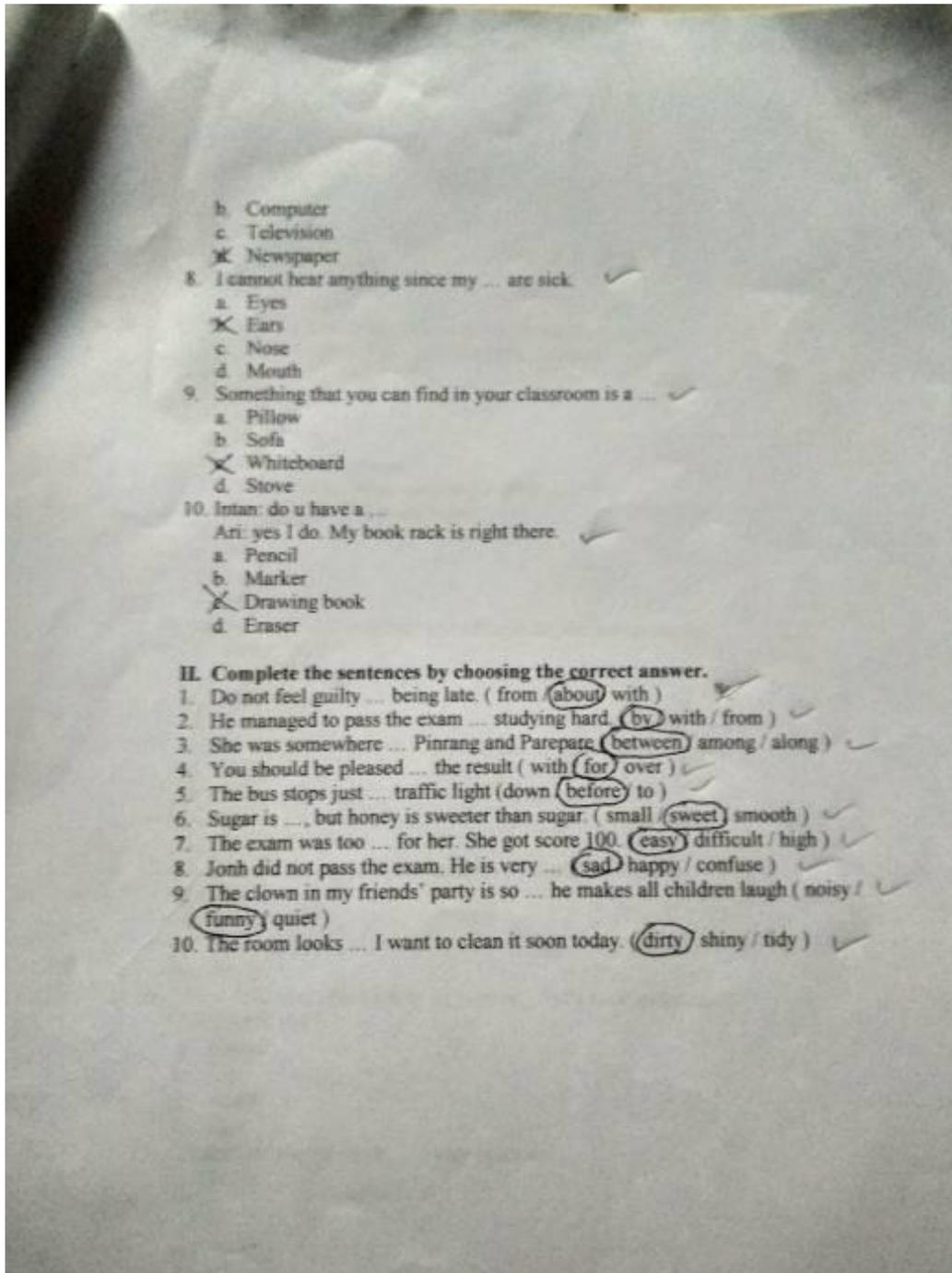
1. Do not feel guilty ... being late. (from / about / with) ✓
 2. He managed to pass the exam ... studying hard. (by / with / from) ✓
 3. She was somewhere ... Pinrang and Parepare (between / among / along) ✓
 4. You should be pleased ... the result (with / for / over) ✓
 5. The bus stops just ... traffic light (down / before / to) ✓
 6. Sugar is ..., but honey is sweeter than sugar. (small / sweet / smooth) ✓
 7. The exam was too ... for her. She got score 100. (easy / difficult / high) ✓
 8. Jonh did not pass the exam. He is very ... (sad / happy / confuse) ✓
 9. The clown in my friends' party is so ... he makes all children laugh (noisy / funny / quiet) ✓
 10. The room looks ... I want to clean it soon today. (dirty / shiny / tidy) ✓

Research Instrument

Name : MUSTAFAKAR AN
Reg. Num : 1511

I. Choose the best answer from the option a, b, c, or d

1. The teacher's duty is to ... the students in school. ✓
 a. Teach
 b. Play
 c. Make
 d. Work
2. A: can u help me, please? ✓
B: yes, of course. What can I do for you?
A: please ... this bag to my room.
 a. Bring
 b. Help
 c. Give
 d. Has
3. Indah ... the match in National Olimpiade. She is very happy. ✓
 a. Jump
 b. Lost
 c. Celebrated
 d. Won
4. Linda did not study hard, so she did not ... the exam. ✓
 a. Study
 b. Pass
 c. Break
 d. Go
5. A school is the place where students ... with their teachers. ✓
 a. Teach
 b. Work
 c. Play
 d. Study
6. Mia: Adi, your shoes are so fit in your ... you look gorgeous. ✓
Adi: thank you
 a. Finger
 b. Lip
 c. Hand
 d. Feet
7. My farther always reads ... every morning. ✓
 a. Radio



Research Instrument

Name : Rinda
Reg. Num : 4492

1. Choose the best answer from the option a, b, c, or d

- The teacher's duty is to ... the students in school.
 a. Teach
 b. Play
 c. Make
 d. Work
- A: can u help me, please?
B: yes, of course. What can I do for you?
A: please ... this bag to my room.
 a. Bring
 b. Help
 c. Give
 d. Has
- Indah ... the match in National Olimpiade. She is very happy.
 a. Jump
 b. Lost
 c. Celebrated
 d. Won
- Linda did not study hard, so she did not ... the exam.
 a. Study
 b. Pass
 c. Break
 d. Go
- A school is the place where students ... with their teachers.
 a. Teach
 b. Work
 c. Play
 d. Study
- Mia: Adi, your shoes are so fit in your ... you look gorgeous.
Adi: thank you
 a. Finger
 b. Lip
 c. Hand
 d. Feet
- My farther always reads ... every morning.
 a. Radio

- b. Computer
 c. Television
 d. Newspaper
8. I cannot hear anything since my ... are sick.
 a. Eyes
 b. Ears
 c. Nose
 d. Mouth
9. Something that you can find in your classroom is a ...
 a. Pillow
 b. Sofa
 c. Whiteboard
 d. Stove
10. Intan: do u have a ...
 Ari: yes I do. My book rack is right there.
 a. Pencil
 b. Marker
 c. Drawing book
 d. Eraser

II. Complete the sentences by choosing the correct answer.

- Do not feel guilty ... being late. (~~from~~ / about / with)
- He managed to pass the exam ... studying hard. (by / ~~with~~ / from)
- She was somewhere ... Pinrang and Parepare. (~~between~~ / among / along)
- You should be pleased ... the result (with / ~~top~~ / over)
- The bus stops just ... traffic light (~~down~~ / before / to)
- Sugar is ..., but honey is sweeter than sugar. (small / ~~sweet~~ / smooth)
- The exam was too ... for her. She got score 100. (~~easy~~ / difficult / high)
- Jonh did not pass the exam. He is very ... (~~sad~~ / happy / confuse)
- The clown in my friends' party is so ... he makes all children laugh (~~noisy~~ / ~~funny~~ / quiet)
- The room looks ... I want to clean it soon today. (~~dirty~~ / shiny / tidy)

Result of Clapping Game

Research Instrument

Name : **A. SYAHRUDDIN** 19 B

Reg. Num : ~~XXXX~~ **4500**

1. Choose the best answer from the option a, b, c, or d

1. The teacher's duty is to ... the students in school.
 - a. Teach ✓
 - b. Play
 - c. Make
 - d. Work
2. A: can u help me, please?
B: yes, of course. What can I do for you?
A: please ... this bag to my room.
 - a. Bring
 - b. Help ✗
 - c. Give
 - d. Has
3. Indah ... the match in National Olimpiade. She is very happy.
 - a. Jump ✗
 - b. Lost
 - c. Celebrated ✗
 - d. Won
4. Linda did not study hard, so she did not ... the exam.
 - a. Study
 - b. Pass
 - c. Break ✗
 - d. Go
5. A school is the place where students ... with their teachers.
 - a. Teach
 - b. Work
 - c. Play ✓
 - d. Study ✗
6. Mia: Adi, your shoes are so fit in your ... you look gorgeous.
Adi: thank you
 - a. Finger
 - b. Lip ✓
 - c. Hand
 - d. Feet ✗
7. My farther always reads ... every morning.
 - a. Radio ✗

- b. Computer
 - e. Television
 - Newspaper
8. I cannot hear anything since my ... are sick.
- a. Eyes
 - Ears
 - c. Nose
 - d. Mouth
9. Something that you can find in your classroom is a
- a. Pillow
 - b. Sofa
 - Whiteboard
 - d. Stove
10. Intan: do u have a ...
Ari: yes I do. My book rack is right there.
- a. Pencil
 - b. Marker
 - Drawing book
 - d. Eraser

II. Complete the sentences by choosing the correct answer.

1. Do not feel guilty ... being late. (from about / with)
2. He managed to pass the exam ... studying hard. (by with / from)
3. She was somewhere ... Pinrang and Parepare. (between / among / along)
4. You should be pleased ... the result (with for / over)
5. The bus stops just ... traffic light (down before / to)
6. Sugar is ..., but honey is sweeter than sugar. (small sweet / smooth)
7. The exam was too ... for her. She got score 100. (easy / difficult / high)
8. Jonh did not pass the exam. He is very ... (sad / happy / confuse)
9. The clown in my friends' party is so ... he makes all children laugh (noisy / funny / quiet)
10. The room looks ... I want to clean it soon today. (dirty / shiny / tidy)

Research Instrument

Name : ALVINA DAMAYANTI B
 Reg. Num : 4502 12-02008

I. Choose the best answer from the option a, b, c, or d

1. The teacher's duty is to ... the students in school.
 - a. Teach
 - b. Play
 - c. Make ✓
 - d. Work
2. A: can u help me, please?
 B: yes, of course. What can I do for you?
 A: please ... this bag to my room.
 - a. Bring
 - b. Help
 - c. Give ✗
 - d. Has
3. Indah ... the match in National Olimpiade. She is very happy.
 - a. Jump
 - b. Lost
 - c. Celebrated ✗
 - d. Won
4. Linda did not study hard, so she did not ... the exam.
 - a. Study
 - b. Pass
 - c. Break ✗
 - d. Go
5. A school is the place where students ... with their teachers.
 - a. Teach
 - b. Work
 - c. Play ✓
 - d. Study
6. Mia: Adi, your shoes are so fit in your ... you look gorgeous.
 Adi: thank you
 - a. Finger
 - b. Lip ✓
 - c. Hand
 - d. Feet
7. My farther always reads ... every morning.
 - a. Radio

- b. Computer
 c. Television
 * Newspaper
8. I cannot hear anything since my ... are sick.
 a. Eyes
 b. Ears
 c. Nose
 * Mouth
9. Something that you can find in your classroom is a ...
 a. Pillow
 b. Sofa
 * Whiteboard
 d. Stove
10. Intan: do u have a ...
 Ari: yes I do. My book rack is right there.
 a. Pencil
 b. Marker
 * Drawing book
 d. Eraser

II. Complete the sentences by choosing the correct answer.

1. Do not feel guilty ... being late. (rom / about / with)
 2. He managed to pass the exam ... studying hard. (by / with / from)
 3. She was somewhere ... Pinrang and Parepare (between / among / along)
 4. You should be pleased ... the result (with / for / over)
 5. The bus stops just ... traffic light (down / before / to)
 6. Sugar is ..., but honey is sweeter than sugar. (small / sweet / smooth)
 7. The exam was too ... for her. She got score 100. (easy / difficult / high)
 8. Jonh did not pass the exam. He is very ... (sad / happy / confuse)
 9. The clown in my friends' party is so ... he makes all children laugh (noisy / funny / quiet)
 10. The room looks ... I want to clean it soon today. (dirty / shiny / tidy)

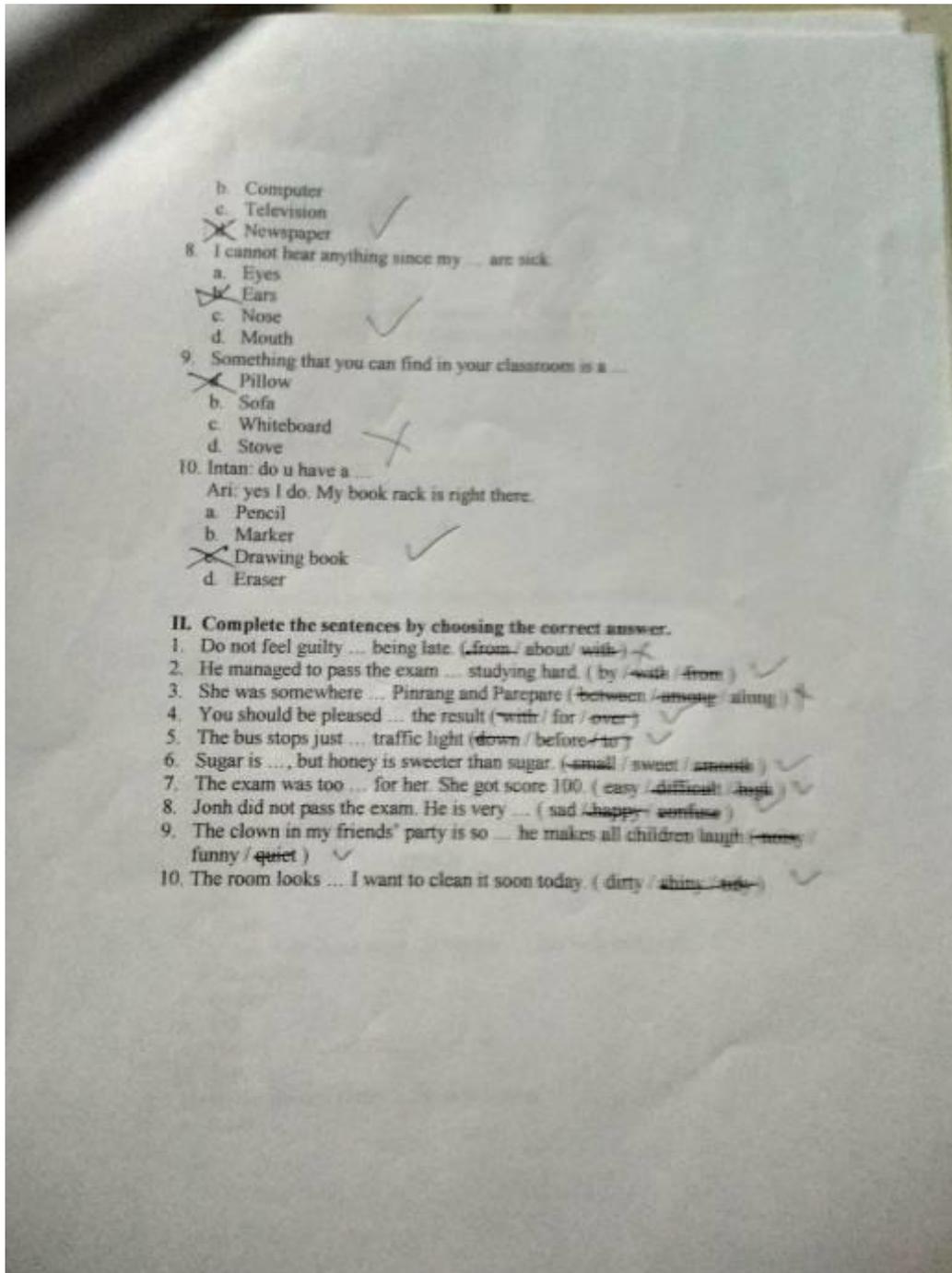
Research Instrument

Name : Alayih Dwi Sinta 15B

Reg. Num : 4501

I. Choose the best answer from the option a, b, c, or d

1. The teacher's duty is to ... the students in school.
 - a. Teach
 - b. Play
 - c. Make ✓
 - d. Work
2. A: can u help me, please?
B: yes, of course. What can I do for you?
A: please ... this bag to my room.
 - a. Bring
 - b. Help
 - c. Give ✕
 - d. Has
3. Indah ... the match in National Olimpiade. She is very happy.
 - a. Jump
 - b. Lost
 - c. Celebrated ✕
 - d. Won
4. Linda did not study hard, so she did not ... the exam.
 - a. Study
 - b. Pass
 - c. Break ✓
 - d. Go
5. A school is the place where students ... with their teachers.
 - a. Teach
 - b. Work
 - c. Play ✓
 - d. Study
6. Mia: Adi, your shoes are so fit in your ... you look gorgeous.
Adi: thank you
 - a. Finger
 - b. Lip ✓
 - c. Hand
 - d. Feet
7. My farther always reads ... every morning.
 - a. Radio



Research Instrument

Name : Nupul Lina 12 B
 Reg. Num : 4123

1. Choose the best answer from the option a, b, c, or d

1. The teacher's duty is to ... the students in school.
 - a. Teach
 - b. Play X
 - c. Make
 - d. Work
2. A: can u help me, please?
 B: yes, of course. What can I do for you?
 A: please ... this bag to my room.
 - a. Bring
 - b. Help X
 - c. Give
 - d. Has
3. Indah ... the match in National Olimpiade. She is very happy.
 - a. Jump
 - b. Lost
 - c. Celebrated X
 - d. Won
4. Linda did not study hard, so she did not ... the exam.
 - a. Study
 - b. Pass
 - c. Break X
 - d. Go
5. A school is the place where students ... with their teachers.
 - a. Teach
 - b. Work
 - c. Play ✓
 - d. Study
6. Mia: Adi, your shoes are so fit in your ... you look gorgeous.
 Adi: thank you
 - a. Finger
 - b. Lip ✓
 - c. Hand
 - d. Feet
7. My farther always reads ... every morning.
 - a. Radio

- b. Computer
 c. Television ✓
 X Newspaper
8. I cannot hear anything since my ... are sick.
 a. Eyes
 X Ears
 c. Nose ✓
 d. Mouth ✓
9. Something that you can find in your classroom is a ...
 a. Pillow
 b. Sofa
 X Whiteboard ✓
 d. Stove
10. Intan: do u have a ...
 Ari: yes I do. My book rack is right there.
 a. Pencil
 b. Marker
 X Drawing book ✓
 d. Eraser

II. Complete the sentences by choosing the correct answer.

1. Do not feel guilty ... being late. (~~from~~ / ~~about~~ with) ✓
 2. He managed to pass the exam ... studying hard. (~~by~~ with / ~~from~~) ✓
 3. She was somewhere ... Pitrang and Paropara. (~~between~~ / among along) X
 4. You should be pleased ... the result. (~~with~~ for / ~~over~~) ✓
 5. The bus stops just ... traffic light. (~~down~~ before to) ✓
 6. Sugar is ..., but honey is sweeter than sugar. (~~small~~ sweet smooth) ✓
 7. The exam was too ... for her. She got score 80. (~~easy~~ difficult high) X
 8. Jonh did not pass the exam. He is very ... (~~sad~~ happy / ~~confuse~~) ✓
 9. The clown in my friends' party is so ... he makes all children laugh. (~~noisy~~ funny / quiet) ✓
 10. The room looks ... I want to clean it soon today. (~~dirty~~ shiny / tidy) ✓

Appendix 3. Documentation



Appendix 4. Recommendation Letter of the Research



Appendix 5. Curriculum Vitae

CURRICULUM VITAE

The researcher, Hannas the student of English education program in IAIN Parepare was born on November 04th, 1996 in Bonging-ponging, Pinrang, South Sulawesi. He is the first child from four siblings of the couple of Saharuddin and A.Wahida.

He started her education at SD Neg. 210 Cora in 2003 and graduated in 2008, in the same year He continued her study at SMP Neg. 2 Padakkalawa and graduated in 2011. Then, He continued her study at SMA Neg. 7 Pinrang, and graduated in 2014. In 2014, she continued her study S1 program in State Islamic Institute (IAIN) Parepare at English program Tarbiyah and Adab Department. Finally, she graduated from IAIN Parepare in 2018 for the Degree of Sarjana Pendidikan (S, Pd).

